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Ministry of Science
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MINISTRY
OF EDUCATION AND SCIENCE
OF UKRAINE

Recommendations for national/governmental support/action for the enhancement of European higher education learning and teaching

BFUG Advisory Group 2 on Learning and Teaching

Annex to the communique (concise Version for Annex)

Version 6

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Annex to the Rome Communiqué on strengthening Learning and Teaching

In the 2018 Paris Ministerial Communiqué, Ministers announced to “add cooperation in innovative learning and teaching practices as another hallmark of the EHEA”.

To this purpose the present recommendations are proposed to Ministers and national authorities to act upon and to enhance collaboration and partnership within and between the European higher education systems.

The recommendations reflect full respect of the fundamental values of the EHEA, latest expressed in the Paris Communiqué of 24-25 May 2018 as follows: “Academic freedom and integrity, institutional autonomy, participation of learners and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA.”

The recommendations underline the crucial importance of reinforcing the Bologna tools and the Bologna key commitments.

Public authorities in charge of higher education would commit to:

1. Making student-centred learning a reality, by:

- supporting higher education institutions in their efforts to start or maintain a structured dialogue on innovation and enhancement of learning and teaching, involving students, teachers and also external stakeholders, with a focus on student centred learning, including, but not limited to the development of curricula, learning outcomes and assessment, and with consideration for the skills needed to address current and future challenges of society;
- exploring ways to stimulate the cross-border exchange of good practices in supporting the enhancement of learning and teaching, including student-centred learning.
- creating a supportive environment, both in terms of funding and regulation, that enables higher education institutions to tailor education provision to the needs of different types of learners (lifelong learners, part-time learners, learners from underrepresented and disadvantaged groups), and to build a culture for equity and inclusion. This includes to explore opportunities to use digital technology to create flexible learning pathways on institutional and national level.
- encouraging and supporting the development and implementation of strategies and approaches for Open Education and the use of Open Educational Resources at national and institutional levels.

2. To foster continuous enhancement of teaching, by:

- Supporting higher education institutions in enhancing the continuous professional development (CPD) of teachers and (cross-border) exchange of good practices. Inter-institutional staff development measures and creation of cooperative national structures may be considered as ways to enhance CPD.
- Supporting higher education institutions in creating a sustainable and supportive environment at institutional and national levels for digital transformation of teaching and learning and quality teaching, including but not limited to ensuring decent working conditions and a manageable teaching workload as well as attractive tenure opportunities.
- Assuring, in collaboration with the higher education institutions, structural measures to assure the parity of esteem for teaching and research and ways to revise academic career schemes to ensure a better recognition for teaching in academic careers.
- Exploring, in collaboration with the higher education institutions, ways to foster new and innovative teaching methods, with a focus on inter- and multidisciplinary approaches, research-based teaching, appropriate usage of data and analytics and open education, among other innovative approaches.

3. To strengthen higher education institutional and systems' capacity to enhance learning and teaching, by:

- Including into national strategies on higher education the enhancement of learning and teaching, including development of future skill frameworks, support of digital transformation and open education, as a basis for a structured dialogue with higher education institutions and other stakeholders in the learning and teaching community.
- supporting the strategic development and innovation capacity of learning and teaching, through empirical education research, projects and pilots and the collection and use of data about education, while respecting data privacy, both at national and institutional levels.
- exploring ways to stimulate and support cross-border exchange of good practice at national level, and throughout the EHEA, including platforms for exchange and cooperation.
- allocating appropriate and stable funding and resources and adopt fit for purpose regulatory frameworks in order to enable higher education institutions to develop innovative and high-quality teaching and learning environments.

The Bologna Follow-up Group is tasked to support the implementation of these recommendations. Its results will be reported in the framework of the 2023 Bologna Process Implementation Report.