

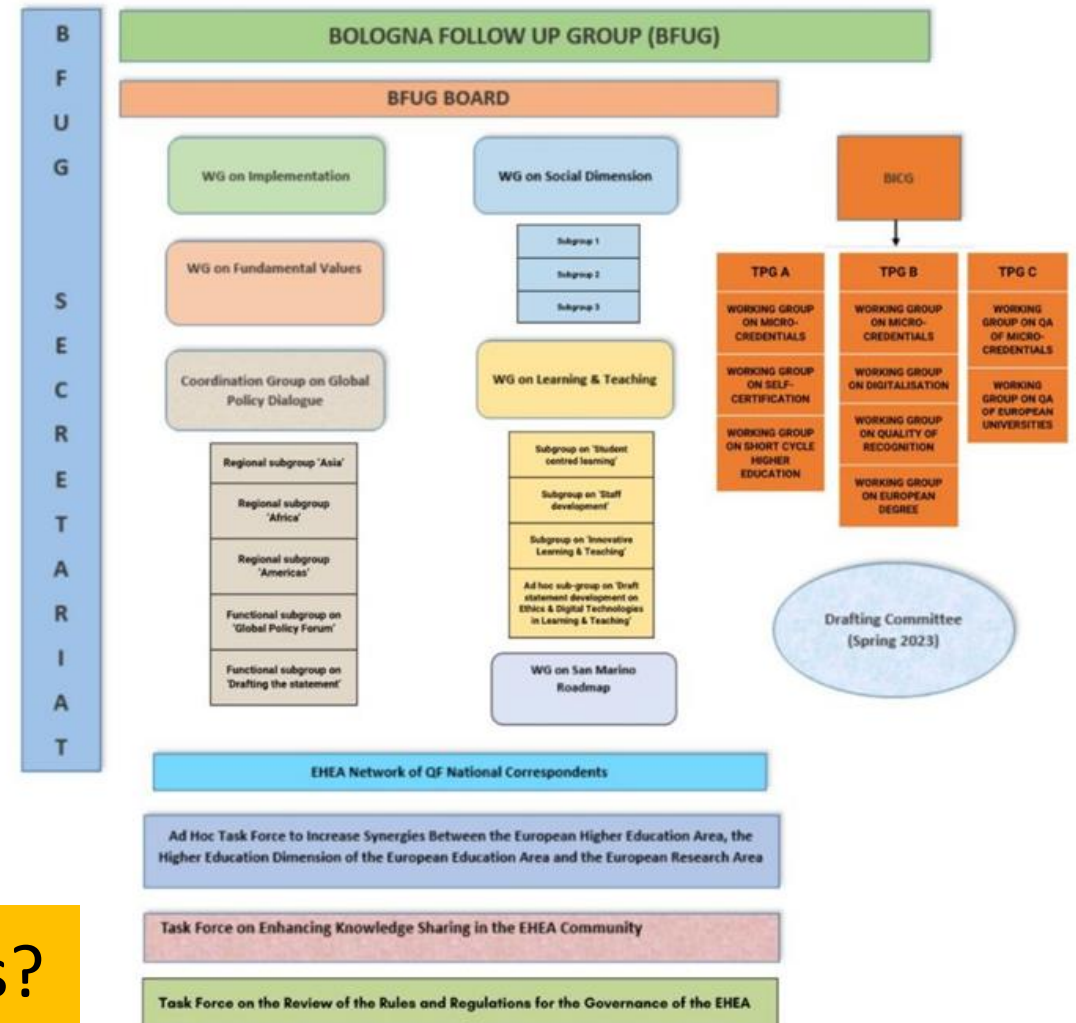
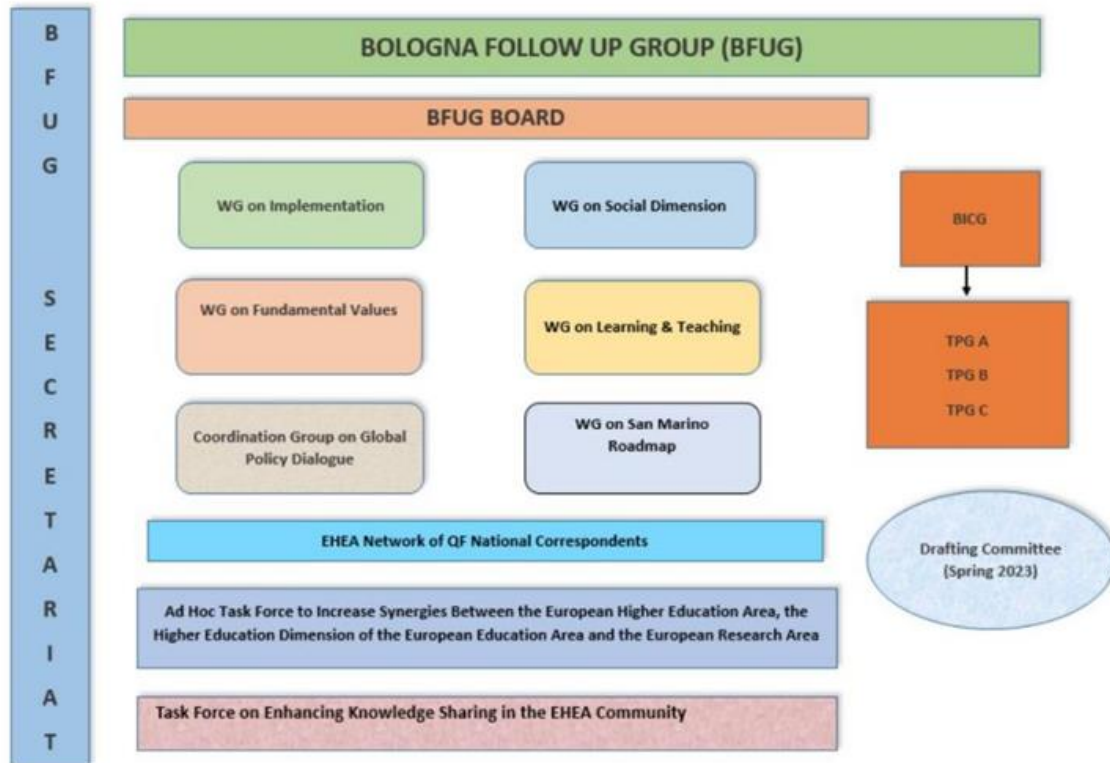
Future of Bologna

Item 11 - BFUG Meeting LXXXVIII
19-20 February 2024

BFUG structures (actual workplan)

Plan

Reality



Do we want/need so many sub-structures?

Questions to BFUG:

What are the main topics the BFUG wants to focus on in 2024-2027 and that need to be supported by a sub-structure?

→ only then decide, what kind of sub-structure is needed (WG, AG, TF, TPG,...)?



Most important focus areas 2024-2027?



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Input from WG/TF &

Open questions to BFUG in boxes

San Marino

Cf. Communiqué:

- If country want to address EHEA > on a roadmap + a WG assisting the implementation

Mandate completed successfully!

Bologna Implementation Coordination Group (BICG)

BICG – Recommendation for the Tirana Communiqué

The Ministers register the progress made in implementing the Key Commitments. The work of the Thematic Peer Groups, under the guidance of the Bologna Implementation Coordination Group, contributes to identifying challenges and finding solutions. After two work periods (2018-2020; 2021-2024), we note, that an implementation gap of these basic, and other commitments persists. Since the **full and compatible implementation of the Key Commitments is essential** for the EHEA to reach its envisaged potential, we all commit to

participate in all Thematic Peer groups (TPGs) where we have an implementation gap, as well as in those in which we can offer support;
ensure that our nominees to TPGs are experts in the field, well informed about the policy level and about our country's higher education system;
fully support our nominees and require them to communicate, coordinate and collaborate closely among themselves, and with our BFUG representatives;
verify that the relevant laws and norms in our country are up to date, operational, and well known to the stakeholders.

To close the **implementation gap** of these basic and other commitments made, we agree that after each ministerial Communiqué our country will devise a concrete **publishable implementation plan**, around which to coordinate ministerial actions and those of the working groups.



Questions to BFUG:

- Publishable implementation plan around the 3 Key commitments for next working period?
- How to ensure more commitment from the countries?
- How to assure participation of BFUG delegates/policy advisors next to/instead of ecpers?

Regular stocktaking - Bologna Process Implementation Reports 2027 and 2030

- BFUG needs to take a decision on way forward (latest at BFUG Budapest).
- WG1 outlines 3 options:
 - 1) Thematic monitoring
 - 2) Comprehensive monitoring
 - 3) Alternating thematic and comprehensive monitoring, including indications for “alternating”

Decision needed.

Is there anything else that can be done to “ease the burden” for the WG/in the production of the BPIR?

Fundamental values

- Develop a monitoring framework (now, or for next working period?)

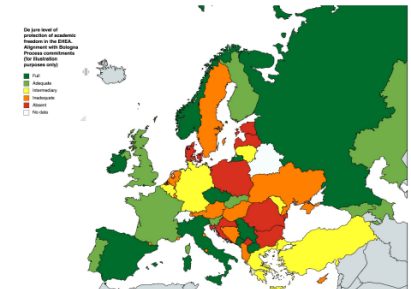
Figure 1a: Monitoring framework for rights/freedoms values

TYPE OF MONITORING		VALUES		
Indicators		Rights/Freedoms		
De jure		Academic freedom	Institutional autonomy	Participation of students and staff in university governance
Protection (<i>adequate, intermediary, inadequate</i>)	Outlook (<i>negative, unchanged, positive</i>)			
Promotion (<i>absent, limited, significant</i>)				
De facto				
Infringements				
Threats				
Positive developments				

Figure 2: How the results will be visualized (hypothetical map)

Country X	VALUE y	
	De jure	Protection
	Promotion	
	De facto – Qualitative data	
	Infringements/Fulfillment	
	Threats	
	Positive developments	

Narrative



- How?
- Who?

III. HOW TO MONITOR THE FUNDAMENTAL VALUES OF HIGHER EDUCATION?

A piloting methodology has been developed, which articulates in detail how the monitoring is proposed to will realized in practice, including an identification of exact types of data sources. A succinct presentation of this methodology is included in the following section. The methodology will be piloted in four EHEA systems in February-April 2024, after which it will be revised, and a final proposal will be presented to the WG on the Fundamental Values of Higher Education and the BFUG.

Social Dimension - Way Forward Proposal:

- elaborate a comprehensive glossary as a task for the work of the WG (including references underrepresented, disadvantaged, and vulnerable staff)?
- peer review of national social dimension policies and an awareness campaign highlighting the significance of social dimension principles for the education system and HEIs?
- policy recommendations on connections between social dimension and other policy domains, such as student and staff mobility, lifelong learning and the transition from secondary to tertiary education?
- voluntary action plan for implementation?

Questions to BFUG:

- What is the added value the EHEA level could bring? Rather national competence?
- if on EHEA level, as a Task Force just for the glossary/recommendations?

Learning and Teaching

"Communities of learning, in general, evolve in formal and informal ways, and higher education institutions need to be mindful of this phenomenon. We intend to foster an environment that encourages peer learning within higher education institutions, between higher education institutions and across the EHEA. We call upon the BFUG to establish a thematic peer learning group that would bring together institutions from across the EHEA to exchange and learn from each other. The Thematic Peer Group should be given the task to work towards a commonly shared and operational definition and propose concrete suggestions of how to take it up, based on sharing of practices."

Questions to BFUG:

- What is the added value the EHEA level could bring? Rather institutional competence of the HEI?
- if on EHEA level, as a TPG under BICG?
- student-centred learning <> innovation in education / AI <> microcredentials (all overarching issues)

Global Policy Dialogue

- The CG GPD recommends that in the future 2024-2027 work period it be asked to:
 - continue and strengthen its efforts to consolidate dialogue with appropriate countries and macro-regional organizations.
 - continue and strengthen its efforts to create contacts and links between the BFUG working structures and appropriate international dialogue partners.
 - organize a future Global Policy Forum in 2027.
 - prepare the Global Policy Statement.

Mandate to be renewed unchanged?

Synergies with other areas?

Enhancing Knowledge Sharing in the EHEA

TF EKS Recommendations:

- prepare and publish a **national implementation plan**
 - reflecting **national** priorities related to the Bologna Process (BP) reforms and tools and
 - to ensure greater and consistent engagement of higher education **stakeholders** with the BFUG working structures and activities,
- set up **national** Bologna expert teams and consider establishing **national** Bologna hubs,
- allocate adequate, sustainable resources and funding dedicated to knowledge sharing,
- set up a **Coordination Group** within the BFUG.

Questions to BFUG:

- What are the addressees of the “knowledge sharing”?
- What is the added value the EHEA level could bring? Rather national competence (“national expert teams/networks”)? “toolbox approach”?
- Is “public relations” a task of the BFUG as intergovernmental process, of the Secretariat, or of the BFUG members? What would be helpful for them?
- if on EHEA level, as a coordination group (CG)? To coordinate how/whom/what?

BFUG social media strategy

SOCIAL MEDIA STRATEGY

As per the TFEKS Action Plan:

- **Point 6: Developing a section within the EHEA website or/and social media destined to specific information for students, teachers, staff, researchers or the general public, which might include a frequently asked questions section**
 - The communication expert (IN-GLOBAL) will develop a proposal to enhance the attractiveness of the EHEA website, by giving it a more human touch and making the information more accessible. The opportunity to set up a FB/LinkedIn/Twitter account will be investigated.
 - Albania, Italy, Romania, ESU, ETUCE, BFUG Secretariat (Timeline: July 2023)
- **Point 9: Newsletter related to important events and developments within the Bologna process**
 - A more effective way to disseminate information would be the creation of a newsletter, that those registered would receive periodically in their inbox. In this way, there would be no need for those interested to access a website or the social media. A format will be developed with the communication expert (IN-GLOBAL) involvement, using an open-source software, and information will be gathered with the support of the Secretariat from the BFUG members, consultative members and partners, the different working structures etc. The IN-GLOBAL consortium partners will develop a distribution list of email addresses that will be used to invite stakeholders to register to receive the newsletter. A registration facility will be designed within the website if technically possible. Depending on the content received will be decided upon the periodicity of the newsletter.
 - Albania, Belgium Flemish Community, Italy, BFUG Secretariat (Timeline: 2023-2024)

Social media platforms:

- Social media platforms feature consistent updates and posts related to BFUG activities, including meetings organized by the BFUG, Board and BFUG working structures, and the dissemination of initiatives undertaken by these working structures.

Newsletter Support:

- Support in the development of a newsletter, in close coordination with the Task Force on Enhancing Knowledge Sharing in the EHEA, via facilitating outreach, gathering information, and support in the visual elements.
 - [First EHEA Newsletter](#) disseminated to the BFUG on 18 October 2023.
 - [Second EHEA Newsletter](#) disseminated to the BFUG on 26 December 2023.

Questions to BFUG:

- Which communication strategy do we want for the future?
- Who are the addressees?
- Who would be responsible?

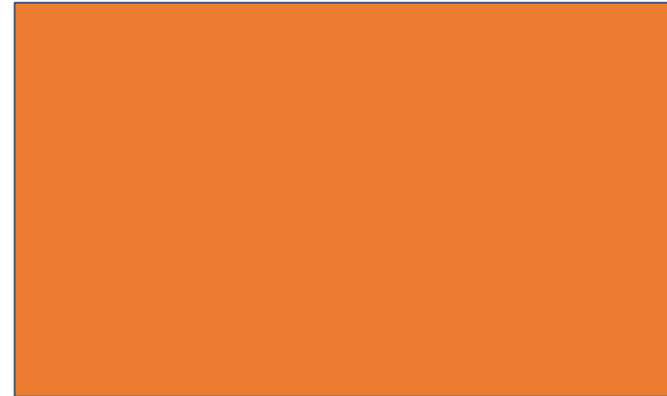
Tirana Communiqué Commitments (draft 1.1)

- We are resolved to speed efforts to make an inclusive, innovative and interconnected EHEA a reality by 2030.
- We ask the BFUG to continue its work to protect and further our fundamental values. We endorse the technical monitoring framework proposed by the Fundamental Values Working Group and ask the BFUG to pilot the implementation of this framework and report back to us at our 2027 conference.
- We invite the authors^[FN] of the *European Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG), to propose a revised version by 2026, to be adopted by us at our 2027 conference, as well as an adjustment, where required, of the European Approach for Quality Assurance of Joint Programmes.
- After each Ministerial Conference we will individually devise concrete publishable implementation plans, around which to coordinate our countries' actions
- We will promote more robust quality assurance of transnational education and ask the BFUG to work in synergy with the ETINED platform and the ENIC-NARICs.
- We will speed up efforts to ensure the recognition of qualifications held by refugees.
- We endorse the document *Indicators and Descriptors for the Principles of the Social Dimension of Higher Education in the EHEA*. We are committed to measuring progress in the implementation of the principles of the social dimension and ask the BFUG to report back on this in 2027. Simultaneously, we will promote the improvement of data collection practices and European monitoring of the social dimension, encouraging to take part in initiatives in that regard, such as Eurostudent.
- We ask the BFUG to address in the next work plan how to support higher education's role in the green transition as well as in the digital transition.
- We affirm our commitment to encourage development of policies by higher education institutions promoting the ethical use of AI in learning and teaching, as well as in research practice, ensuring transparency, fairness, student and staff participation and well-being.
- We commit to fostering flexible learning paths, including recognition of prior learning and new forms of education provision, such as micro-credentials.
- We commit to making automatic recognition of qualifications and learning periods abroad a reality for all students and graduates, and to promoting the use of DEQAR as a transparency tool.
- We commit to supporting transnational cooperation, including by removing undue barriers higher education institutions are facing in the creation of joint programmes.
- We ask the BFUG to continue and extend its work of promoting dialogue between appropriate international interlocutors and BFUG working structures.
- [TF on Rules of Procedure outcome].

Most important focus areas 2024-2027?



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Most important focus areas 2024-2027?*

Mobility?

benchmarks, transnational education,
micro-credentials, recognition, brain
drain, ...

Social Dimension?
AI? Innovation?
Quality (Assurance)?
Fundamental values?

...

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Monitoring?
BICG/Implementation?
Global Dialogue?
Updating tools (ESG, ECTS)?

...

Future of EHEA - 3 i's
Added value of the
EHEA level?

* Deriving from the comments made by BFUG delegations during the BFUG meeting (item 11) on 20/02/2024

EHEA - Future of Bologna?

Questions/comments:

- Requirement of “added value” by the EHEA level
- Focus on themes before structures, prioritise
- Efficiency and quality > quantity; interconnect sub-structures
- Which governance structure do we want/need? Revision of a Board/BFUG/working structures outline, of the EHEA secretariat structure?
- Guidelines for representation in working structures?
- How we work and interact together, in the working structures and beyond?
- Alignment of funding/projects with ToRs/mandates?