



WG1 Report on developing the Bologna Process Implementation Report (BPIR), 2024

1. Context

The Working Group on Monitoring has so far held four meetings (23 June, 9 November 2021, 21 March and 14 September 2022) to follow up on the Rome Communiqué request:

We call on the BFUG to address the actions and priorities indicated for the next decade with the overall purpose of creating a European Higher Education Area that fulfils our vision and achieves our goals by 2030. For our Conference in 2024 we mandate the BFUG to produce an implementation report assessing progress in our agreed commitments.

The first meeting reviewed TOR and objectives for the 2024 report.

The second meeting agreed on a proposal for a structure of the 2024 report (which was subsequently presented at and agreed by the BFUG).

Meeting 3 began the discussion on indicators and indicator development. This was followed up at meeting 4 which identified the remaining open issues – particularly involving discussions and joint decisions to be made with other working groups.

Current State of Play

The main purpose of the 2024 report is to *assess progress* on the key policy challenges identified in the Rome Communiqué for the next decade. The report will cover all the commitments made in the Rome Communiqué, but it will also seek to find a pragmatic balance avoiding overload of information. It will be one integrated report, but each chapter will also be capable of being downloaded and read independently. A combination of statistical and qualitative information will be presented, and wherever policy commitments have been made, ideally scorecard indicators will be used to show the state of play/progress.

2. Content development

The report development – which is a complex process reliant upon the work of many contributors and working groups – is progressing well. The working groups on Fundamental Values, Social Dimension and Learning and Teaching have all agreed to finalise their proposals for desired indicators at their next meetings (30 September for Social Dimension and Learning and Teaching, 20 October for

Fundamental Values). These proposals will be integrated into a consolidated proposal by the Monitoring WG at its meeting on 27 October, and taken forward to the Brno BFUG meeting for agreement.

The main issues currently being discussed are as follows:

2.1 Fundamental Values:

The chapter on Fundamental Values will necessarily be at a transitional stage towards a more developed monitoring framework. This is because:

- Indicators should align with statements of common understanding, but at this stage only the statement on academic freedom has been adopted (in the Rome Ministerial Conference, 2020). The other statements on common understanding of values are being developed by the FV Working Group, and will be adopted in Tirana, 2024.
- Indicators should ideally cover both *de jure* and *de facto* implementation. However, although there is important work taking place on indicator development, the choices for de facto indicators for the 2024 report will be limited.

The task of the working groups is therefore to identify and propose the best available indicators to assess protection and promotion of the EHEA fundamental values at this point. The Rome communiqué makes the following commitment:

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.

While this appears to be a list consisting of four fundamental values, in fact the Fundamental Values Working Group (FVWG) has concluded that there are six values to be considered. This is because academic freedom and academic integrity are separate values, as are the public responsibility for higher education and the public responsibility of higher education.

The indicators should therefore cover these 6 fundamental values. While information on de jure implementation can be collected through the BFUG, other data sources will need to be agreed for any indicators assessing de facto implementation.

2.2 Social Dimension

The Social Dimension working group has agreed that the priority for the 2024 Implementation report will be to include indicators that focus on the implementation of the Principles and Guidelines for the Social Dimension.

The Eurydice project, « [Towards equity and inclusion in higher education](#) » (published in March 2022) has provided a prototype of 10 scoreboard indicators (49 sub indicators) that would be suitable for assessing implementation of the Principles and Guidelines. The Social Dimension Working Group has welcomed this work, and agreed to use updates of the scorecard indicators as the main element for monitoring implementation of the Principles and Guidelines. There is the possibility for some refinement and amendments to be made to the indicators that have been developed.

2.3 Learning and Teaching

The Learning and Teaching Working Group has discussed the development of indicators that assess progress on implementing the adopted, *Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA* (adopted as an annex to the Rome Communiqué).

The Learning and Teaching Working Group prepared a “long list” of potentially desired indicators. In response, the Monitoring Working Group has separated those indicators that are feasible to be collected through the BFUG. This proposal suggests indicators on the following topics:

- Strategy or policy on learning and teaching

(Including implementation plan, consultation and monitoring)

- Structures to support teaching and learning
- Professional development
- (Inclusiveness)

The next meeting of the Learning and Teaching Working Group (30 September) will consider this proposal, and decide whether to propose this list, or an amended version of this list, of indicators for the Implementation Report. Indicators drawn from other sources may also be added.

3. Next Steps

The priority at this stage of the process is to agree on the indicator proposal for the BFUG. Once this has been achieved, work will begin on developing the data collection instrument (questionnaire(s)). The launch of the data collection is foreseen in the first quarter of 2023.