

# Communique Content & Style Analysis

July 17, 2023

2009 Leuven Louvain-La- Neuve

2012 Bucharest Communique

2015 Yerevan Communique

2018 Paris Communique

2020 Rome Communique

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# INTRODUCTION

This review was drafted by Aida Myrto, Oltion Rrumbullaku and Ana Zhibaj of the BFUG Secretariat, by request of the Drafting Committee. The purpose of this document is to review and analyse the content and style of previous Communiqués.

The following sections include an overview of the methodology, a closer look into the Rome Communiqué (to analyse in depth the most recent Communiqué), visual comparisons of the style and content of all Communiqués, a closer look into prominent, recurring themes (Learning and Teaching, Quality Assurance, Recognition, and Social Dimension), and key take-aways.

## METHODOLOGY/ PROCESS

This review included Communiqués from the Bologna Declaration until the Rome Communiqué, excluding the Budapest Vienna Declaration.

We used “[The European Higher Education Area in 2018: Bologna Process Implementation Report](#)” (found in the following page) as a reference, elaborated the themes, and expanded the review to include a stylistic analysis as well.

The stylistic analysis was focused on tone (aspirational, narrative, narrative and prescriptive), point of view (first person plural, third person plural), other features (bullet points, paragraph numbering, presence of bibliography and indexes) and overall organization, which was generally composed of the following elements:

- Introduction (description of the contexts and stating current priorities)
- Reporting Progress (taking stock of what has happened since the previous declaration)
- Future Priorities
- Future Commitments (pledges for the future and setting up monitoring).

The content analysis was initially guided by the topics identified in the EHEA website. In the process, we expanded to include the most recurring topics as well, and landed on the following list of themes: Learning and Teaching, Social Dimension, Recognition (the Diploma Supplement and the Three-Cycle System were often included in this category), Quality Assurance, Quality Framework (depending on the context, the the Three-Cycle System was included in this category), Mobility, Employability, Policy Dialogue, ECTS, Lifelong Learning, Research/ ERA, Values, Resources/ Funding, Research and Innovation (spotlight on doctoral students — from the Bologna Declaration until the London Communiqué, considerations for doctoral students were included in the Qualification Frameworks). Note that we excluded non-recurring, one-off themes from the scope of our review (e.g.: microcredentials/ short cycle, and public responsibility, which were only mentioned in the Rome Communiqué. Additionally, it could be worthy to explore the relationship between the major topics that are included in each Communiqué and the prior working structures (working groups, advisory groups, and task forces) in later stages of this document.

## The Bologna Process: from Sorbonne to Yerevan, 1998-2015

Mobility of students and teachers	Mobility also for researchers and administrative staff	Social dimension of mobility	Portability of loans and grants	Attention to visa and work permits	Attention also to pension systems and recognition	Benchmark of 20 % by 2020 for student mobility	Explore path to automatic recognition of academic qualifications	Implementation of key commitments
A common two-cycle degree system	Easily readable and comparable degrees	Fair recognition Development of joint degrees	Inclusion of doctoral level as third cycle	QF-EHEA adopted National Qualifications Frameworks (NQFs) launched	NQFs by 2010	NQFs by 2012	Roadmaps for countries without NQF	Implementation of key commitments
		Social dimension	Equal access	Reinforcement of the social dimension	Commitment to national action plans	National targets for the social dimension to be measured by 2020	Widening access and completion rates	Social inclusion
		Lifelong learning (LLL)	Alignment of national LLL policies Recognition of Prior Learning (RPL)	Flexible learning paths	Partnerships to improve employability	LLL as a public responsibility Focus on employability	Enhance employability, LLL and entrepreneurial skills through cooperation with employers	Employability
Use of credits	A system of credits (ECTS)	ECTS and Diploma Supplement (DS)	ECTS for credit accumulation		Coherent use of tools and recognition practices	Implementation of Bologna tools	Ensure that Bologna tools are based on learning outcomes	Adoption of ECTS Users Guide
	European cooperation in quality assurance (QA)	Cooperation between QA and recognition professionals	QA at institutional, national and European level	European Standards and Guidelines for quality assurance (ESG) adopted	Creation of the European Quality Assurance Register (EQAR)	Quality as an overarching focus for EHEA	Allow EQAR registered agencies to perform their activities across the EHEA	Adoption of revised ESG and European Approach to QA of joint programmes
Europe of Knowledge	European dimensions in higher education	Attractiveness of the EHEA	Links between higher education and research areas	International cooperation on the basis of values and sustainable development	Strategy to improve the global dimension of the Bologna Process adopted	Enhance global policy dialogue through Bologna Policy Fora	Evaluate implementation of 2007 global dimension strategy	
								Learning and Teaching: Relevance and quality
1998 Sorbonne Declaration	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué	2009 Leuven/ Louvain-la-Neuve Communiqué	2012 Bucharest Communiqué	2015 Yerevan Communiqué

# STRUCTURE OF ROME COMMUNIQUÉ

## *Rome 2020*

**Keywords:** online; covid-19; times of crisis; determination to provide inclusive quality education;

**Key commitment/priorities:** fully inclusive EHEA; meeting the United Nations' Sustainable Development Goals (SDGs) by 2030; prepare learners to become active, critical and responsible citizens; academic and scientific integrity; wide-ranging policy dialogue; develop and support safeguarding student rights through legislation; smaller units of learning; exchange of data; openly licensed materials;

**Other formatting features/stylistic:** the smallest font of all; bold used a lot; ends with conclusion and annexes, but they are not part of the same document;

Narrative-report

Formal language. Long sentences. Complex structure. Hopeful; reassuring; promising; supportive;

## *Rome Communiqué Style Guidance*

The following is a [draft style guidance](#) prepared for the Rome Communiqué (the document was last drafted on May 23, 2018).



### **Draft structure of the Ministerial Communiqués**

An EHEA Ministerial Communiqué is a short document of 3-5 pages. It is divided into paragraphs of introduction with general information about the context, the elaborated topics during the process and the future objectives. If applicable, the Ministers welcome new members.

1. Introduction – half a page
  - Place and date of the meeting
  - Bologna Process/EHEA general context
  - Values of the EHEA
  - Socio-economic situation affecting the EHEA > improvements needed > EHEA's role to progress
2. Progress in implementing agreed reforms / Goals achieved<sup>1</sup> – two pages
  - Topics elaborated within the work plan of the current BFUG period, such as
  - Social Dimension
  - Learning & Teaching
  - Quality Assurance
  - Qualification Frameworks and SCHE Recognition and Digitalisation Implementation etc.
3. Priorities of the EHEA beyond 2020<sup>2</sup> – one page
  - Internal
  - External - Space for CG13
4. Conclusions – a few lines
  - Governance of the EHEA post 2020
  - Announcement of the place and date of the next Ministerial Conference
5. Appendices

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1 The Paris Communiqué asked the BFUG to develop a Bologna Process Implementation Report assessing the main developments in the EHEA since the beginning of the Bologna Process.

2 The next decade of the EHEA should focus, inter-alia, on cross-disciplinary and cross-border cooperation; inclusive and innovative approaches to learning and teaching; transnational cooperation in higher education, research and innovation, through synergies between the EHEA and the European Research Area (ERA); securing a sustainable future through meeting the Sustainable Development Goals (SDG); promoting mutual learning and joint initiatives, such as social inclusion and the wider role of education; strengthening the social dimension of higher education.

([http://www.ehea.info/Upload/BFUG\\_meeting\\_Bucharest/BFUG\\_RO\\_MK\\_65\\_9\\_7\\_Road-map.pdf](http://www.ehea.info/Upload/BFUG_meeting_Bucharest/BFUG_RO_MK_65_9_7_Road-map.pdf)).

3 The Paris Communiqué asked the BFUG to submit proposals for the main priorities for the next decade, in close cooperation with higher education institutions, staff and students, and for the governance of the EHEA. Ministers asked the Bologna Follow Up Group to enter into a global policy dialogue to improve regular cooperation with other regions and international organisations, to supporting this ongoing, successful inter regional dialogue on issues of common concern amongst policy makers, stakeholder organisations, students, staff and higher education institutions.

”

## OVERVIEW OF ALL COMMUNIQUÉS: STYLE

The analysis of style delved into several aspects: tone (aspirational, narrative, narrative combined with prescriptive), point of view (first person plural, third person plural), and additional characteristics such as bullet points, paragraph numbering, inclusion of bibliography and indexes. Furthermore, the overall structure typically comprised the following components:

- Introduction: This section provided an overview of the contexts and priorities.
- Progress Reporting: An assessment made regarding the developments since the previous declaration.
- Future Priorities: The focus towards forthcoming objectives and areas of emphasis.
- Future Commitments: Pledges for the future.

OVERVIEW OF ALL COMMUNIQUÉS: STYLE

	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué
TONE	Aspirational	Narrative		
POINT OF VIEW	Third Person			
OTHER FEATURES		Bullet points		Roman Numerals
ORGANIZATION	INTRODUCTION CURRENT PRIORITIES	Reaffirming commitments Progress so far	Preamble Previous Meetings Current Thematic Priorities	New Members Commitment to Establish EHEA Mid-review for goals and priorities
	REPORTING PROGRESS	Follow up 6 objectives of Bologna Process	Progress	Progress Further Challenges and Priorities
	FUTURE PRIORITIES	Future Commitments	Additional Actions	Taking Stock on Progress for 2007
	FUTURE COMMITMENTS	Pledge for the Future	Further Follow-Up	Preparing for 2010
	BIBLIOGRAPHY			
	APPENDIXES			



2007 London Communique	2009 Leuven Louvain-La-Neuve	2012 Bucharest Communique	2015 Yerevan Communique	2018 Paris Communique	2020 Rome communiqué
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Narrative and Prescriptive			Aspirational	Narrative	
First Person Plural					
Paragraph Numbering	Paragraph Numbering		Bullet points		
We the Ministers, New Members	We the Ministers, Current Thematic Priorities Issue and Path Forward	We the Ministers, Current Thematic Priorities Historical Overview and Aspirations	We the Ministers, Thematic Priorities of EHEA Current Challenges	We the Ministers, Progress Thematic Priorities of EHEA	We the Minister, Context (Current Challenges) Vision
Progress towards EHEA	Achievements and Consolidation	Providing Quality Higher Education for All	A renewed vision: Our priorities Taking Note of the Work of the WG Next Ministerial New Members	Progress in Implementing Agreed Reforms	Implementation
Priorities for 2009	Learning for the Future	Enhancing Employability to Serve Europe's Needs Improvement of Data Collection and Transparency		Unlocking the full potential of the EHEA: Taking Implementation Forward Innovation in Learning and Teaching	
Looking forward to 2010 and Beyond	The Organizational Structure and Follow-Up	Setting out Priorities for 2012 - 2015		Beyond 2020: a more ambitious EHEA Preparing the 2020 EHEA Ministerial conference	The EHEA in a Global Setting Conclusions
		Yes			
			Yes		

## OVERVIEW OF ALL COMMUNIQUÉS: RECURRING THEMES AND TOPICS

	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué
LEARNING AND TEACHING					
SOCIAL DIMENSION		Social dimension to be explored, requested by student organizations	Equal access. Strengthening social cohesion and reducing inequalities	Reinforcement of the social dimension. Need for comparable data	Student body should reflect diversity of population
RECOGNITION		Promoting recognition of qualifications	Importance of ratification of LRC. Appeal for use of Diploma Supplement	Call to develop national action plans to improve Recognition. Looking for progress on joint-degrees and recognition of prior learning	Mentioning of the recognition of non-formal and informal learning
QA	European co-operation in QA;	Encourage cooperation in QA	QA at institutional, national and European level, with a set of specific elements included	ESG adopted, proposal for a register	Creation of the European Quality Assurance Register (EQAR)
QF	Easily readable and comparable degrees	Comparability of European degrees enhanced by a common framework of qualifications	Inclusion of doctoral level as third cycle. Explore how short cycle are linked to first cycle	QF-EHEA adopted National Qualifications Frameworks (NQFs) launched	Commitment to implement NQFs by 2010
MOBILITY	Promotion of mobility	Mobility (students, teachers, researchers and administrative staff)			
BFUG Secretariat					

2009 Leuven Louvain-La-Neuve	2012 Bucharest Communique	2015 Yerevan Communique	2018 Paris Communique	2020 Rome Communique	
Student-centered learning and teaching mission	Commitment to promote student-centered learning	Recognize and support quality teaching and opportunities for enhancing teaching	Encourages the development of new approaches for continuous enhancement of learning and teaching	Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching	LEARNING AND TEACHING
National targets for the social dimension to be measured by 2020	Widening access and completion rates	Social inclusion and widening	Further effort is required, request for next Ministerial enhancing intercultural understanding	Socially inclusive HE. Principles and Guidelines for the Social Dimension	SOCIAL DIMENSION
Mentioning flexible study paths for recognition,	Review the national legislation to fully comply with LRC and promote the use of European Area of Recognition	Removing obstacles on recognition of prior learning. Establish a group of volunteering countries to facilitate professional recognition.	Revised Diploma Supplement	Focus on automatic recognition of academic qualifications. Encouragement of the use of digital certifications.	RECOGNITION
Quality as an overarching focus for EHEA. EQAR to be evaluated externally	Allow EQAR registered agencies to perform their activities across the EHEA. Request for a revision of ESG	Adoption of revised ESG and European Approach to QA of joint programmes	Ensure compliance with ESG 2015. Promote European Approach for QA of joint programmes	Cross-border cooperation of EQAR agencies. Enhancement-oriented use of ESG	QA
Commitment to implement NQFs by 2012. Requested coordination with European Framework for Lifelong Learning	Roadmaps for countries without NQF. School leaving qualification will be considered EQF level 4. Emphasize the link to learning outcomes	Inclusion of short cycles in QF-EHEA. Review NQFs to ensure learning paths for the recognition of prior learning	ECTS based short cycle as a stand-alone qualification level. Revised Diploma Supplement	Commitment to complete the development of NQFs compatible with QF-EHEA	QF
Mobility is important for personal development and employability,	To strengthen mobility as a means for better learning.		Use of Erasmus+ for increasing cooperation beyond mobility/enabling learners to access and complete higher education at any stage of their lives.		MOBILITY

	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué
EMPLOYABILITY		developing study programmes combining academic quality with relevance to lasting employability	to take advantage of the improved transparency and flexibility of the higher education degree systems, for fostering employability	to increase the employability of graduates with bachelor qualifications, including in appropriate posts within the public service.	the importance of improving graduate employability, whilst noting that data gathering on this issue needs to be developed further
POLICY DIALOGUE					2.20 We adopt the strategy "The European Higher Education Area in a Global Setting" and will take forward work in the core policy areas: ...intensifying policy dialogue; and improving recognition.
ECTS	Establishment of a system of credits	Supported by a credit system such as the ECTS or one that is ECTS-compatible, providing both transferability and accumulation functions, is necessary	Encourage further progress with the goal that the ECTS becomes not only a transfer but also an accumulation system, to be applied consistently as it develops within the emerging EHEA		Efforts should concentrate in future on removing barriers to access and progression between cycles and on proper implementation of ECTS based on learning outcomes and student workload.

2009 Leuven Louvain-La- Neuve	2012 Bucharest Communique	2015 Yerevan Communique	2018 Paris Communique	2020 Rome Communique	
Employability empowers the individual to fully seize the opportunities in changing labour markets	to provide quality higher education for all, to enhance graduates' employability	Fostering the employability of graduates throughout their working lives in rapidly changing labour markets - characterized by technological developments, the emergence of new job profiles, and increasing opportunities for employment and self-employment - is a major goal of the EHEA.	developing study programmes combining academic quality with relevance to lasting employability and called for a continued proactive role of HEI		EMPLOYABILITY
Competition on a global scale will be complemented by enhanced policy dialogue and cooperation based on partnership with other regions of the world, in particular through the organisation of Bologna Policy Fora, involving a variety of stakeholders.	The Bologna Policy Forum will continue as an opportunity for dialogue and its format will be further developed with our global partners.	Through policy dialogue and exchange of good practice, we will provide targeted support to member countries experiencing difficulties in implementing the agreed goals and enable those who wish to go further to do so.	As a follow-up to the Bologna Policy Forum, we mandate the BFUG to enter into a global policy dialogue to improve regular cooperation with other regions and international organisations.	We will engage in wide-ranging policy dialogue on how to implement the principles and guidelines fully at national level.	POLICY DIALOGUE
	We welcome the clear reference to ECTS, to the European Qualifications Framework and to learning outcomes in the European Commission's proposal for a revision of the EU Directive on the recognition of professional qualifications.	Revised ECTS Users' Guide, as an official EHEA document	ECTS-based short cycle qualifications play an increasingly important role in preparing students for employment and further studies as well in improving social cohesion by facilitating access for many who would otherwise not have considered higher education.	"Key Commitments" essential for the functioning of the EHEA: ECTS, etc.	ECTS

	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué
LIFELONG LEARNING		Recognized the need for a lifelong learning perspective on education	Making lifelong learning a reality	Proposed broader framework for qualifications for lifelong learning	To work towards a common understanding of the role of higher education in lifelong learning
RESEARCH/ ERA			Conscious of the need to promote closer links between the EHEA and the ERA in a Europe of Knowledge, and of the importance of research as an integral part of higher education across Europe, Ministers consider it necessary to go beyond the present focus on two main cycles of higher education to include the doctoral level as the third cycle	Recognise the need to improve the synergy between the higher education sector and other research sectors throughout our respective countries and between the EHEA and the ERA	Closer alignment of the EHEA with the ERA remains an important objective.
VALUES			Ministers declare that transnational exchanges in higher education should be governed on the basis of academic quality and academic values, and agree to work in all appropriate fora to that end.	We reiterate that in international academic cooperation, academic values should prevail.	We recognise the important influence higher education institutions (HEIs) exert on developing our societies, based on their traditions as centres of learning, research, creativity and knowledge transfer as well as their key role in defining and transmitting the values on which our societies are built.

2009 Leuven Louvain-La- Neuve	2012 Bucharest Communique	2015 Yerevan Communique	2018 Paris Communique	2020 Rome Communique	
The implementation of lifelong learning policies requires strong partnerships between public authorities, higher education institutions, students, employers and employees.	Lifelong learning is one of the important factors in meeting the needs of a changing labour market, and HEI	To widen participation in higher education and support institutions that provide relevant learning activities in appropriate contexts for different types of learners, including lifelong learning	Open education in the context of lifelong learning/Lifelong learning is increasingly important to our societies and economies as well as to our citizens' wellbeing	Must be offered up-skilling and reskilling opportunities in a lifelong learning perspective, and enabled to develop and apply new technologies and approaches.	LIFELONG LEARNING
	Explore how to promote quality, transparency, employability and mobility in the third cycle, as the education and training of doctoral candidates has a particular role in bridging the EHEA and the ERA.	We will also strengthen the links between the EHEA and the ERA	We call on the BFUG to establish interaction with the European Research Area and Innovation Committee (ERAC) by 2020 in order to develop synergies between the EHEA and the European Research Area (ERA)	We call for the BFUG to work closely with the European Research Area and Innovation Committee (ERAC) to enhance synergies and alignment between education and research and innovation policies.	RESEARCH/ ERA
The necessary ongoing reform of higher education systems and policies will continue to be firmly embedded in the European values of institutional autonomy, academic freedom and social equity and will require full participation of students and staff.	We commit to supporting the engagement of students and staff in governance structures at all levels and reiterate our commitment to autonomous and accountable higher education institutions that embrace academic freedom.	Academic freedom Autonomous higher Education institutions Religious tolerance Gender equality Democratic and civic values	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.	We reaffirm our commitment to promoting and protecting our shared fundamental values in the entire EHEA through intensified political dialogue and cooperation as the necessary basis for quality learning, teaching and research as well as for democratic societies.	VALUES

	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué
RESOURCES FUNDING			With a view to promoting student mobility, Ministers will take the necessary steps to enable the portability of national loans and grants.	We reconfirm our commitment to facilitate the portability of grants and loans where appropriate through joint action, with a view to making mobility within the EHEA a reality. We undertake to ensure that HEI enjoy the necessary autonomy to implement the agreed reforms, and we recognise the need for sustainable funding of institutions.	Ensure that the HEIs have the necessary resources to continue to fulfil their full ranges of purpose. We therefore underline the importance of strong institutions, which are diverse, adequately funded, autonomous and accountable.
RESEARCH & INNOVATION			The efforts to introduce structural change and improve the quality of teaching should not detract from the effort to strengthen research and innovation.	The efforts to introduce structural change and improve the quality of teaching should not detract from the effort to strengthen research and innovation.	Stimulating research and innovation
MONITORING & DATA COLLECTION			Ministers stress the need for more comparable data on the social and economic situation of students.	We also charge the Follow-up Group with presenting comparable data on the mobility of staff and students as well as on the social and economic situation of students in participating countries as a basis for future stocktaking and reporting in time for the next Ministerial Conference.	We underline the importance of improving graduate employability, whilst noting that data gathering on this issue needs to be developed further. 3.4 We recognise the need to improve the availability of data on both mobility and the social dimension across all the countries participating in the Bologna Process.



2009 Leuven Louvain-La- Neuve	2012 Bucharest Communiqué	2015 Yerevan Communiqué	2018 Paris Communiqué	2020 Rome Communiqué	
Within a framework of public responsibility we confirm that public funding remains the main priority to guarantee equitable access and further sustainable development of autonomous higher education institutions. Greater attention should be paid to seeking new and diversified funding sources and methods.	We reiterate our commitment to full portability of national grants and loans across the EHEA and call on the EU to underpin this endeavour through its policies. We commit to securing the highest possible level of public funding for higher education and drawing on other appropriate sources, as an investment in our future.	To promote the portability of grants and loans taking into account the guidelines from the Working group on mobility and internationalization;		We commit to supporting our higher education institutions in bringing their educational, research and innovation capacities to bear on these fundamental global objectives and to deploying resources to ensure that our higher education systems contribute to the achievement of the SDGs.	RESOURCES FUNDING
Higher education should be based at all levels on state of the art research and development thus fostering innovation and creativity in society. We recognise the potential of higher education programmes, including those based on applied science, to foster innovation.	Research		Students should encounter research or activities linked to research and innovation at all levels of higher education to develop the critical and creative mind-sets which will enable them to find novel solutions to emerging challenges.	Core missions: learning and teaching, research and innovation; etc.	RESEARCH & INNOVATION
21. Improved and enhanced data collection will help monitor progress made in the attainment of the objectives set out in the social dimension, employability and mobility agendas, as well as in other policy areas, and will serve as a basis for both stocktaking and benchmarking.	Improvement of data collection and transparency to underpin political goals We welcome the improved quality of data and information on higher education. We ask for more targeted data collection and referencing against common indicators, particularly on employability, the social dimension, lifelong learning, internationalisation, portability of grants/loans, and student and staff mobility.	We need more precise measurement of performance as a basis for reporting from member countries.			MONITORING & DATA COLLECTION

1999 Bologna  
Declaration

2001 Prague  
Communique

2003 Berlin  
Communique

2005 Bergen  
Communique

2007 London  
Communique

DIGITALISATION

SUSTAINABLE  
DEVELOPMENT

2009 Leuven Louvain-La- Neuve	2012 Bucharest Communique	2015 Yerevan Communique	2018 Paris Communique	2020 Rome Communique	
			<p>To further promote student and graduate mobility, we welcome and support initiatives such as the digitalisation of the Diploma Supplement, and commit to support higher education institutions to pursue further student data exchange in a secure, machine-readable and interoperable format, in line with data protection legislation.</p>	<p>Digitalisation has allowed most of our systems to continue to function during the COVID-19 pandemic, although the intensified use of digital means has brought to light certain limits. With its consolidated experience of transnational and international cooperation and research, higher education must take a leading role in exploring and advising on how to address and overcome these limitations.</p>	DIGITALISATION
			<p>We commit to developing the role of higher education in securing a sustainable future for our planet and our societies and to finding ways in which we, as EHEA Ministers, can contribute to meeting the United Nations Sustainable Development Goals at global, European and national levels.</p>	<p>Higher education will be a key actor in meeting the United Nations' Sustainable Development Goals (SDGs) by 2030.</p>	SUSTAINABLE DEVELOPMENT

## AN IN-DEPTH LOOK AT RECURRING THEMES

### *Learning and Teaching*

#### **Leuven Communiqué 2009**

The Leuven Communiqué (2009) acknowledges the challenges and opportunities of globalisation and technological advancements in European higher education. It sets the foundation for student-centered learning and the teaching mission of higher education.

“ *European higher education also faces the major challenge and the ensuing opportunities of globalisation and accelerated technological developments with new providers, new learners and new types of learning. Student-centred learning and mobility will help students develop the competences they need in a changing labour market and will empower them to become active and responsible citizens. Student-centred learning and the teaching mission of higher education*  
*We reassert the importance of the teaching mission of higher education institutions and the necessity for ongoing curricular reform geared toward the development of learning outcomes. Student-centred learning requires empowering individual learners, new approaches to teaching and learning, effective support and guidance structures and a curriculum focused more clearly on the learner in all three cycles. Curricular reform will thus be an ongoing process leading to high quality, flexible and more individually tailored education paths. We ask the higher education institutions to pay particular attention to improving the teaching quality of their study programmes at all levels. This should be a priority in the further implementation of the European Standards and Guidelines for quality assurance.* ”

#### **Budapest Vienna Declaration 2010**

Building on the previous Communiqué, the Budapest Vienna Declaration (2010) calls for fostering student-centered learning and cooperation among teachers and researchers. It emphasizes the cooperation of teachers and researchers in international networks to facilitate inspiring working and learning environments.

“ *We call upon all actors involved to facilitate an inspiring working and learning environment and to foster student-centred learning as a way of empowering the learner in all forms of education, providing the best solution for sustainable and flexible learning paths. This also requires the cooperation of teachers and researchers in international networks.* ”

#### **Bucharest Communiqué 2012**

The Bucharest Communiqué (2012) reiterates the commitment to student-centered learning, innovative teaching methods, and creating a supportive environment.

“ *We reiterate our commitment to promote student-centred learning in higher education, characterised by innovative methods of teaching that involve students as active participants in their own learning.* ”

*Together with institutions, students and staff, we will facilitate a supportive and inspiring working and learning environment.*

*At the national level, together with the relevant stakeholders, and especially with higher education institutions, we will:*

*Establish conditions that foster student-centred learning, innovative teaching methods and a supportive and inspiring working and learning environment, while continuing to involve students and staff in governance structures at all levels.*

”

### Yerevan Communiqué 2015

The Yerevan Communiqué (2015) focuses on enhancing the quality and relevance of learning and teaching in higher education. It emphasizes pedagogical innovation, the integration of digital technologies, and the promotion of creativity, innovation, and entrepreneurship. It highlights the importance of transparent learning outcomes, flexible learning paths, and involving students and stakeholders in curriculum design and quality assurance processes.

“

*Enhancing the quality and relevance of learning and teaching is the main mission of the EHEA. We will encourage and support higher education institutions and staff in promoting pedagogical innovation in student-centred learning environments and in fully exploiting the potential benefits of digital technologies for learning and teaching. We will promote a stronger link between teaching, learning and research at all study levels, and provide incentives for institutions, teachers and students to intensify activities that develop creativity, innovation and entrepreneurship. Study programmes should enable students to develop the competences that can best satisfy personal aspirations and societal needs, through effective learning activities. These should be supported by transparent descriptions of learning outcomes and workload, flexible learning paths and appropriate teaching and assessment methods. It is essential to recognize and support quality teaching, and to provide opportunities for enhancing academics' teaching competences. Moreover, we will actively involve students, as full members of the academic community, as well as other stakeholders, in curriculum design and in quality assurance.*

”

### Paris Communiqué 2018

The Paris Communiqué (2018) highlights the core mission of the Bologna Process, which is to ensure and enhance the quality and relevance of learning and teaching. It emphasizes the importance of lifelong learning and calls for cooperation in innovative learning and teaching practices. It encourages the development of new approaches for continuous enhancement of learning and teaching, fostering social mobility, and combining academic and work-based learning. It also stresses the need to link teaching, learning, and research.

“

*Innovation in Learning and Teaching*

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

*The success of the European Learning and Teaching Forum launched by the European University Association last year demonstrates the value and potential of collaboration in learning and teaching, with tangible benefits for higher education institutions, staff and students.*

*Therefore, in addition to measures at national level, we will develop joint European initiatives to support and stimulate a wide range of innovative learning and teaching practices, building on existing good practice in our countries and beyond.*

*This will encompass the further development and full implementation of student-centred learning and open education in the context of lifelong learning. Study programmes that provide diverse learning methods and flexible learning can foster social mobility and continuous professional development whilst enabling learners to access and complete higher education at any stage of their lives. We will support higher education institutions to develop and enhance their strategies for learning and teaching. We also encourage them to provide inter-disciplinary programmes as well as to combine academic and work-based learning. Students should encounter research or activities linked to research and innovation at all levels of higher education to develop the critical and creative mindsets which will enable them to find novel solutions to emerging challenges. In this regard, we commit to improving synergies between education, research and innovation.*

”

**Rome Communiqué 2020**

The Rome Communiqué (2020) adopts recommendations for the enhancement of higher education learning and teaching. It emphasizes the implementation of student-centered learning and teaching, the support of digital technologies for learning and assessment, and the development of digital skills for all stakeholders. It highlights the importance of stable employment and career opportunities for academic staff, as well as the promotion of open science and education.

“

*We adopt the “Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA” (Annex III) and commit to follow them, supporting higher education institutions in further implementing student-centred learning and teaching. The recommendations comprise increased support for all learners, and for teaching and non-teaching staff. Academic staff, including junior academics, require stable employment and career opportunities, parity of esteem for teaching and research, attractive working conditions, access to up-to-date staff development, and recognition of their achievements. In all these respects we will foster dialogue and collaboration on learning and teaching in our national systems and at EHEA level.*

*We commit to supporting our higher education institutions in using digital technologies for learning, teaching and assessment, as well as for academic communication and research, and to investing in the development of digital skills and competences for all. We commit to the development of open science and education to facilitate the exchange of knowledge and openly licensed materials that can be easily shared among higher education stakeholders, who can adapt and repurpose them for their needs.”*

”

## Quality Assurance

### Prague Communiqué 2001

Ministers recognized the importance of quality assurance systems in ensuring high standards and comparability of qualifications. They encouraged cooperation between recognition and quality assurance networks and the dissemination of best practices. The focus was on mutual acceptance of evaluation and accreditation mechanisms.

“

*Promotion of European cooperation in quality assurance*

*Ministers recognized the vital role that quality assurance systems play in ensuring high quality standards and in facilitating the comparability of qualifications throughout Europe. They also encouraged closer cooperation between recognition and quality assurance networks. They emphasized the necessity of close European cooperation and mutual trust in and acceptance of national quality assurance systems. Further they encouraged universities and other higher education institutions to disseminate examples of best practice and to design scenarios for mutual acceptance of evaluation and accreditation/certification mechanisms. Ministers called upon the universities and other higher education institutions, national agencies and the European Network of Quality Assurance in Higher Education (ENQA), in cooperation with corresponding bodies from countries which are not members of ENQA, to collaborate in establishing a common framework of reference and to disseminate best practice.*

”

### Berlin Communiqué 2003

Ministers committed to supporting the further development of quality assurance at institutional, national, and European levels. They stressed the need for shared criteria and methodologies and emphasize institutional responsibility for quality assurance. The introduction of a set of elements for the national quality assurance systems was highlighted, along with definition of the responsibilities of the bodies involved, a system of accreditation or comparable procedures, etc.

“

*The quality of higher education has proven to be at the heart of the setting up of a European Higher Education Area. Ministers commit themselves to supporting further development of quality assurance at institutional, national and European level. They stress the need to develop mutually shared criteria and methodologies on quality assurance.*

*They also stress that consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework.*

*Therefore, they agree that by 2005 national quality assurance systems should include:*

- *A definition of the responsibilities of the bodies and institutions involved.*
- *Evaluation of programmes or institutions, including internal assessment, external review, participation of students and the publication of results.*
- *A system of accreditation, certification or comparable procedures.*
- *International participation, co-operation and networking.*

*At the European level, Ministers call upon ENQA through its members, in co-operation with the EUA, EURASHE and ESIB, to develop an agreed set of standards, procedures and guidelines on quality assurance, to explore ways of ensuring an adequate peer review system for quality assurance and/or accreditation agencies or bodies, and to report back through the Follow-up Group to Ministers in 2005. Due account will be taken of the expertise of other quality assurance associations and networks.*

”

## Bergen Communiqué 2005

Progress was made in quality assurance systems, while there was a need of further progress on student involvement and international cooperation. Higher education institutions were urged to enhance the quality of their activities through internal mechanisms linked to external quality assurance. The adoption of European Standards and Guidelines for Quality Assurance in the EHEA is introduced, along with the proposal for a peer review system and a European Register of Quality Assurance Agencies.

“

*Almost all countries have made provision for a quality assurance system based on the criteria set out in the Berlin Communiqué and with a high degree of cooperation and networking.*

*However, there is still progress to be made, in particular as regards student involvement and international cooperation. Furthermore, we urge higher education institutions to continue their efforts to enhance the quality of their activities through the systematic introduction of internal mechanisms and their direct correlation to external quality assurance.*

*We adopt the standards and guidelines for quality assurance in the European Higher Education Area as proposed by ENQA. We commit ourselves to introducing the proposed model for peer review of quality assurance agencies on a national basis, while respecting the commonly accepted guidelines and criteria. We welcome the principle of a European register of quality assurance agencies based on national review. We ask that the practicalities of implementation be further developed by ENQA in cooperation with EUA, EURASHE and ESIB with a report back to us through the Follow-up Group. We underline the importance of cooperation between nationally recognised agencies with a view to enhancing the mutual recognition of accreditation or quality assurance decisions.*

*Quality Assurance and a European Register of Quality Assurance Agencies*



*The Standards and Guidelines for Quality Assurance in the EHEA adopted in Bergen (ESG) have been a powerful driver of change in relation to quality assurance. All countries have started to implement them and some have made substantial progress. External quality assurance in particular is much better developed than before. The extent of student involvement at all levels has increased since 2005, although improvement is still necessary. Since the main responsibility for quality lies with HEIs, they should continue to develop their systems of quality assurance. We acknowledge the progress made with regard to mutual recognition of accreditation and quality assurance decisions, and encourage continued international cooperation amongst quality assurance agencies.*

*The first European Quality Assurance Forum, jointly organised by EUA, ENQA, EURASHE and ESIB (the E4 Group) in 2006 provided an opportunity to discuss European developments in quality assurance. We encourage the four organisations to continue to organise European Quality Assurance Fora on an annual basis, to facilitate the sharing of good practice and ensure that quality in the EHEA continues to improve.*

*We thank the E4 Group for responding to our request to further develop the practicalities of setting up a Register of European Higher Education Quality Assurance Agencies. The purpose of the register is to allow all stakeholders and the general public open access to objective information about trustworthy quality assurance agencies that are working in line with the ESG. It will therefore enhance confidence in higher education in the EHEA and beyond, and facilitate the mutual recognition of quality assurance and accreditation decisions. We welcome the establishment of a register by the E4 group, working in partnership, based on their proposed operational model. The register will be voluntary, self-financing, independent and transparent. Applications for inclusion on the register should be evaluated on the basis of substantial compliance with the ESG, evidenced through an independent review process endorsed by national authorities, where this endorsement is required by those authorities. We ask the E4 group to report progress to us regularly through BFUG, and to ensure that after two years of operation, the register is evaluated externally, taking account of the views of all stakeholders.*

”

## Leuven Communiqué 2009

The adoption of the three-cycle structure and the European Standards and Guidelines for quality assurance was mentioned. The focus was on the European Quality Assurance Register and the need for external evaluation.

“

*The Bologna Process is leading to greater compatibility and comparability of the systems of higher education and is making it easier for learners to be mobile and for institutions to attract students and scholars from other continents. Higher education is being modernized with the adoption of a three-cycle structure including, within national contexts, the possibility of intermediate qualifications linked to the first cycle and with the adoption of the European Standards and Guidelines for quality assurance. We have also seen the creation of a European register for quality assurance agencies and the establishment of national qualifications frameworks linked to the overarching European Higher Education Area framework, based on learning outcomes and workload.*

*We ask the E4 group (ENQA-EUA-EURASHE-ESU) to continue its cooperation in further developing the European dimension of quality assurance and in particular to ensure that the European Quality Assurance Register is evaluated externally, taking into account the views of the stakeholders.* ”

## **Bucharest Communiqué 2012**

The importance of quality assurance for building trust and reinforcing attractiveness is emphasized. The need for the revision of the European Standards and Guidelines is introduced, along with the external evaluation of the European Quality Assurance Register. The priority is given to allowing EQAR registered quality assurance agencies to perform activities across the EHEA.

“ *Quality assurance is essential for building trust and to reinforce the attractiveness of the EHEA's offerings, including in the provision of cross-border education. We commit to both maintaining the public responsibility for quality assurance and to actively involve a wide range of stakeholders in this development. We acknowledge the ENQA, ESU, EUA and EURASHE (the E4 group) report on the implementation and application of the “European Standards and Guidelines for Quality Assurance” (ESG). We will revise the ESG to improve their clarity, applicability and usefulness, including their scope. The revision will be based upon an initial proposal to be prepared by the E4 in cooperation with Education International, BUSINESSEUROPE and the European Quality Assurance Register for Higher Education (EQAR), which will be submitted to the Bologna Follow-Up Group.*

*We welcome the external evaluation of EQAR and we encourage quality assurance agencies to apply for registration. We will allow EQAR-registered agencies to perform their activities across the EHEA, while complying with national requirements. In particular, we will aim to recognise quality assurance decisions of EQAR-registered agencies on joint and double degree programmes. Setting out priorities for 2012-2015*

*Having outlined the main EHEA goals in the coming years, we set out the following priorities for action by 2015.*

*At the national level, together with the relevant stakeholders, and especially with higher education institutions, we will:*

*Allow EQAR-registered quality assurance agencies to perform their activities across the EHEA, while complying with national requirements;* ”

## **Yerevan Communiqué 2015**

The revised Standards and Guidelines for Quality Assurance and the European Approach for Quality Assurance of Joint Programmes are mentioned as policy measures adopted.

“ *Policy measures adopted*  
*The revised Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Approach for Quality Assurance of Joint Programmes* ”

## Paris Communiqué 2018

The progress in implementing the Standards and Guidelines for Quality Assurance is recognized, and the promotion of joint programs and the respective use of the European Approach for Quality Assurance are highlighted. The development of the Database of External Quality Assurance Results (DEQAR) is mentioned. It introduces the concept of key commitments to reinforce and support of the quality assurance through a thematic peer group.

“ *Quality assurance is key in developing mutual trust as well as increasing mobility and fair recognition of qualifications and study periods throughout the EHEA. We therefore recognize the progress made in implementing the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) into national and institutional practice in most countries, and we commit to removing the remaining obstacles to their implementation in national legislations and regulations. In order to encourage the development of more joint programmes and joint degrees, we will also enable and promote the use of the “European Approach for Quality Assurance of Joint Programmes” in our higher education systems. We welcome and will promote the development of the Database of External Quality Assurance Results (DEQAR). In 2018-2020, thematic peer groups will focus on three key commitments crucial to reinforcing and supporting quality and cooperation inside the EHEA: and quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.* ”

## Rome Communiqué 2020

The affirmation of the determination to seeing the key commitments carried out in full, including Quality Assurance according to the Standards and Guidelines for Quality Assurance, is emphasised. Automatic recognition at the system level for qualifications meeting quality assurance criteria is introduced, along with the encouragement of digital certification systems and the enhancement-oriented use of the European Standards and Guidelines.

“ *In the 2018 Paris Ministerial Conference we decided to devote special effort to completing implementation of three “Key Commitments” essential for the functioning of the EHEA: the Qualifications Frameworks and ECTS, the Lisbon Recognition Convention and the Diploma Supplement, and Quality Assurance according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). We reconfirm our determination to see the Key Commitments fully implemented. We ask the BFUG to continue to employ the peer support method to achieve this. We commit to the continued participation in and contribution to this effort. We will make the necessary legislative changes to guarantee automatic recognition at system level for qualifications delivered in EHEA countries where quality assurance operates in compliance with the ESG and where a fully operational national qualifications framework has been established. We also encourage the application of agreed and secure systems of digital certification and com-*

*munication such as blockchain, as well as the further development of the Database of External Quality Assurance Results (DEQAR) to facilitate automatic recognition.*

*We acknowledge the progress made in the development of quality assurance systems aligned with the ESG, and we commit to removing the remaining obstacles, including those related to the cross-border operation of EQAR registered agencies and the application of the European Approach for Quality Assurance of Joint Programmes. We commit to ensuring that our external quality assurance arrangements cover transnational higher education in the EHEA with equal standards as for domestic provision. In view of the need for increased flexibility and openness of learning paths, smaller units of learning and greater synergies among higher education institutions, we encourage an enhancement-oriented use of the ESG to support innovation in higher education and its quality assurance.*

”

## Recognition

### Prague Communiqué 2001

The Prague Communiqué highlighted the importance of promoting academic and professional recognition of qualifications within the European Higher Education Area. It emphasised the need for universities and institutions to utilize existing national legislation and European tools to facilitate recognition. The aim was to ensure that citizens can effectively use their qualifications and skills throughout Europe. The Communiqué called for closer cooperation among organizations and networks like NARIC and ENIC to promote simple, efficient, and fair recognition that reflects the diversity of qualifications.

“

*Adoption of a system of easily readable and comparable degrees*  
*Ministers strongly encouraged universities and other higher education institutions to take full advantage of existing national legislation and European tools aimed at facilitating academic and professional recognition of course units, degrees and other awards, so that citizens can effectively use their qualifications, competencies and skills throughout the European Higher Education Area. Ministers called upon existing organisations and networks such as NARIC and ENIC to promote, at institutional, national and European level, simple, efficient and fair recognition reflecting the underlying diversity of qualifications.*

”

### Berlin Communiqué 2003

The implementation of the Lisbon Recognition Convention, the use of Diploma Supplements, and the importance of widely spoken European languages for better transparency and flexibility were highlighted.

“

*First cycle degrees should give access, in the sense of the Lisbon Recognition Convention, to second*

*cycle programmes. Second cycle degrees should give access to doctoral studies.*

*Recognition of degrees: Adoption of a system of easily readable and comparable degrees*

*Ministers underline the importance of the Lisbon Recognition Convention, which should be ratified by all countries participating in the Bologna Process, and call on the ENIC and NARIC networks along with the competent National Authorities to further the implementation of the Convention.*

*They set the objective that every student graduating as from 2005 should receive the Diploma Supplement automatically and free of charge. It should be issued in a widely spoken European language.*

*They appeal to institutions and employers to make full use of the Diploma Supplement, so as to take advantage of the improved transparency and flexibility of the higher education degree systems, for fostering employability and facilitating academic recognition for further studies.*

”

## Bergen Communiqué 2005

The Bergen Communiqué acknowledged the progress made in ratifying the Lisbon Recognition Convention. It emphasised the need for full implementation of the convention's principles and the incorporation of these principles into national legislation. The Communiqué called on participating countries to address recognition problems identified by the ENIC/NARIC networks and develop national action plans to improve recognition processes. It also emphasised the importance of joint degrees and the recognition of prior learning for lifelong learning in higher education.

“

*Recognition of degrees and study periods*

*We note that 36 of the 45 participating countries have now ratified the Lisbon Recognition Convention. We urge those that have not already done so to ratify the Convention without delay. We commit ourselves to ensuring the full implementation of its principles, and to incorporating them in national legislation as appropriate. We call on all participating countries to address recognition problems identified by the ENIC/NARIC networks. We will draw up national action plans to improve the quality of the process associated with the recognition of foreign qualifications. These plans will form part of each country's national report for the next Ministerial Conference. We express support for the subsidiary texts to the Lisbon Recognition*

*Convention and call upon all national authorities and other stakeholders to recognise joint degrees awarded in two or more countries in the EHEA.*

*We see the development of national and European frameworks for qualifications as an opportunity to further embed lifelong learning in higher education. We will work with higher education institutions and others to improve recognition of prior learning including, where possible, non-formal and informal learning for access to, and as elements in, higher education programmes.*

*We charge the Follow-up Group with continuing and widening the stocktaking process and reporting in time for the next Ministerial Conference. We expect stocktaking to be based on the appropriate methodology and to continue in the fields of the degree system, quality assurance and recognition of degrees and study periods, and by 2007 we will have largely completed the implementation of these three intermediate priorities.*

*In particular, we shall look for progress in:*

- *the awarding and recognition of joint degrees, including at the doctorate level;*
- *creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.*

”

### London Communiqué 2007

It underscored the importance of fair recognition of higher education qualifications, study periods, and prior learning within the EHEA, including non-formal and informal learning. The Communiqué encouraged the remaining members to ratify the Lisbon Recognition Convention and called for more coherent recognition practices. It also highlighted the role of the ENIC/NARIC networks in analyzing national action plans and spreading good practices.

“

#### *Recognition*

*2.5 Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components of the EHEA, both internally and in a global context. Easily readable and comparable degrees and accessible information on educational systems and qualifications frameworks are prerequisites for citizens' mobility and ensuring the continuing attractiveness and competitiveness of the EHEA. While we are pleased that 38 members of the Bologna Process, including Montenegro, have now ratified the Council of Europe/UNESCO Convention on the recognition of qualifications concerning Higher Education in the European region (Lisbon Recognition Convention), we urge the remaining members to do so as a matter of priority.*

*2.6 There has been progress in the implementation of the Lisbon Recognition Convention (LRC), ECTS and diploma supplements, but the range of national and institutional approaches to recognition needs to be more coherent. To improve recognition practices, we therefore ask the Bologna Follow-up Group (BFUG) to arrange for the ENIC/NARIC networks to analyse our national action plans and spread good practice.*

”

### Leuven Communiqué 2009

It emphasised the need for flexible study paths, recognition of prior learning, and support services to ensure equitable access for all.

“

*Missing specific policies for the recognition.*

*Successful policies for lifelong learning will include basic principles and procedures for recognition of prior learning on the basis of learning outcomes regardless of whether the knowledge, skills and competences were acquired through formal, non-formal, or informal learning paths. Lifelong learning will be supported by adequate organizational structures and funding. Lifelong learning*

*encouraged by national policies should inform the practice of higher education institutions. Flexible study paths and active information policies, full recognition of study achievements, study support and the full portability of grants and loans are necessary requirements.*

”

### **Bucharest Communiqué 2012**

It emphasised the importance of fair academic and professional recognition within the EHEA. It aimed to remove obstacles hindering effective recognition and work towards the automatic recognition of comparable academic degrees as a long-term goal. The Communiqué called for the review of national legislation to comply with the Lisbon Recognition Convention and encouraged the use of the European Area of Recognition (EAR) Manual. It emphasised the role of higher education institutions and quality assurance agencies in assessing recognition procedures and advancing recognition practices.

“

*We welcome the clear reference to ECTS, to the European Qualifications Framework and to learning outcomes in the European Commission's proposal for a revision of the EU Directive on the recognition of professional qualifications. We underline the importance of taking appropriate account of these elements in recognition decisions.*

*Fair academic and professional recognition, including recognition of non-formal and informal learning, is at the core of the EHEA. It is a direct benefit for students' academic mobility, it improves graduates' chances of professional mobility and it represents an accurate measure of the degree of convergence and trust attained. We are determined to remove outstanding obstacles hindering effective and proper recognition and are willing to work together towards the automatic recognition of comparable academic degrees, building on the tools of the Bologna framework, as a long-term goal of the EHEA. We therefore commit to reviewing our national legislation to comply with the Lisbon Recognition Convention. We welcome the European Area of Recognition (EAR) Manual and recommend its use as a set of guidelines for recognition of foreign qualifications and a compendium of good practices, as well as encourage higher education institutions and quality assurance agencies to assess institutional recognition procedures in internal and external quality assurance.*

*At the national level, together with the relevant stakeholders, and especially with higher education institutions, we will:*

*Review national legislation to fully comply with the Lisbon Recognition Convention and promote the use of the EAR-manual to advance recognition practices;*

”

### **Yerevan Communiqué 2015**

It highlighted the commitment to review national legislations for full compliance with the Lisbon Recognition Convention. It emphasised the importance of removing obstacles to the recognition

of prior learning, improving recognition of qualifications held by refugees, and reviewing national qualifications frameworks. The Communiqué also established a group for facilitating professional recognition and emphasised the role of lifelong learning in providing relevant learning activities for different types of learners.

“

#### *Commitments*

- *to review national legislations with a view to fully complying with the Lisbon Recognition Convention, reporting to the Bologna Secretariat by the end of 2016, and asking the Convention Committee, in cooperation with the ENIC and NARIC Networks, to prepare an analysis of the reports by the end of 2017, taking due account of the monitoring of the Convention carried out by the Convention Committee;*
- *to remove obstacles to the recognition of prior learning for the purposes of providing access to higher education programmes and facilitating the award of qualifications on the basis of prior learning, as well as encouraging higher education institutions to improve their capacity to recognize prior learning;*
- *to review national qualifications frameworks, with a view to ensuring that learning paths within the framework provide adequately for the recognition of prior learning;*
- *to establish a group of volunteering countries and organizations with a view to facilitating professional recognition;*

”

### **Paris Communiqué 2018**

It emphasised the automatic recognition of higher education qualifications obtained in one EHEA country in others, ensuring full implementation of ECTS, and the adoption of transparent recognition procedures. The Communiqué encouraged the implementation of the Lisbon Recognition Convention, particularly for the recognition of qualifications held by refugees. It highlighted the revised Diploma Supplement and the need for interoperable digital solutions.

“

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

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

*We approve the proposed revised Diploma Supplement and commit to working for its adoption in identical versions within the respective frameworks of the Lisbon Recognition Convention and Europass.*

”



## Rome Communiqué 2020

The Rome Communiqué highlighted the reinforcement of the implementation of the Lisbon Recognition Convention and the application of its principles to qualifications and study periods outside the EHEA. It emphasised the automatic recognition of academic qualifications and study periods within the EHEA to enable the free movement of students, staff, and graduates. The Communiqué called for necessary legislative changes to guarantee automatic recognition for qualifications delivered in EHEA countries with compliant quality assurance systems and operational national qualifications frameworks. It also emphasised fair recognition of qualifications held by refugees and supports the European Qualifications Passport for Refugees.

“ We will strengthen the implementation of the Council of Europe/UNESCO Lisbon Recognition Convention and apply its principles to qualifications and periods of study outside the EHEA, using common assessment criteria and reports, in collaboration with the Lisbon Recognition Convention Committee and the ENIC and NARIC Networks.  
We will ensure automatic recognition of academic qualifications and periods of study within the EHEA so that students, staff and graduates are able to move freely to study, teach and do research. We will make the necessary legislative changes to guarantee automatic recognition at system level for qualifications delivered in EHEA countries where quality assurance operates in compliance with the ESG and where a fully operational national qualifications framework has been established. We also encourage the application of agreed and secure systems of digital certification and communication such as blockchain, as well as the further development of the Database of External Quality Assurance Results (DEQAR) to facilitate automatic recognition.  
We commit to reviewing our own legislation, regulations, and practice to ensure fair recognition of qualifications held by refugees, displaced persons and persons in refugee-like situations, even when they cannot be fully documented, in accordance with Article VII of the Lisbon Recognition Convention. We welcome the European Qualifications Passport for Refugees and will support further broadening its use in our systems.”

## Social Dimension

### Prague Communiqué 2001

The Communiqué reaffirmed the importance of considering the social aspect of the Bologna process, as emphasized by students. Social Dimension was suggested as one of the areas to be explored.

“ Ministers also reaffirmed the need, recalled by students, to take account of the social dimension in the Bologna process.  
Ministers encouraged the follow-up group to arrange seminars to explore the following areas..., the social dimension, with specific attention to obstacles to mobility, and the enlargement of the Bologna process, lifelong learning, and student involvement.”

## Berlin Communiqué 2003

The Berlin Communiqué (2003) emphasized the importance of the social dimension in higher education, aiming to strengthen social cohesion and reduce inequalities. It highlights the need for appropriate studying and living conditions for students and the availability of comparable data on students' social and economic situation.

“ *Ministers reaffirm the importance of the social dimension of the Bologna Process. The need to increase competitiveness must be balanced with the objective of improving the social characteristics of the European Higher Education Area, aiming at strengthening social cohesion and reducing social and gender inequalities both at national and at European level. In that context, Ministers reaffirm their position that higher education is a public good and a public responsibility. They emphasise that in international academic cooperation and exchanges, academic values should prevail.*

*Ministers stress the need for appropriate studying and living conditions for the students, so that they can successfully complete their studies within an appropriate period of time without obstacles related to their social and economic background. They also stress the need for more comparable data on the social and economic situation of students.*

*Ministers stress their commitment to making higher education equally accessible to all, on the basis of capacity, by every appropriate means.*

”

## Bergen Communiqué 2005

The Bergen Communiqué (2005) focus remains on making quality higher education accessible to all and providing appropriate conditions for students. Governments are encouraged to take measures to support socially disadvantaged students, both financially and through guidance services. It also mentions the need for comparable data on mobility and students' social and economic situation.

“ *The social dimension of the Bologna Process is a constituent part of the EHEA and a necessary condition for the attractiveness and competitiveness of the EHEA. We therefore renew our commitment to making quality higher education equally accessible to all, and stress the need for appropriate conditions for students so that they can complete their studies without obstacles related to their social and economic background. The social dimension includes measures taken by governments to help students, especially from socially disadvantaged groups, in financial and economic aspects and to provide them with guidance and counselling services with a view to widening access. We also charge the Follow-up Group with presenting comparable data on the mobility of staff and students as well as on the social and economic situation of students in participating countries as a basis for future stocktaking and reporting in time for the next Ministerial Conference. The future stocktaking will have to take into account the social dimension as defined above.*

*Social Dimension*

*Similarly, we will report on our national strategies and policies for the social dimension, including action plans and measures to evaluate their effectiveness. We will invite all stakeholders to partic-*

*ipate in, and support this work, at the national level.*

#### *Data collection*

*We recognise the need to improve the availability of data on both mobility and the social dimension across all the countries participating in the Bologna Process.*

”

### **London Communiqué 2007**

The emphasis was on higher education's role in fostering social cohesion, reducing inequalities, and maximizing individuals' potential. It stressed the importance of students being able to complete their studies without obstacles related to their background. Efforts were directed towards providing adequate student services, flexible learning pathways, and widening participation based on equal opportunity.

“

*Higher education should play a strong role in fostering social cohesion, reducing inequalities and raising the level of knowledge, skills and competences in society. Policy should therefore aim to maximise the potential of individuals in terms of their personal development and their contribution to a sustainable and democratic knowledge-based society. We share the societal aspiration that the student body entering, participating in and completing higher education at all levels should reflect the diversity of our populations. We reaffirm the importance of students being able to complete their studies without obstacles related to their social and economic background. We therefore continue our efforts to provide adequate student services, create more flexible learning pathways into and within higher education, and to widen participation at all levels on the basis of equal opportunity.*

”

### **Leuven Communiqué 2009**

The focus was on equitable access to higher education and providing equal opportunities for quality education. Efforts were directed towards widening participation and improving the learning environment. The goal was to reflect the diversity of populations and provide equal opportunities. Measurable targets for widening participation and increasing the participation of underrepresented groups are set.

“

*Social dimension: equitable access and completion*

*The student body within higher education should reflect the diversity of Europe's populations. We therefore emphasize the social characteristics of higher education and aim to provide equal opportunities to quality education. Access into higher education should be widened by fostering the potential of students from underrepresented groups and by providing adequate conditions for the completion of their studies. This involves improving the learning environment, removing all barriers to study, and creating the appropriate economic conditions for students to be able to benefit from the study opportunities at all levels. Each participating country will set measurable targets for widening*

*overall participation and increasing participation of underrepresented groups in higher education, to be reached by the end of the next decade. Efforts to achieve equity in higher education should be complemented by actions in other parts of the educational system.*

”

### **Bucharest Communiqué 2012**

The importance of widening access and raising completion rates in higher education was reiterated. Efforts were made to develop the social dimension by reducing inequalities, providing student support services, counselling, and flexible learning paths. The need for data improvement on mobility and the social dimension was recognized.

“

*Widening access to higher education is a precondition for societal progress and economic development. We agree to adopt national measures for widening overall access to quality higher education. We will work to raise completion rates and ensure timely progression in higher education in all EHEA countries.*

*The student body entering and graduating from higher education institutions should reflect the diversity of Europe's populations. We will step up our efforts towards underrepresented groups to develop the social dimension of higher education, reduce inequalities and provide adequate student support services, counselling and guidance, flexible learning paths and alternative access routes, including recognition of prior learning. We encourage the use of peer learning on the social dimension and aim to monitor progress in this area.*

”

### **Yerevan Communiqué 2015**

The goal was to make higher education systems more inclusive, reflecting population diversity. Efforts were directed towards widening participation, enhancing the social dimension, improving gender balance, and providing opportunities for access and completion for students from disadvantaged backgrounds.

“

*Making our systems more inclusive is an essential aim for the EHEA as our populations become more and more diversified, also due to immigration and demographic changes. We undertake to widen participation in higher education and support institutions that provide relevant learning activities in appropriate contexts for different types of learners, including lifelong learning. We will improve permeability and articulation between different education sectors. We will enhance the social dimension of higher education, improve gender balance and widen opportunities for access and completion, including international mobility, for students from disadvantaged backgrounds. We will provide mobility opportunities for students and staff from conflict areas, while working to make it possible for them to return*

home once conditions allow. We also wish to promote the mobility of teacher education students in view of the important role they will play in educating future generations of Europeans.

”

### Paris Communiqué 2018

The focus was on strengthening the social dimension of higher education, improving access and completion for underrepresented and vulnerable groups. The BFUG was mandated to address this issue in the next Ministerial conference.

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

”

### Rome Communiqué 2020

The Rome Communiqué (2020) reaffirmed the commitment to socially inclusive higher education and emphasised the importance of providing opportunities and support for equitable inclusion of individuals from all parts of society. It highlights the need to reinforce social inclusion and enhance the quality of education while utilizing the new opportunities provided by digitalization. The document adopted principles and guidelines to strengthen the social dimension, encompassing a broadened understanding of social inclusion. It called for policy dialogue and support for higher education institutions in integrating these principles and guidelines into their core missions. The Communiqué also recognized the significance of safeguarding student rights through legislation and committed to developing dedicated measures and structures at the national level.

“

*An inclusive EHEA*

*Socially inclusive higher education will remain at the core of the EHEA and will require providing opportunities and support for equitable inclusion of individuals from all parts of society. Learners with diverse socio-economic, professional, cultural and educational backgrounds must have the possibility and the tools to seek out and avail themselves, at any time of life, of the educational options most useful for them.*

*We commit to reinforcing social inclusion and enhancing quality education, using fully the new opportunities provided by digitalisation. While our societies increasingly rely on innovative technologies, including artificial intelligence, we must ensure that these observe ethical standards and human rights and foster inclusion. We recognize that digitalisation does not offer ‘one size fits all’ solutions, and ask the BFUG to propose ways in which all learners can benefit from the new technologies.*

*We adopt the “Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA”*

*(Annex II) based on a broadened understanding of the social dimension, and commit to implementing them in our systems. We will engage in wide-ranging policy dialogue on how to implement the principles and guidelines fully at national level. We will support our higher education institutions in integrating them into their institutional culture and core missions: learning and teaching, research and innovation, knowledge circulation and outreach, institutional governance and management. We ask the BFUG to report back to us in 2024 on the steps taken and the related monitoring measures to assure evidence-based follow-up.*

*We recognize the importance of safeguarding student rights through legislation; we commit to developing and supporting them in our national systems through dedicated measures and structures, such as student ombudspersons or similar solutions that already exist in many EHEA countries.* ”

## ***Qualifications Framework***

### **Prague Communiqué 2001**

Ministers recognized the importance of enhancing the readability and comparability of European higher education through the development of a common framework of qualifications, etc.

“ *The readability and comparability of European higher education degrees world-wide should be enhanced by the development of a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanisms and by increased information efforts.* ”

### **Berlin Communiqué 2003**

Communiqué encouraged member states to establish a framework of comparable and compatible qualifications for their higher education systems. It was emphasized the need for different outcomes and orientations for first and second cycle degrees, as well as the importance of linking shorter higher education programs to the qualifications framework.

“ Ministers encourage the member States to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competences and profile. They also undertake to elaborate an overarching framework of qualifications for the European Higher Education Area. Within such frameworks, degrees should have different defined outcomes. First and second cycle degrees should have different orientations and various profiles in order to accommodate a diversity of individual, academic and labour market needs. First cycle degrees should give access, in the sense of the Lisbon Recognition Convention, to second cycle programmes. Second cycle degrees should give access to doctoral studies.

Ministers invite the Follow-up Group to explore whether and how shorter higher education may be linked to the first cycle of a qualifications framework for the European Higher Education Area. Ministers furthermore call those working on qualifications frameworks for the European Higher Education Area to encompass the wide range of flexible learning paths, opportunities and techniques and to make appropriate use of the ECTS credits.

”

### Bergen Communiqué 2005

The Communiqué adopted the overarching framework for qualifications in the European Higher Education Area (EHEA) consisting of three cycles. It was committed to elaborating national qualifications frameworks compatible with the overarching framework and ensuring complementarity with the broader framework for lifelong learning.

“ *The degree system*  
We note with satisfaction that the two-cycle degree system is being implemented on a large scale, with more than half of the students being enrolled in it in most countries. However, there are still some obstacles to access between cycles. Furthermore, there is a need for greater dialogue, involving Governments, institutions and social partners, to increase the employability of graduates with bachelor qualifications, including in appropriate posts within the public service.

We adopt the overarching framework for qualifications in the EHEA, comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles. We commit ourselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007. We ask the Follow-up Group to report on the implementation and further development of the overarching framework.

We underline the importance of ensuring complementarity between the overarching framework for the EHEA and the proposed broader framework for qualifications for lifelong learning encompassing general education as well as vocational education and training as now being developed within the European Union as well as among participating countries. We ask the European Commission fully to consult all parties to the Bologna Process as work progresses.

To achieve these objectives, doctoral level qualifications need to be fully aligned with the EHEA overarching framework for qualifications using the outcomes-based approach. The core component

*of doctoral training is the advancement of knowledge through original research. Considering the need for structured doctoral programmes and the need for transparent supervision and assessment, we note that the normal workload of the third cycle in most countries would correspond to 3-4 years full time.*

”

### London Communiqué 2007

It was acknowledged the importance of qualifications frameworks in achieving comparability and transparency within the EHEA. It was committed to fully implementing national qualifications frameworks certified against the overarching framework by 2010.

“

#### *Qualifications Frameworks*

*2.7 Qualifications frameworks are important instruments in achieving comparability and transparency within the EHEA and facilitating the movement of learners within, as well as between, higher education systems. They should also help HEIs to develop modules and study programmes based on learning outcomes and credits, and improve the recognition of qualifications as well as all forms of prior learning.*

*2.8 We note that some initial progress has been made towards the implementation of national qualifications frameworks, but that much more effort is required. We commit ourselves to fully implementing such national qualifications frameworks, certified against the overarching Framework for Qualifications of the EHEA, by 2010. Recognising that this is a challenging task, we ask the Council of Europe to support the sharing of experience in the elaboration of national qualifications frameworks. We emphasise that qualification frameworks should be designed so as to encourage greater mobility of students and teachers and improve employability.*

*2.9 We are satisfied that national qualifications frameworks compatible with the overarching Framework for Qualifications of the EHEA will also be compatible with the proposal from the European Commission on a European Qualifications Framework for Lifelong Learning.*

*2.10 We see the overarching Framework for Qualifications of the EHEA, which we agreed in Bergen, as a central element of the promotion of European higher education in a global context.*

”

### Leuven Communiqué 2009

It was aimed to have national frameworks implemented and prepared for self-certification against the overarching framework by 2012.

“

*We have also seen the creation of a European register for quality assurance agencies and the establishment of national qualifications frameworks linked to the overarching European Higher Education Area framework, based on learning outcomes and workload.*

*12. The development of national qualifications frameworks is an important step towards the implementation of lifelong learning. We aim at having them implemented and prepared for self-*



*tification against the overarching Qualifications Framework for the European Higher Education Area by 2012. This will require continued coordination at the level of the EHEA and with the European Qualifications Framework for Lifelong Learning. Within national contexts, intermediate qualifications within the first cycle can be a means of widening access to higher education.* ”

## Bucharest Communiqué 2012

The Communiqué highlighted the progress in developing qualifications frameworks and emphasized the need for their everyday implementation. School leaving qualifications to give access to higher education was considered of being EQF level 4, or equivalents in other systems. It was suggested to explore ways to take account of short cycles.

“ We welcome the progress in developing qualifications frameworks; they improve transparency and will enable higher education systems to be more open and flexible. We acknowledge that realising the full benefits of qualifications frameworks can in practice be more challenging than developing the structures. The development of qualifications frameworks must continue so that they become an everyday reality for students, staff and employers. Meanwhile, some countries face challenges in finalising national frameworks and in self-certifying compatibility with the framework of qualifications of the EHEA (QF-EHEA) by the end of 2012. These countries need to redouble their efforts and to take advantage of the support and experience of others in order to achieve this goal. A common understanding of the levels of our qualifications frameworks is essential to recognition for both academic and professional purposes. School leaving qualifications giving access to higher education will be considered as being of European Qualifications Framework (EQF) level 4, or equivalent levels for countries not bound by the EQF, where they are included in National Qualifications Frameworks. We further commit to referencing first, second and third cycle qualifications against EQF levels 6, 7 and 8 respectively, or against equivalent levels for countries not bound by the EQF. We will explore how the QF-EHEA could take account of short cycle qualifications (EQF level 5) and encourage countries to use the QF-EHEA for referencing these qualifications in national contexts where they exist. We ask the Council of Europe and the European Commission to continue to coordinate efforts to make the respective qualifications frameworks work well in practice.

We welcome the clear reference to ECTS, to the European Qualifications Framework and to learning outcomes in the European Commission’s proposal for a revision of the EU Directive on the recognition of professional qualifications. We underline the importance of taking appropriate account of these elements in recognition decisions.

### *Setting out priorities for 2012-2015*

*Having outlined the main EHEA goals in the coming years, we set out the following priorities for action by 2015.*

*At the national level, together with the relevant stakeholders, and especially with higher education institutions, we will:*

- *Ensure that qualifications frameworks, ECTS and Diploma Supplement implementation is based on learning outcomes;*

- *Invite countries that cannot finalise the implementation of national qualifications frameworks compatible with QF-EHEA by the end of 2012 to redouble their efforts and submit a revised roadmap for this task;*

*At the European level, in preparation of the Ministerial Conference in 2015 and together with relevant stakeholders, we will:*

- *Coordinate the work of ensuring that qualifications frameworks work in practice, emphasising their link to learning outcomes and explore how the QF-EHEA could take account of short cycle qualifications in national contexts;*

”

### Yerevan Communiqué 2015

It was committed to include short cycle qualifications in the overarching framework of qualifications for the EHEA, reviewing national qualifications frameworks to recognize prior learning adequately.

“

#### *Commitments*

- *to include short cycle qualifications in the overarching framework of qualifications for the European Higher Education Area (QF-EHEA), based on the Dublin descriptors for short cycle qualifications and quality assured according to the ESG, so as to make provision for the recognition of short cycle qualifications in their own systems, also where these do not comprise such qualifications;*
- *to review national qualifications frameworks, with a view to ensuring that learning paths within the framework provide adequately for the recognition of prior learning;*

”

### Paris Communiqué 2018

It was acknowledged the increasing role of ECTS-based short cycle qualifications and included them as a stand-alone qualification within the overarching qualifications framework of the EHEA. It was suggested to focus on reinforcing and supporting quality and cooperation, and the integration of short cycle qualifications within national frameworks.

“

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

*In 2018-2020, thematic peer groups will focus on three key commitments crucial to reinforcing and supporting quality and cooperation inside the EHEA:*

*a three-cycle system compatible with the overarching framework of qualifications of the EHEA and first and second cycle degrees scaled by ECTS*

*Measures adopted:*

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

”

## Rome Communiqué 2020

It was committed to complete and further develop national qualifications frameworks compatible with the overarching framework of qualifications for the EHEA.

“

*We commit to completing and further developing the National Qualifications Frameworks compatible with the Overarching Framework of Qualifications of the European Higher Education Area (QF-EHEA) and ask the BFUG to update the criteria for self-certification to include a stronger element of peer review of national reports.*

*We mandate the Network of QF correspondents to continue its work, contributing to the further development of the QF-EHEA and the self-certification of national qualifications frameworks against it.*

”

## CONCLUSIONS & TAKE-AWAYS ON STYLE AND CONTENT

- The stylistic analysis was focused on tone (aspirational, narrative, narrative and prescriptive), point of view (first person plural, third person plural), other features (bullet points, paragraph numbering, presence of bibliography and indexes) and overall organization, which was generally composed of the following elements: introduction, reporting progress, future priorities, and future commitments.
  - Most Communiqués were either narrative, or a combination of narrative and prescriptive. Only two Communiqués (Bologna Declaration and Yerevan Communiqué) were aspirational.
  - The Communiqués were written in a third person point-of-view until the Berlin Communiqué; from the Bergen Communiqué, the first person plural was employed.
  - Most Communiqués tended to abide by the organization described above, with the exception of the Bologna Declaration (where all elements were combined in one Joint Declaration), the Yerevan Communiqué (where the introduction was defined, but reporting progress, future priorities and future commitments were merged in one category), and the Rome Communiqué (where reporting progress and future priorities were integrated seamlessly).
  - The Communiqués began including appendices starting from the Yerevan Communiqué.
  - Only the Bucharest Communiqué had a bibliography.
- The content format of the Rome Communiqué is explicit: vision, implementation, conclusions, and annexes.
- There are gaps between each subsequent Communiqué. Some subjects lack continuity or have no specific steps taken to carry out the commitments. For instance: Bucharest Communiqué mentions many details on Qualification Framework, while the Yerevan Communiqué uses only two commitments without any other explanation in the text.
- The Spring 2018 BFUGs were the first to propose a structure for the Communiqué (last updated document: 24 May 2018).
- In the same meetings, towards Paris2018, it was suggested that the Communiqué should be “more political and more ambitious, providing a vision for the years to come, including concrete commitments and ways to achieve them.”
- Since spring 2018 (towards Paris 2018), it has been proposed **to employ the verbs: “we commit to”** (first used in the Bergen Communiqué up to Paris one, 1-2 times, and multiply time at the Rome one ), **“we ensure”** (used almost in every Communiqué, more in the Rome one but not as “we ensure” but it ensure/they should ensure) **instead of “we promote”** (used in all of the Communiqués without the “we”, not used at all in Rome) and **“we believe”** (only used in the Leuven one).
- The Yerevan Communiqué advocated a “renewed vision,” although this term was not employed in subsequent Communiqués.
- The term “vision” was used as a term and as a pledge in the Rome Communiqué, along with the words “inclusive,” “innovative,” and “interconnected,” with the target of 2030. Only in the last three Communiqués has the term “inclusive” been used. “Innovative,” along with “learning” and “teaching,” has been used in several Communiqués, but only in the Rome one as “innovative EHEA.” “Interconnected” has been used only in the Rome Communiqué in its vision and implementation goals.
- The term “sustainable” has been used in almost all the communiqués as an adjective to the “economy” , “society” ”and “development”. In Paris and Rome Communiqués the focus was to meet the **United Nations Sustainable Developments Goals**.

[illegible]