



1st Senior Officials' Meeting (SOM1)
in Bucharest, Romania on 18-19 November 2025



Asia-Europe Meeting

ASEM Education

Keynote “The Global Dimension of the European Higher Education Area (EHEA)”

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The Global Dimension of the European Higher Education Area (EHEA)

Elisa Petrucci – CG GPD Co-chair, Italy

ASEM Education

1st Senior Officials' Meeting (SOM1)

“Connecting Education. Fostering collaboration between Asia and Europe”

18.11.2025,

Bucharest, Romania

The Bergen Communiqué 2005

"The attractiveness of the EHEA and cooperation with other parts of the world"

"We see the European Higher Education Area as a partner of higher education systems in other regions of the world, **stimulating balanced student and staff exchange** and cooperation between higher education institutions (...)

We look forward to enhancing the understanding of the Bologna Process in other continents by **sharing our experiences of reform processes** with neighbouring regions. We **stress the need for dialogue on issues of mutual interest**. We see the need to identify partner regions and intensify the exchange of ideas and experiences with those regions".

[Read the full Bergen Communiqué](#)



Pavel Zgaga

Looking out:
The Bologna Process in a Global Setting
On the "External Dimension" of the Bologna Process




**NORWEGIAN MINISTRY
OF EDUCATION AND RESEARCH**

Global dialogue and cooperation

1

Sorbonne Declaration

"the international recognition and attractive potential of our systems"

2

Bologna Declaration

"increasing the international competitiveness of the European systems of higher education" and ensuring "a worldwide degree of attraction"

Pre-Bologna Studies

The international dimension of European higher education did not emerge suddenly with the Bologna Process.

"The Bologna Declaration would not have come about if there had not been a reconsideration of the European emphasis of internationalisation. In the mid-1990s, attention shifted towards the relationship between higher education in Europe and higher education in the wider world." (Teichler; in: Muche, 2005, p. 114)

From External to Global Dimension

1

Bergen 2005

Ministers asked the BFUG to develop a strategy on the external dimension of the EHEA

2

London 2007

Ministers adopted the strategy
"The European Higher Education Area in a Global Setting",

3

The First Bologna Forum

Louvain-la-Neuve April 29, 2009



Main goal: Constructive debate on worldwide cooperation and partnership in higher education, with the aim of developing partnerships between the 46 Bologna countries and other countries worldwide.

Coordination Group on Global Policy Dialogue 2024-2027



Ensure dialogue and consolidate trust



Identify themes to be addressed globally



Support mutual understanding on principles



Foster quality education for all

[Review the complete Terms of Reference](#)



A process based on dialogue

Core Priorities

- Bologna Key commitments with a special focus on recognition conventions and quality assurance
- Lifelong learning and micro-credentials
- Recognition of refugees qualifications with insufficient documentation (Art. VII)

Outcomes

- Topic-based meetings
 - 17-18 February Rome on LLL
 - December 2026 Paris on the Right to Education
- Consultations to draft the Global Policy statement
- Iași-Chișinău Global Policy Forum: 26-27 May 2027

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- Right to education/social dimension as an overarching framework
 - Digitalisation and artificial intelligence as transversal topics

Progress and future directions

The work done until now, looking at the Bologna Key commitment from a global perspective

Identified common priorities



Work to be completed by 2027

Lifelong Learning

Right to Education

A Transforming Global Landscape



Changing Global Environment

- Economic volatility
- Geoeconomic realignments
- Environmental challenges
- Evolving societal expectations
- Persistent income inequality



Evolving Higher Education Systems

- Rapid enrollment expansion with persisting disparities
- Accelerating internationalization of higher education
- Technology playing an increasingly central role
- Accountability frameworks are growing in complexity

❏ **Source:** World Economic Forum, 2025, Future of Jobs Report; UNESCO, 2022, Beyond Limits: New Ways to Reinvent Higher Education (World Higher Education Conference Working Document, May 18-20, 2022)

A detailed illustration of a diverse group of business professionals in a meeting. In the foreground, several people are seated around a table, engaged in discussion. Some are looking at documents or tablets. In the background, more people are standing and talking. The overall scene conveys a sense of collaborative work and professional dialogue.

Common priorities in different contexts

Right to quality education through a quality dialogue

Thank you