BELGIUM-FLEMISH COMMUNITY

National Action Plan 2024-2027

Please identify here for your country the current situation and raadschallenges (if relevant) in the respective key commitments. In addition, you may list other commitments of the Tirana or previous Communiqués and your priorities in their implementation.

	Current situation	**Key challenges**
ECTS and Qualifications Frameworks	The Flemish qualifications structure is linked to the European Qualifications Framework. The bachelor-master structure and the use of ECTS are anchored in legislation and underpin study load, learning outcomes, flexibility and study pathways.	
Recognition	Recognition procedures are organized through NARIC-Flanders. Flanders participates in automatic recognition arrangements, including Benelux and Baltic arrangements, and supports recognition in line with the Lisbon Recognition Convention.	
Quality Assurance	Universities and universities of applied sciences are responsible for assuring the quality of their programmes, with external assessment through institutional review or accreditation. The 2025-2031 system further strengthens independent expertise, transparency and public information.	The main challenge is to discuss the revised ESG with all stakeholders and to develop a shared understanding of their implications for Flemish quality assurance.
Social Dimension of HE	The social dimension is an explicit Flemish priority. Relevant areas include democratisation, access and progression, student participation, student wellbeing, housing, reasonable accommodations and inclusive support.	The Support Centre for Inclusive Higher Education (SIHO) is currently being evaluated. If needed, policy actions will be taken on the basis of the evaluation results.
Other Bologna Process Commitments		

Please summarise here (in a few bullet points) the main progress to be achieved by 2027 in your country, based on the detailed action plans below, including issues such as key regulatory changes or significant new policies foreseen to support the implementation of the Bologna Process commitments.

- Flanders will carry out an evidence-informed strategic exploration of the higher education structure more than twenty years after Bologna, focusing on coherence, international comparability, efficient study pathways and societal relevance.
- Flanders will contribute actively to EHEA knowledge sharing through the BFUG, thematic peer groups, VLOR consultation and engagement with the higher education sector.
- Flanders will develop a common framework for micro-credentials with higher education institutions, including legislative anchoring where necessary, quality assurance, recognition and clear communication with learners and stakeholders.
- For the further support of the social dimension, Flanders will evaluate the Support Centre for Inclusive Higher Education (SIHO) and, where needed, take policy actions based on the evaluation results.

Please list in the table below the concrete actions you intend to undertake to achieve the commitments and how you intend to address the challenges mentioned above, for example through regulatory or legal change, data collection and analysis, national peer support, events, or the publication of support materials.

Please use a separate table for each of the listed (key) commitments and add lines to the tables as needed.

1) ECTS and Qualifications frameworks

Action	**Contribution of the action to the implementation of the commitment**	**Expected outcome(s)**	**Timeline**	**Achieved by 2027 (Yes/No/Partially)**	**Provide short explanation [to be filled in 2027]**
Carry out a strategic reflection on the Flemish higher education structure after Bologna.	Supports clearer implementation of the bachelor-master structure, by analysing coherence, readability and progression mechanisms.	Evidence-informed analysis of strengths, bottlenecks and future options for the Flemish higher education structure.	2025-2028; report expected in autumn 2028.	To be filled in 2027	To be filled in 2027
Develop a common framework for micro-credentials with higher education institutions, including implementation agreements where appropriate.	Supports the coherent use of micro-credentials within Bologna tools by linking them to learning outcomes, quality assurance, recognition and lifelong learning.	A clearer Flemish framework for micro-credentials, with attention to quality assurance, recognition and communication with learners and stakeholders.	2025-2027	To be filled in 2027	To be filled in 2027

2) Recognition

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially)	Provide short explanation [to be filled in 2027]
Continue to align recognition practices with the Lisbon Recognition Convention and EHEA agreements.	Strengthens reliable, transparent and fair recognition procedures in line with Bologna commitments.	Recognition procedures remain transparent, reliable and trusted by institutions and learners.	2024-2027	To be filled in 2027	To be filled in 2027
Support wider and more consistent implementation of automatic recognition across the EHEA.	Contributes to smoother mobility and joint programme development by supporting wider participation in automatic recognition arrangements, including the Benelux-Baltic framework.	Wider participation in automatic recognition arrangements and fewer recognition-related obstacles to mobility and joint programme development.	2024-2027	To be filled in 2027	To be filled in 2027

3) Quality assurance

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially)	Provide short explanation [to be filled in 2027]
Discuss the revised ESG with NVAO, VLUHR KZ, higher education institutions and students.	Contributes to a shared interpretation of the revised ESG and strengthens ownership among relevant stakeholders.	A shared understanding of the revised ESG and their implications for Flemish quality assurance.	2025-2027	To be filled in 2027	To be filled in 2027

4) Social dimension

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially)	Provide short explanation [to be filled in 2027]
Reform the Support Centre for Inclusive Higher Education (SIHO) based on the ongoing evaluation.	Strengthens the implementation of the EHEA social dimension by improving inclusive support, reasonable accommodations and guidance for students in vulnerable or underrepresented situations.	A renewed SIHO framework that better supports inclusive higher education policy and practice in Flanders.	2024-2027	To be filled in 2027	To be filled in 2027

5) Enhancement knowledge sharing

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved by 2027 (Yes/No/Partially)	Provide short explanation [to be filled in 2027]
Share Flemish experiences and policy questions within the BFUG and thematic peer groups.	Supports mutual learning and contributes to EHEA-wide implementation of Bologna commitments.	Flanders actively contributes to EHEA knowledge sharing and uses international exchange in policy development.	2024-2027	To be filled in 2027	To be filled in 2027
Use VLOR consultation and sector dialogue to prepare and update Flemish Bologna positions.	Strengthens stakeholder involvement and ensures coherent national input to EHEA processes.	Broadly informed Flemish positions on Bologna implementation and related European initiatives.	2024-2027	To be filled in 2027	To be filled in 2027

6) Other Bologna commitments