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ANNEX I: Bologna Follow Up Group Work Plan 2021-2024

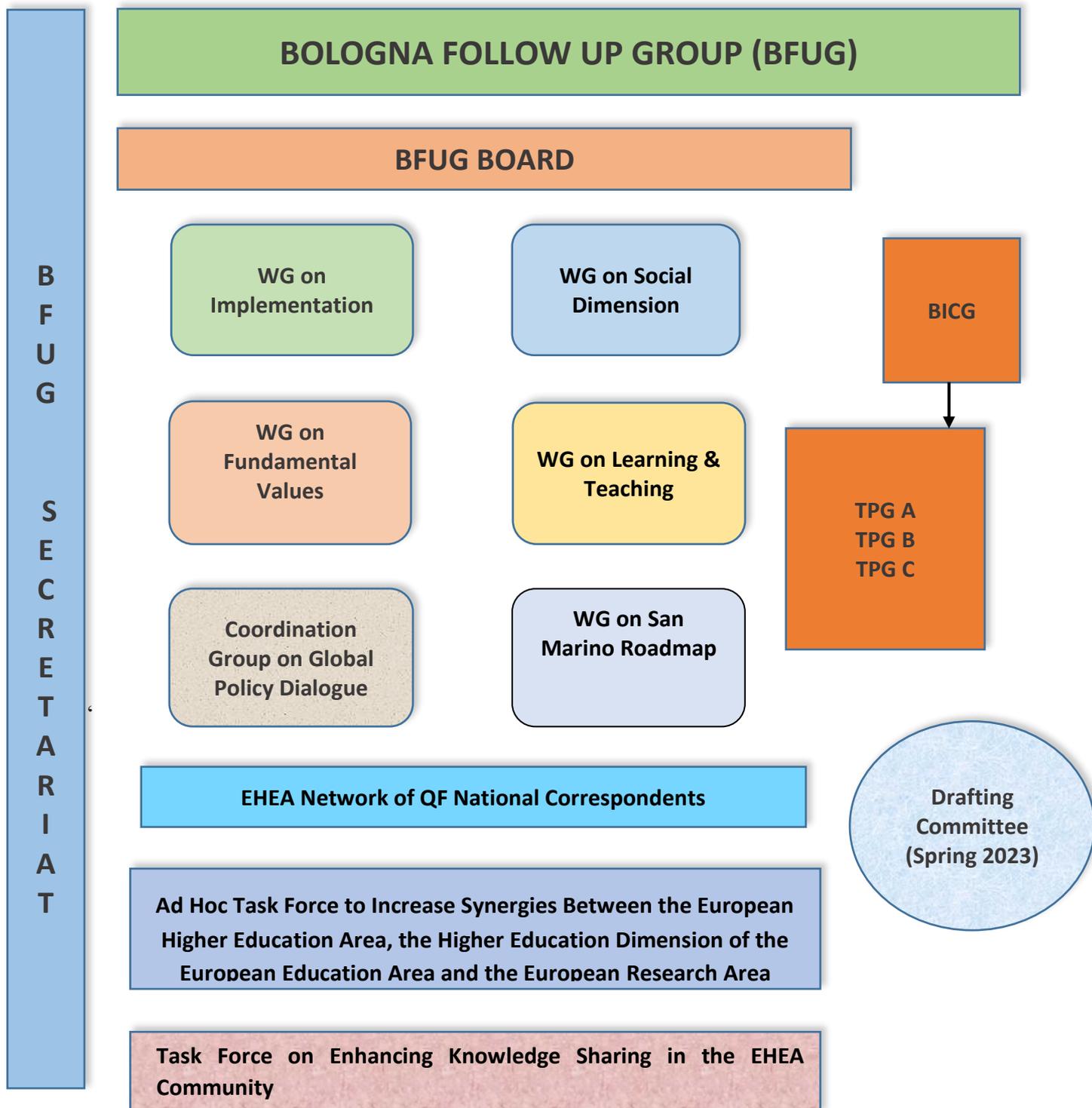
BFUG Work Plan 2021-2024

- (i) BICG – Bologna Implementation Coordination Group
- (ii) Working Groups on:
 - (ii.a) WG 1: On Monitoring the Implementation of the Bologna Process
 - (ii.b) WG 2: On Fundamental Values
 - (ii.c) WG 3: On Social Dimension
 - (ii.d) WG 4: On Learning and Teaching
- (iii) Coordination Group on Global Policy Dialogue (GPD)
- (iv) EHEA Network of National QF correspondents
- (v) Working Group to Support the Implementation of the Roadmap for San Marino’s Accession to the EHEA (“San Marino Roadmap WG”)
- (vi) Task Forces
 - (vi.a) Ad Hoc Task Force to Increase Synergies Between the European Higher Education Area, the Higher Education Dimension of the European Education Area and the European Research Area
 - (vi.b) Task Force on Enhancing Knowledge Sharing in the EHEA community





Structure





(i). BICG – Bologna Implementation Coordination Group

3 Thematic Peer Groups (TPGs):

- TPG A - QF-EHEA
- TPG B - LRC
- TPG C – QA

Name of the Working Group
<i>Bologna Implementation Coordination Group (BICG)</i>
Contact persons/Co-Chairs
<ul style="list-style-type: none"> • Austria • Bulgaria • Italy
Composition
<p>Albania; Austria; Belgium Flemish Community; Bulgaria; European Commission; Georgia; Italy; Romania; EUA - European University Association; EURASHE; one Co-chair of Thematic Peer Group A on Qualifications Framework; one Co-chair of Thematic Peer Group B on the Lisbon Recognition Convention; one Co-chair of Thematic Peer Group C on Quality Assurance; one Co-chair of Working Group on Monitoring the Implementation of the Bologna Process.</p> <p>In principle, the BICG Co-chairs should not be chairs of a Thematic Peer Group. The BICG should represent the geographical diversity of the EHEA and ensure a balance of expertise across all key commitments. To ensure continuity and diversity, the turnover from one work period to another should not be more than two thirds the BICG members.</p>
Purpose and/or outcome
<p>The purpose of the BICG is to facilitate a coordinated implementation of the three Key Commitments. To achieve that, the BICG coordinates the work of the TPGs, facilitates an exchange of experience and best practice between the TPGs’ co- chairs. The BICG follows the peer support activities and reports to the BFUG on the overall progress and necessary review of the approach or methodology of peer support.</p> <p>The activities should build upon the work of the BICG in the period 2018-2020 and the outcomes and recommendations of the work of the TPGs presented in the BICG Report.</p>



Reference to the Rome Communiqué

*” We take note of the results described in the **Bologna Process Implementation Report** on the progress made over the past two decades. The achievements are impressive. Nevertheless more work is required to ensure that the EHEA is built on strong foundations, capable of supporting interconnected, innovative and inclusive higher education in the coming decade.*

*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 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.





Specific tasks

- Coordinate the work of the TPGs;
- Follow-up peer support activities by keeping an overview of the composition and activities of the different groups;
- Seek to improve the Peer Support Approach for the implementation of the Key Commitments, including possible adjustments;
- Identify synergies in the work of the Thematic Peer Groups;
- Give the BFUG regular updates and an overview on the progress and effectiveness of the Peer Support Approach for the implementation of the Key Commitments, based on the activities of the TPGs;
- Prepare analytical reports to the BFUG on the activities of the different TPGs and the support for the implementation of Key Commitments as a whole, including operation (what works, what does not work), impact and usefulness;
- Prepare recommendations for further action to improve implementation for consideration by the BFUG;
- Provide an assessment of thematic peer groups as a working method, including whether they should be extended to other policy areas within the competence of the BFUG.

Reporting

Minimum of yearly reporting to the BFUG.

Meeting schedule

To be decided

Liaison with other WGs' activities

- WG on Monitoring and any other relevant BFUG structures



Additional remarks on the Thematic Peer Groups (TPGs)

The objective of the TPGs is to provide a forum to support countries in working together to implement the Key Commitments. The TPGs should continue using the Peer Support Approach and build on the work accomplished during the previous work period.

The TPGs should follow up and update their action plans to reflect countries' progress and developments.

The countries and organisations should nominate representatives of authorities and stakeholders with relevant expertise in the topic for the duration of the entire work period.

The co-chairs of the TPGs should be appointed by the BFUG and be responsible for planning, coordinating and reporting on the activities of the TPGs.

There should be no more than three co-chairs per TPG respecting also a principle that one country should co-chair no more than one TPG or BICG.

The TPGs' Co-chairs:

- TPG A: Austria; Georgia; Latvia
- TPG B: Albania; France; Italy
- TPG C: Belgium Flemish Community; Kazakhstan; Romania

(ii) Working Groups

(i.a) Working Group 1 on Monitoring the Implementation of the Bologna Process

Name of the Working Group
<i>Working Group on Monitoring the Implementation of the Bologna Process</i>
Contact persons/Co-Chairs
<ul style="list-style-type: none"> • European Commission/Eurydice • Norway
Composition
Albania; Austria; Belarus; Cyprus; Czech Republic; France; Germany; Italy; Kazakhstan; Malta; Moldova; The Netherlands; Norway; Romania; Russia; United Kingdom; EI - ETUCE; EQAR; ESU - European Students' Union; EUA - European University Association; European Commission/Eurydice.

Purpose and/or outcome

- To guide the preparation of the Bologna Process Implementation Report for 2024;
- To identify sources of reliable, comparable data relevant for the EHEA;
- To make further progress in improving structured and standardised monitoring of the EHEA;
- To ensure that accurate comparisons can be made between countries and that implementation and other changes are transparent within as well as between countries.

Reference to the Rome Communiqué

We ask the BFUG to develop a framework for the enhancement of the fundamental values of the EHEA that will foster self-reflection, constructive dialogue and peer-learning across national authorities, higher education institutions and organisations, while also making it possible to assess the degree to which these are honoured and implemented in our systems.

Specific tasks

- To develop a proposal for the scope of the 2024 Bologna Process Implementation Report;
- To develop and agree the indicators to measure progress, and the data required for the 2024 report with the agreement of the BFUG;
- To develop suitable data collection material;
- To ensure that information is collected from all Bologna countries;
- To guide the drafting of the overall report for approval by the BFUG in advance of the 2024 Ministerial Conference.

Reporting

Minutes of working group meetings will be made available by the Bologna Secretariat.

BFUG should also receive regular reports and updates.

To allow for good communication with BFUG as a whole and for the necessary consultations, progress reports should be made at each BFUG meeting. More specifically, the set of key indicators measuring progress on Bologna actions shall be agreed with the BFUG. In between BFUG meetings, updates can be circulated by the Bologna Secretariat via e-mail.

The draft of the Bologna Process Implementation Report for 2024 will be presented and discussed at the BFUG meeting at the end of 2023.

Meeting schedule

TBD

Past experience suggests that around 2 meetings per year would be required.



Liaison with other WGs' activities

- A Co chair will take part in BICG meetings;
- Involvement in the Working Group on fundamental values is foreseen;
- Involvement in other Working Groups, is likely to be beneficial and proposals will be made by the Group members.

(i.b) Working Group 2 on Fundamental Values

Name of the Working Group

Working Group on Fundamental Values

Contact persons/Co-chairs

- Germany
- Malta
- Norway
- Romania

Composition

Austria; Croatia; European Commission; Finland; France; Germany; Holy See; Iceland; Italy; Kazakhstan; Malta; The Netherlands; North Macedonia; Norway; Poland; Romania; Russia; Sweden; Switzerland; Turkey; United Kingdom; United Kingdom (Scotland); Council of Europe; EI – ETUCE; ENQA; ESU - European Students' Union; EUA - European University Association; European Commission/ Eurydice.

A representative of the working group on Monitoring should be a member of the working group, preferably one of the co-chairs of WG1, to establish a link between the work done in the two groups.

Purpose and/or outcome

- To develop a comprehensive framework to further the monitoring and implementation of the fundamental values of the EHEA in the higher education systems of its members. The system should foster self-reflection, constructive dialogue and peer-learning, while also making it possible to assess the degree to which these fundamental values are honoured and implemented in the EHEA.

Reference to the Rome Communiqué

*“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. We commit to*





upholding institutional autonomy, academic freedom and integrity, participation of students and staff in higher education governance, and public responsibility for and of higher education.

*We ask the BFUG to develop a **framework** for the enhancement of the fundamental values of the EHEA that will foster self-reflection, constructive dialogue and peer-learning across national authorities, higher education institutions and organisations, while also making it possible to assess the degree to which these are honoured and implemented in our systems. We adopt the **definition of academic freedom** as freedom of academic staff and students to engage in research, teaching, learning and communication in and with society without interference nor fear of reprisal”*

Specific tasks

- To develop indicators on *de jure* and *de facto* implementation of academic freedom and integrity based on the definition of academic freedom adopted by the ministers in the Rome Communiqué;
- On the basis of consultation with academic experts and relevant stakeholder organisations, to consider how the additional fundamental values defined in the Paris and Rome Communiqués - institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education - can be defined, understood and implemented in the EHEA;
- To continue to develop and trial a comprehensive, effective and evidence-based monitoring framework for future reporting on the implementation of the fundamental values in the EHEA through the Bologna Process Implementation Report, a system that takes into account both the *de jure* and the *de facto* aspects of the fundamental values of the EHEA;
- To liaise with the working group on Monitoring to ensure that the collection of data related to *de jure* monitoring of the fundamental values takes place, and that this data is reported in time for the 2024 Bologna Process Implementation Report;
- To develop options for the *de facto* monitoring of fundamental values, including different options for types of data to be explored and methods for collecting and combining data;
- To recommend indicators of fundamental values, as well as the evidence required to fill them, and the source for such evidence;
- In cooperation with the BFUG, take the initiative to a policy dialogue and peer learning activities in the areas concerned, with all relevant higher education policy makers, institutions and stakeholders.

Reporting

Regular progress report will be given to the BFUG. A final report with recommendations will be presented to the BFUG and to the ministerial meeting in 2024.

Minutes of working group meetings will be made available by the Bologna Secretariat.

Meeting schedule

Dates will be decided upon by the working group at a later stage.





Liaison with other WGs' activities

- WG on Monitoring

(i.c) Working Group 3 on Social Dimension

<p>Name of the Working Group</p> <p><i>Working Group on Social Dimension</i></p>
<p>Contact persons/Co-Chairs</p> <ul style="list-style-type: none"> • Croatia • ESU – European Students' Union
<p>Composition</p> <p>Albania; Austria; Belgium Flemish Community; Belgium French Community; Croatia; Cyprus; Denmark; Estonia; European Commission; France; Georgia; Germany; Italy; Kazakhstan; Lithuania; Malta; Moldova; The Netherlands; Poland; Romania; Russia; Slovakia; Slovenia; Spain; Sweden; Turkey; United Kingdom; United Kingdom (Scotland); Council of Europe; EI - ETUCE; ESU - European Students' Union; EUA - European University Association.</p>
<p>Purpose and/or outcome</p> <p>➤ To support the EHEA members in developing social dimension policies that will create inclusive environment in higher education that fosters equity, diversity, and is responsive to the needs of local communities. The Working Group will follow up and will further develop the main outcomes of the work of the AG1 on Social Dimension 2018-2020: “<i>Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA</i>”, which is annexed to the Rome Communiqué.</p>
<p>Reference to the Rome Communiqué</p> <p><i>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.</i></p>





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Specific Tasks

- Developing a system of monitoring the implementation of the Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA. It will enable measuring the impact of the broadened definition of the social dimension in the Principles and Guidelines on the work of different higher education institutions;
- Defining indicators and benchmarks for the principles included in the Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA;
- Organising peer support activities for social dimension to support the implementation of the Principles and Guidelines among the EHEA members. The Working Group should consider establishing partnerships for implementing Thematic Country Reviews for Social Dimension to systematically collect country needs for peer support;
- Organising a seminar on the social dimension at the end of the cycle in 2024 to discuss the progress made in developing social dimension policies in the EHEA members.

Reporting

Minutes of working group meetings and key documents developed by the Working group will be made available on the EHEA website www.ehea.info. The Bologna Secretariat will provide administrative support for the work of the Working Group. The BFUG should also receive regular reports and updates from the group. To ensure good communication and consultations with the BFUG as a whole, progress reports should be submitted at least two weeks before each BFUG meeting.

Draft meeting schedule

The content and timeline of the meetings will be discussed amongst the co-chairs and the members of this Working Group; however, the following can be seen as a draft schedule:

Year 2021 – 1st quarter:

- Defining the Workplan for the mandate of the WG with the methods of work

Year 2021 – 2024:

- Organising peer support activities for social dimension

Year 2021 – 2022 (1st quarter)

- Defining indicators and benchmarks for the principles included in the *Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA*.

Year 2022 (1st quarter) – 2024 (1st quarter)

- Defining a system of monitoring the implementation of the Principles and Guidelines





<p>Year 2024 (in the framework of the ministerial conference)</p> <ul style="list-style-type: none"> - Organising a seminar on the social dimension
<p>Liaison with other WGs' activities</p> <p>TBC</p>

(i.d) Working Group 4 on Learning and Teaching

<p>Name of the Working Group</p> <p><i>Working Group on Learning and Teaching</i></p>
<p>Contact persons/Co-chairs</p> <ul style="list-style-type: none"> • Ireland • France • EURASHE
<p>Composition</p> <p>Albania; Armenia; Austria; Belarus; Belgium Flemish Community; Cyprus; European Commission; France; Georgia; Germany; Holy See; Ireland; Italy; Kazakhstan; The Netherlands; Norway; Portugal; Romania; Russia; San Marino; Slovenia; Spain; Switzerland; Turkey; Ukraine; United Kingdom; United Kingdom (Scotland); EI – ETUCE; ENQA; ESU - European Students' Union; EUA - European University Association; EURASHE.</p>
<p>Purpose and/or outcome</p> <ul style="list-style-type: none"> ➤ To support the members of the EHEA in developing successful ways to improve strategies for the enhancement of learning and teaching. The working group will base its work on the recommendations that were endorsed by Ministers in the 2020 Conference of Ministers [as result of the 2018-2020 BFUG Work Programme], in particular Annex III of the Communiqué, thus, translating these into an operational action framework and – where possible – into measurable, qualitative indicators. The group will include the following topics: <ul style="list-style-type: none"> • Making student-centred learning a reality across the entire EHEA; • Supporting staff development; • Fostering innovative learning and teaching. These should ensure inter-disciplinary, inter-sectoral and experiential learning as outcomes. Innovations in learning and teaching should



also contribute to opening up higher education to lifelong and non-traditional learners, for example through micro-credentials;

- Discussing assessment in higher education to encompass a wider set of learning outcomes, in addition to disciplinary knowledge, such as inter-disciplinarity and transversal, green and digital competences;
- Strengthening the capacity of higher education institutions and systems, to support the continuous improvement of learning, teaching and assessment;
- Developing international learning environments for the students, such as the inclusion of a mobility experience or access to internationalisation at home).

In view of its establishment during the COVID-19 pandemic, this group aims also to strengthen the resilience of higher education system, with a focus on future skills, high quality learning, teaching, and assessment methods and strong links with research and innovation.

Reference to the Rome Communiqué

*“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.”*

*“**Flexible and open learning paths**, part of the original inspiration for the Bologna Process, are important aspects of **student-centred learning** and are in increasing demand in our societies. In addition to full degree programmes, many higher education institutions offer or plan to offer **smaller units of learning**, which enable learners to develop or update their cultural, professional, and transversal skills and competences at various stages in their lives. We ask the BFUG to explore how and to what extent these **smaller, flexible units, including those leading to micro-credentials**, can be defined, developed, implemented and recognised by our institutions using EHEA tools.*

*“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.”*

Specific Tasks

- Further develop the recommendations in Annex III of the Rome Communiqué by





translating them into concrete actions at European/EHEA level and developing measurable qualitative indicators, which can serve as a basis for monitoring the progress on learning and teaching in EHEA;¹

- Support member countries in the development of concrete national actions and strategies to implement the above recommendations. This could entail, but does not need to be limited to, organising forums and/or seminars for policy makers and HEI;
- Organise a survey based on the recommendations to map challenges and actions within the EHEA and inform further work in this period. Repeat this survey at the end of the working period;
- ‘In preparation of the 2024 ministerial conference, recommend concrete policy actions to the BFUG and ministers on the implementation of micro-credentials in the EHEA, in line with the developments in the European Education Area;
- Make concrete recommendations on strengthening innovative learning, teaching and assessment, including student-centred, trans-disciplinary, challenge-based and STEAM approaches;
- Identify lessons learnt during the COVID-19 crisis for learning, teaching and assessment in higher education in the EHEA. Translate these into recommendations and actions for policymaking at the level of public authorities. Emphasis might be put on the digital transformation of higher education institutions and systems and on future skills development for teachers and learners.

Reporting

Minutes of the working group meetings and the results of the surveys shall be made available to the BFUG.

BFUG shall receive regular reports and updates and be consulted, if needed. Progress reports will be submitted by the working group at each BFUG meeting.

More specifically, the set of indicators measuring progress shall be agreed with the BFUG. In between the BFUG meetings, updates shall be circulated by the BFUG Secretariat via email.

The draft of the 2024 working group report will be presented and discussed at the BFUG meeting at the end of 2023.

Meeting schedule

TBC

¹ This objective in particular raises the question of funding; to do this properly funding would be necessary to define and implement a systematic project approach. An EC funded umbrella project is suggested here, such as in the peer support groups of the current working period





Liaison with other WGs' activities

TBD

(iii) Coordination Group on Global Policy Dialogue

<p>Name of the Coordination Group</p> <p><i>Coordination Group on Global Policy Dialogue</i></p>
<p>Contact persons/Co-chairs</p> <ul style="list-style-type: none"> • Albania • Belgium Flemish Community • European Commission • Italy
<p>Composition</p> <p>Albania; Austria; Belgium Flemish Community; European Commission; France; Germany; Holy See; Ireland; Italy; Kazakhstan; Malta; The Netherlands; Romania; Spain; United Kingdom; EI - ETUCE; ENQA; ESU - European Students' Union; EUA - European University Association; UNESCO.</p> <p><i>Note: Given its contribution to date, IAU will also be invited to contribute to this group.</i></p>
<p>Purpose and/or outcome</p> <ul style="list-style-type: none"> ➤ To foster dialogue and build trust between the EHEA and other countries and macro-regions through exchange of knowledge and cooperation, with the aim of addressing overarching issues more effectively, such as achieving the United Nations Sustainable Development Goals by 2030. <p>The coordination group is also tasked with the organisation of the 2024 Global Policy Forum and Statement, and where possible other appropriate events during the work period.</p>
<p>General objectives</p> <ul style="list-style-type: none"> ➤ Reinforce ongoing dialogue at global level; ➤ Achieve greater awareness of the various vital roles of HE in achieving the Sustainable Development Goals, and find paths for global collaboration to do so effectively; ➤ Propose how to enhance the EHEA's ability to foster, participate in and benefit from



this dialogue.

Thematic objectives in the context of global cooperation

- Intensify focus on the societal role of higher education to foster effective inclusion of learners not only at the time of access to HE, but also with respect to retention, success and employability;
- Promote inclusive mobility as one of the most important keys to global understanding and to excellence in higher education;
- Promote further development and use in practice of the transparency and quality tools necessary for advancing mobility and facilitating recognition;
- Create contacts and support reciprocal referencing of the several overarching Qualifications Frameworks and Qualifications Reference frameworks now functioning or being prepared in the EHEA and in other macro-regions;
- Promote student-centred learning and understanding of credit systems or credit reference systems based on Learning Outcomes and student time;
- Develop dialogue about the challenges and opportunities offered by the shift towards digital learning environments, in part triggered by the pandemic;
- Ensure connection with the other BFUG Advisory, Working or Coordination Groups that address the above issues in the EHEA context.

Specific Tasks

- Suggest plans to the BFUG for the organisation of the Global Policy Forum to be held along with the Ministerial Conference to be hosted by Albania in 2024;
- Organise and implement events, meetings or other initiatives (including virtual events) to build awareness and dialogue with respect to the CG's overarching aims, the general or/and thematic objectives;
- Explore ways of initiating or consolidating contacts with other countries, macro-regions and organisations in order to develop and strengthen dialogue.

Reference to the Rome Communiqué

“While the COVID-19 pandemic has made it impossible to hold the Global Policy Forum as intended, we are pleased that our Conference includes a global session. We recommit to international dialogue on higher education values, policies, and reforms, drawing on the experiences of the EHEA as well as those of other areas of the world, and ask the BFUG to further develop and strengthen Global Dialogue in the coming work period.”

Reporting

Minutes of coordination group meetings and updates on activities will be made available online to the BFUG by the BFUG Secretariat. The BFUG Secretariat, at the request of the CG Chairs, may circulate relevant updates to the CG members.





<p>The BFUG shall also receive regular reports and updates from the group. To ensure good communication with the BFUG as a whole and for the necessary consultations, progress reports shall be submitted two weeks before each BFUG meeting.</p>
<p>Meeting schedule</p> <p>Meetings can be electronic or in presence, according to what will be possible and appropriate in the post COVID era. Smaller ad hoc groups or task forces may be delegated for specific tasks.</p> <p>The exact programming will be discussed by the Co-chairs and the members of the Coordination Group.</p>
<p>Liaison with other WGs' activities</p> <p>TBD</p>

(iv) EHEA Network of National QF correspondents

<p>Name of the Network</p> <p><i>EHEA Network of National Qualifications Frameworks Correspondents</i></p>
<p>Contact Person/Coordinator</p> <p>Council of Europe</p>
<p>Composition</p> <p>Albania; Andorra; Austria; Belarus; Belgium Flemish Community; Belgium French Community; Bosnia and Herzegovina; Croatia; Cyprus; Czech Republic; Denmark; Estonia; European Commission; Finland; France; Germany; Greece; Holy See; Iceland; Ireland; Italy; Latvia; Liechtenstein; Lithuania; Luxembourg; Malta; Moldova; The Netherlands; North Macedonia; Norway; Poland; Portugal; Romania; Russia; San Marino; Slovakia; Spain; Switzerland; Ukraine; Council of Europe; EI – ETUCE; EUA - European University Association; EURASHE; UNESCO.</p>
<p>Purpose and/or outcome</p> <ul style="list-style-type: none"> ➤ To exchange experience and offer advice in the development, implementation, and review of national qualifications frameworks; ➤ Further coherence between national QFs and the Overarching Frameworks of Qualifications of the EHEA (QF-EHEA); ➤ Further coherence between the QF-EHEA and the European Qualifications



Framework for lifelong learning (EQF);

- Advice EHEA members and the BFUG on issues related to the QF-EHEA and national qualifications frameworks.

Reference to the Rome Communiqué

*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.*

***Flexible and open learning paths**, part of the original inspiration for the Bologna Process, are important aspects of student-centred learning and are in increasing demand in our societies. In addition to full degree programmes, many higher education institutions are offering or may offer **smaller units of learning**, which enable learners to develop or update their cultural, professional, and transversal competences at various stages in their lives. We ask the BFUG to explore how and to what extent these **smaller, flexible units, including those leading to micro-credentials**, can be defined, developed and implemented by our institutions using EHEA tools.*

Specific tasks

The Network shall act as a forum for debate and advice on issues related to the QF-EHEA and national frameworks, in particular with a view to:

- ensuring coherence between national frameworks and the QF-EHEA;
- ensuring coherence between the QF-EHEA and the EQF;
- advising on the development and implementation of ECTS-based short cycle qualifications as stand-alone higher education qualifications within the QF-EHEA in countries that wish to develop and implement which short cycle qualifications; advising on how and to what extent smaller, flexible units, including those leading to micro-credentials, can be defined, developed and implemented within the QF-EHEA and national qualification frameworks;
- encouraging periodic reviews of the implementation of national qualifications frameworks for higher education;
- encouraging and providing advice on renewed self-certification of national frameworks for which developments make this necessary or desirable;
- developing proposals for arrangements to strengthen the peer review of national self-certification reports and processes;
- encouraging reflection on how national qualifications frameworks can best help education systems fulfill all major purposes of higher education.





Working method

Annual meetings of the Network are organised with the participation, as far as possible, of representatives of all EHEA members and consultative members. The meetings will normally be held in September/October. Specific issues may also be addressed by electronic communication or online meetings.

Whenever relevant, joint activities with the EQF Advisory Group, Thematic Peer Groups, or national contact points may be organised.

The Network is coordinated by the Council of Europe, which brings the outcome of its work to the attention of the BFUG as well as the EQF Advisory Group.

Reporting

Reports will be submitted to the BFUG and Board in writing.

Meeting schedule

TBC

Liaison with other WGs' activities

TBD

(v) Working Group to Support the Implementation of the Roadmap for San Marino's Accession to the EHEA

Name of the Ad Hoc Group

Working Group to Support the Implementation of the Roadmap for San Marino's Accession to the EHEA ("San Marino Roadmap WG")

Contact persons/Co-Chairs

- Andorra
- Finland

Composition

Andorra; Finland; Holy See; Italy; Liechtenstein; San Marino; Council of Europe; ENQA.





Purpose and/or outcome

- To support San Marino in its implementation of the Roadmap and advise the BFUG and Board on the implementation and any further support measures recommended.

Reference to the Rome Communiqué

We are pleased to welcome San Marino as a new Member of the EHEA. San Marino will be supported in the implementation of its commitments with an agreed roadmap. Roadmap (appended)

Specific tasks

- To follow up the San Marino roadmap together with the Sammarinese authorities;
- To develop a timetable for implementing the higher education reforms, building on the milestones set out in the San Marino Roadmap;
- To assist the Sammarinese authorities in implementing the roadmap and in developing specific policy areas;
- To assist in peer-learning activities and to facilitate cooperation;
- To report to the BFUG on the state of implementation of the roadmap by the beginning of 2024.

Reporting

Minutes of working group meetings will be made available to the BFUG Board and to the BFUG on the protected part of the website.

The Working Group will present regular updates to the Board and to the BFUG.

Progress reports should be submitted at least three weeks before each Board or BFUG meeting. The reports should be analytical and describe the state of implementation of the Roadmap as well as further measures envisaged by the Sammarinese authorities. In between meetings, updates should be circulated by the Bologna Secretariat via e-mail.

The final progress report will be presented and discussed at the latest during the first BFUG meeting in spring 2024.

Meeting schedule

[Dates are just tentative, will be decided by the working group at a later stage]

- First meeting: shortly after the BFUG meeting in April 2021 to establish a timetable for the implementation of the San Marino roadmap.





- Further meetings to be held as indicated in the timetable to be established at the first meeting, generally at least one meeting per semester. Meetings may be held online or face to face as required; at least one meeting should be held in San Marino to allow broader contacts with Sammarinese stakeholders.

Liaison with other WGs (or similar)

Liaison with other Working Groups:

- WG on Monitoring
- WG on fundamental values
- Bologna Implementation Coordination Group and/or relevant peer groups

Additional remarks

These terms of reference may be reviewed in the light of progress of the work, in agreement with the BFUG.

(vi) Task Forces

(vi.a) Ad Hoc Task Force to Increase Synergies Between the European Higher Education Area, the Higher Education Dimension of the European Education Area and the European Research Area

Name of the Working Group

Ad Hoc Task Force to Increase Synergies Between the European Higher Education Area, the Higher Education Dimension of the European Education Area and the European Research Area (for the period May – December 2021)

Contact persons/Co-Chairs

- Slovenia
- European Commission

Composition

Austria; Belgium Flemish Community; Belgium French Community; Denmark; Estonia; European Commission; Finland; France; Greece; Luxembourg; Malta; North Macedonia;





Norway; Portugal; Romania; Slovenia; Spain; Switzerland; United Kingdom; Council of Europe; EI – ETUCE; EUA - European University Association; EURASHE.

Purpose and/or outcome

A proposal allowing for concrete synergies between the European Higher Education Area (Bologna context), the higher education dimension of the European Education Area (EU context) and the European Research Area (EU context), building on the respective cooperation structures.

Reference to Rome Communiqué

We commit to strengthening cooperation with the European Research Area. 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. Focus will be inter alia on developing research-based learning, guaranteeing academic and scientific freedom, and contributing to achieving the United Nations Sustainable Development Goals.

Specific tasks

Building on the Rome Communiqué, **develop a proposal allowing for a streamlined and strengthened cooperation between the European Higher Education Area (EHEA), the higher education dimension of the European Education Area (EEA) and the European Research Area (ERA).** The proposal should describe how the cooperation can be done in a fit-for-purpose and flexible manner, for example in the form of joint meetings or working groups.

Elaborate a proposal for a way forward on how to concretely work on a strengthened cooperation on the specific topics identified by the Ministers in the Rome Communiqué, i.e. research-based learning, guaranteeing academic and scientific freedom, and contributing to achieving the United Nations Sustainable Development Goals.

Reporting

Minutes of Task Force meetings will be made available by the Bologna Secretariat. The BFUG should receive a proposal for synergies and cooperation by its meeting in December 2021.

Meeting schedule:

Online meetings, about three meetings, to be decided by the Task Force

Liaison with other EHEA WGs’ activities

- Working Group on Social Dimension
- Working Group on Learning and Teaching
- Working Group on Fundamental Values

Additional remarks



(vi.b). Task Force on Enhancing Knowledge Sharing in the EHEA community (as of June 4, 2021, the ToRs are being finalized)

<p>Name of the Working Group</p> <p><i>Task Force on Enhancing Knowledge Sharing in the EHEA community</i></p>
<p>Contact persons/Co-chairs</p> <ul style="list-style-type: none"> • Albania • Italy • Romania
<p>Composition</p> <p>Albania; Belgium Flemish Community; European Commission; Germany; Italy; Malta; The Netherlands; Romania; United Kingdom; EQAR; ESU - European Students' Union; EUA - European University Association; EURASHE.</p> <p>The Task Force can invite, as appropriate, relevant experts to collaborate in its work.</p>
<p>Purpose and/or outcome</p> <ul style="list-style-type: none"> ➤ Devise ways to enhance knowledge sharing within the EHEA, involving academic communities, stakeholder organizations, national authorities and the BFUG itself, in order to enable better understanding and closer collaboration in developing and implementing the EHEA policies.
<p>Reference to the Rome Communiqué</p> <p><i>“We commit to building a more closely connected and sustainable higher education community, which fosters inclusion, communication, cooperation, and solidarity, essential for the relevance and excellence of the future EHEA. To accomplish this, we commit to keeping our national higher education sectors informed about and involved in EHEA developments, and to working closely with student and higher education associations and networks on the development and implementation of national reforms. We recognize the importance of the broad consultations carried out to identify priorities for the future of the EHEA and ask the BFUG to organize EHEA</i></p>



*events such as **transnational seminars, workshops and hearings** involving the wider higher education community (students, academic staff and external stakeholders), to discuss present and future goals and explore collaborative ways to address them.”*

Specific tasks

- Map and explore national approaches to communication and implementation of Bologna policy goals: how are they perceived; what the existing practices of exchange and collaboration with the different actors, including stakeholders and the Ministries themselves are;
- Devise and promote ways to make the Bologna Process and its reform goals better understood and more transparent at institutional and national level, for the academic community, as well as for the broader public, also encouraging and taking into account input from them;
- Identify measures to enhance collaboration between individual countries and groups of countries that enable them to learn from and support each other in sharing knowledge more effectively within the EHEA community;
- Organize events aiming at spreading information and creating dialogue about the Bologna process and/or support members in organizing such events at national or transnational level;
- Devise methods for better communication about the Bologna process, employing innovative ways of communication, attractive and accessible for all.

Working method

Working meetings will be held in presence or virtual, as appropriate and possible; online and email consultation will be ongoing within the Task Force (details and roadmap to be agreed within the Task Force).

Reporting

Regular progress reports will be presented to the BFUG, and a final report with recommendations will be prepared.

Minutes of Task Force meetings will be made available by the Bologna Secretariat.

