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PARIS COMMUNIQUÉ

Paris, May 25th 2018

FINAL DRAFT

Meeting in Paris on 24 and 25 May 2018, twenty years after the Sorbonne Declaration was signed, we, the Ministers responsible for higher education, wish not only to celebrate the progress made in fulfilling the declaration over the past two decades, but also to make strong and ambitious commitments for the further development of the European Higher Education Area.

We are proud of what the Bologna Process has achieved. We have built something unique: a European Higher Education Area (EHEA) in which goals and policies are agreed upon at European level, and then implemented in national education systems and higher education institutions. This is an area where governments, higher education institutions and stakeholders are shaping the landscape of higher education together; that demonstrates what a joint effort and continuous dialogue among governments and the higher education sector can attain. Through the EHEA, we have paved the way for large-scale student mobility and improved not only the comparability and transparency of our higher education systems, but also increased their quality and attractiveness. The EHEA has promoted mutual understanding and trust, and has enhanced cooperation among our higher education systems.

Academic freedom and integrity, institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA. Having seen these fundamental values challenged in recent years in some of our countries, we strongly commit to promoting and protecting them in the entire EHEA through intensified political dialogue and cooperation.

Since the Sorbonne and Bologna Declarations, the EHEA higher education systems as well as institutions have undergone major reforms. At a moment when Europe is facing important societal challenges – ranging from unemployment and social inequality to migration-related issues and a rise in political polarisation, radicalisation and violent extremism – higher education can and must play a decisive role in providing solutions to these issues. It must also play a key role in establishing the facts on the basis of which public debates are conducted and decisions made. By providing students and other learners with opportunities for lifelong personal development, higher education enhances their prospects of employment and stimulates them to be active citizens in democratic societies.

We therefore commit to developing policies that encourage and support higher education institutions to fulfil their social responsibility and contribute to a more cohesive and inclusive society through enhancing intercultural understanding, civic engagement and ethical awareness, as well as ensuring equitable access to higher education.

Progress in implementing agreed reforms

As the 2018 Bologna Process Implementation Report shows, progress has been made while implementation remains uneven, both between policy areas and between countries.

52 Quality assurance is key in developing mutual trust as well as increasing mobility and fair
53 recognition of qualifications and study periods throughout the EHEA. We therefore recognise
54 the progress made in implementing the “Standards and Guidelines for Quality Assurance in the
55 European Higher Education Area” (ESG) into national and institutional practice in most
56 countries, and we commit to removing the remaining obstacles to their implementation in
57 national legislations and regulations. In order to encourage the development of more joint
58 programmes and joint degrees, we will also enable and promote the use of the “European
59 Approach for Quality Assurance of Joint Programmes” in our higher education systems. We
60 welcome and will promote the development of the Database of External Quality Assurance
61 Results (DEQAR).

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63 In order to further develop mobility and recognition across the EHEA, we will work to ensure that
64 comparable higher education qualifications obtained in one EHEA country are automatically
65 recognised on the same basis in the others, for the purpose of accessing further studies and the
66 labour market. To this end we renew our commitment to ensure full implementation of ECTS,
67 following the guidelines laid down in the 2015 ECTS Users’ guide.

68
69 We will work to implement the Council of Europe/UNESCO Lisbon Recognition Convention and
70 its Recommendations, in particular on the recognition of qualifications held by refugees,
71 displaced persons and persons in a refugee-like situation. We also urge the adoption of
72 transparent procedures for the recognition of qualifications, prior learning and study periods,
73 supported by interoperable digital solutions.

74
75 We approve the proposed revised Diploma Supplement and commit to working for its adoption
76 in identical versions within the respective frameworks of the Lisbon Recognition Convention and
77 Europass. To further promote student and graduate mobility, we welcome and support initiatives
78 such as the digitalisation of the Diploma Supplement, and commit to support higher education
79 institutions to pursue further student data exchange in a secure, machine-readable and
80 interoperable format, in line with data protection legislation. We also note with interest the
81 current “European student card” EU pilot project, which could potentially be broadened to
82 support and facilitate student mobility throughout the entire EHEA.

83
84 In many of our systems, ECTS-based short cycle qualifications play an increasingly important
85 role in preparing students for employment and further studies as well in improving social
86 cohesion by facilitating access for many who would otherwise not have considered higher
87 education. We are therefore including short-cycle qualifications as a stand-alone qualification
88 within the overarching framework of qualifications of the EHEA (QF-EHEA). Each country can
89 decide whether and how to integrate short cycle qualifications within its own national framework.

90 91 92 ***Unlocking the full potential of the EHEA: taking implementation forward***

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94 We acknowledge that the reforms driven by the Bologna Process require both successful
95 implementation and full ownership of all of our agreed goals and commitments throughout the
96 EHEA. Fulfilling our commitments depends on the concerted efforts of national policy-makers,
97 public authorities, institutions, staff, students and other stakeholders as well as coordination at
98 EHEA level.

99
100 In order to unlock the full potential of the EHEA and ensure the implementation of Bologna key
101 commitments, we are adopting a structured peer support approach based on solidarity,
102 cooperation and mutual learning. In 2018-2020, thematic peer groups will focus on three key
103 commitments crucial to reinforcing and supporting quality and cooperation inside the EHEA:

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- 105 - a three-cycle system compatible with the overarching framework of qualifications of the
- 106 EHEA and first and second cycle degrees scaled by ECTS
- 107 - compliance with the Lisbon Recognition Convention,

108 - and quality assurance in compliance with the Standards and Guidelines for Quality
109 Assurance in the European Higher Education Area.

110
111 We mandate the Bologna follow-up group (BFUG) to implement, coordinate and monitor the
112 adopted peer support approach, and to do so with the aid of the Bologna Implementation
113 Coordination Group established to that end. It will analyse the first round of peer support and
114 through the BFUG suggest the direction that the activity should take in the future, and report
115 back to us at our next EHEA Ministerial conference in 2020.

116 We encourage the use of the Erasmus+ programme for increasing cooperation, beyond
117 mobility, and achieving progress on the key commitments.

118
119 Belarus joined the EHEA in 2015 on the basis of an agreed roadmap. We acknowledge that
120 some first reforms have been initiated, but also that substantial challenges remain. We welcome
121 Belarus' commitment to work with and be supported by partners in the implementation of the
122 proposed strategy for 2018-2020.



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125 ***Innovation in Learning and Teaching***

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127 For the past 20 years, the core mission of the Bologna Process and the main objective of
128 structural reforms have been to ensure and enhance the quality and relevance of learning and
129 teaching. Lifelong learning is increasingly important to our societies and economies as well as
130 to our citizens' wellbeing. Now it is time to add cooperation in innovative learning and teaching
131 practices as another hallmark of the EHEA. We therefore commit to developing new and
132 inclusive approaches for continuous enhancement of learning and teaching across the EHEA,
133 and can succeed only if we do so in close collaboration with the European higher education
134 community, in full respect of academic freedom and institutional autonomy.

135
136 The success of the European Learning and Teaching Forum launched by the European
137 University Association last year demonstrates the value and potential of collaboration in learning
138 and teaching, with tangible benefits for higher education institutions, staff and students.
139 Therefore, in addition to measures at national level, we will develop joint European initiatives to
140 support and stimulate a wide range of innovative learning and teaching practices, building on
141 existing good practice in our countries and beyond.

142
143 This will encompass the further development and full implementation of student-centred
144 learning and open education in the context of lifelong learning. Study programmes that provide
145 diverse learning methods and flexible learning can foster social mobility and continuous
146 professional development whilst enabling learners to access and complete higher education at
147 any stage of their lives.

148
149 We will support higher education institutions to develop and enhance their strategies for
150 learning and teaching. We also encourage them to provide inter-disciplinary programmes as
151 well as to combine academic and work-based learning. Students should encounter research or
152 activities linked to research and innovation at all levels of higher education to develop the critical
153 and creative mind-sets which will enable them to find novel solutions to emerging challenges. In
154 this regard, we commit to improving synergies between education, research and innovation.

155
156 Digitalisation plays a role in all areas of society and we recognise its potential to transform how
157 higher education is delivered and how people learn at different stages of their lives. We call on
158 our higher education institutions to prepare their students and support their teachers to act
159 creatively in a digitalised environment. We will enable our education systems to make better use
160 of digital and blended education, with appropriate quality assurance, in order to enhance lifelong
161 and flexible learning, foster digital skills and competences, improve data analysis, educational
162 research and foresight, and remove regulatory obstacles to the provision of open and digital

163 education. We call on the BFUG to take the issue of digitalisation forward in the next working
164 period.

165
166 As high quality teaching is essential in fostering high quality education, academic career
167 progression should be built on successful research and quality teaching. It should also take due
168 account of the broader contribution to society.

169 We will promote and support institutional, national and European initiatives for pedagogical
170 training, continuous professional development of higher education teachers and explore ways
171 for better recognition of high quality and innovative teaching in their career.

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173 ***Beyond 2020: a more ambitious EHEA***

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175 The EHEA has proved its role as a unique framework for higher education co-operation in
176 Europe. To develop the EHEA further, we will intensify cross-disciplinary and cross-border
177 cooperation as well as develop an inclusive and innovative approach to learning and teaching.
178 We call on the BFUG to submit proposals in time for our 2020 meeting in order to enable higher
179 education to fully play its role in meeting the challenges faced by our societies.

180

181 We will foster and extend integrated transnational cooperation in higher education, research
182 and innovation, for increased mobility of staff, students and researchers, and for more joint
183 study programmes throughout the whole EHEA. We take note with interest of the recent EU
184 initiative on 'European Universities' and we will encourage all our higher education institutions to
185 work in such new settings. We call on the BFUG to establish interaction with the European
186 Research Area and Innovation Committee (ERAC) by 2020 in order to develop synergies
187 between the EHEA and the European Research Area (ERA).

188

189 We commit to developing the role of higher education in securing a sustainable future for our
190 planet and our societies and to finding ways in which we, as EHEA Ministers, can contribute to
191 meeting the United Nations Sustainable Development Goals at global, European and national
192 levels.

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194 As a follow-up to the Bologna Policy Forum, we mandate the BFUG to enter into a global policy
195 dialogue to improve regular cooperation with other regions and international organisations. This
196 dialogue should focus on promoting mutual learning and joint initiatives on issues of common
197 interest, such as social inclusion and the wider role of higher education. We welcome the work
198 on the UNESCO Global Convention on the Recognition of Higher Education Qualifications.

199

200 We recognise that further effort is required to strengthen the social dimension of higher
201 education. In order to meet our commitment that the student body entering and graduating from
202 European higher education institutions should reflect the diversity of Europe's populations, we
203 will improve access and completion by under-represented and vulnerable groups. Therefore, we
204 mandate the BFUG to take this issue forward by the next EHEA Ministerial conference.

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207 **Preparing the 2020 EHEA Ministerial conference**

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209 For our 2020 conference, we mandate the BFUG to develop a Bologna Process Implementation
210 Report assessing the main developments in the EHEA since the Bologna Process began,
211 including to what extent we have fulfilled the mobility target agreed in Leuven/Louvain-la-Neuve
212 in 2009.

213

214 We also ask the BFUG to submit proposals for the main priorities for the next decade, in close
215 cooperation with higher education institutions, staff and students, and for the governance of the
216 EHEA.

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218 We gratefully accept the offer by Italy to host the next Ministerial conference of the EHEA and
219 the Bologna Policy Forum in 2020.

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222 **Appendices**

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224 ***Measures adopted:***

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226 Structured peer support approach for the implementation of the three Bologna key
227 commitments

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229 Belarus strategy for 2018-2020

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231 Short cycle qualifications as a stand-alone qualification level within the overarching
232 Qualifications Framework of the European Higher Education Area (QF-EHEA)

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234 Revised Diploma Supplement, with a recommendation for its adoption in identical form in
235 the respective frameworks of the Lisbon Recognition Convention and Europass

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