
SORBONNE JOINT DECLARATION
ON HARMONISATION OF THE ARCHITECTURE OF THE EUROPEAN
HIGHER EDUCATION SYSTEM
by the four Ministers in charge for France, Germany, Italy and the United Kingdom

Paris, the Sorbonne, May 25 1998

The European process has very recently moved some extremely important steps ahead. Relevant as they are, they should not make one forget that Europe is not only that of the Euro, of the banks and the economy: it must be a Europe of knowledge as well. We must strengthen and build upon the intellectual, cultural, social and technical dimensions of our continent. These have to a large extent been shaped by its universities, which continue to play a pivotal role for their development.

Universities were born in Europe, some three-quarters of a millenium ago. Our four countries boast some of the oldest, who are celebrating important anniversaries around now, as the University of Paris is doing today. In those times, students and academics would freely circulate and rapidly disseminate knowledge throughout the continent. Nowadays, too many of our students still graduate without having had the benefit of a study period outside of national boundaries.

We are heading for a period of major change in education and working conditions, to a diversification of courses of professional careers with education and training throughout life becoming a clear obligation. We owe our students, and our society at large, a higher education system in which they are given the best opportunities to seek and find their own area of excellence.

An open European area for higher learning carries a wealth of positive perspectives, of course respecting our diversities, but requires on the other hand continuous efforts to remove barriers and to develop a framework for teaching and learning, which would enhance mobility and an ever closer cooperation.

The international recognition and attractive potential of our systems are directly related to their external and internal readabilities. A system, in which two main cycles, undergraduate and graduate, should be recognized for international comparison and equivalence, seems to emerge.

Much of the originality and flexibility in this system will be achieved through the use of credits (such as in the ECTS scheme) and semesters. This will allow for validation of these acquired credits for those who choose initial or continued education in different European universities and wish to be able to acquire degrees in due time throughout life. Indeed, students should be able to enter the academic world at any time in their professional life and from diverse backgrounds.

Undergraduates should have access to a diversity of programmes, including opportunities for

multidisciplinary studies, development of a proficiency in languages and the ability to use new information technologies.

International recognition of the first cycle degree as an appropriate level of qualification is important for the success of this endeavour, in which we wish to make our higher education schemes clear to all.

In the graduate cycle there would be a choice between a shorter master's degree and a longer doctor's degree, with possibilities to transfer from one to the other. In both graduate degrees, appropriate emphasis would be placed on research and autonomous work.

At both undergraduate and graduate level, students would be encouraged to spend at least one semester in universities outside their own country. At the same time, more teaching and research staff should be working in European countries other than their own. The fast growing support of the European Union, for the mobility of students and teachers should be employed to the full.

Most countries, not only within Europe, have become fully conscious of the need to foster such evolution. The conferences of European rectors, University presidents, and groups of experts and academics in our respective countries have engaged in widespread thinking along these lines.

A convention, recognising higher education qualifications in the academic field within Europe, was agreed on last year in Lisbon. The convention set a number of basic requirements and acknowledged that individual countries could engage in an even more constructive scheme. Standing by these conclusions, one can build on them and go further. There is already much common ground for the mutual recognition of higher education degrees for professional purposes through the respective directives of the European Union.

Our governments, nevertheless, continue to have a significant role to play to these ends, by encouraging ways in which acquired knowledge can be validated and respective degrees can be better recognised. We expect this to promote further inter-university agreements. Progressive harmonisation of the overall framework of our degrees and cycles can be achieved through strengthening of already existing experience, joint diplomas, pilot initiatives, and dialogue with all concerned.

We hereby commit ourselves to encouraging a common frame of reference, aimed at improving external recognition and facilitating student mobility as well as

employability. The anniversary of the University of Paris, today here in the Sorbonne, offers us a solemn opportunity to engage in the endeavour to create a European area of higher education, where national identities and common interests can interact and strengthen each other for the benefit of Europe, of its

students, and more generally of its citizens. We call on other Member States of the Union and other European countries to join us in this objective and on all European Universities to consolidate Europe's standing in the world through continuously improved and updated education for its citizens.

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