

BFUG

DRAFT WORK PLAN 2018-2020

(i) BICG – Bologna Implementation Coordination Group

3 Thematic Peer Groups (TPGs):

- TPG - QF-EHEA
- TPG - LRC
- TPG - QA

Ref. Paris Communiqué:

«In order to unlock the full potential of the EHEA and ensure the implementation of Bologna key commitments, we are adopting a structured peer support approach based on solidarity, cooperation and mutual learning. In 2018-2020, thematic peer groups will focus on three key commitments crucial to reinforcing and supporting quality and cooperation inside the EHEA:

- *a three-cycle system compatible with the overarching framework of qualifications of the EHEA and first and second cycle degrees scaled by ECTS*
- *compliance with the Lisbon Recognition Convention,*
- *and quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.*

We mandate the Bologna follow-up group (BFUG) to implement, coordinate and monitor the adopted peer support approach, and to do so with the aid of the Bologna Implementation Coordination Group established to that end. It will analyse the first round of peer support and through the BFUG suggest the direction that the activity should take in the future, and report back to us at our next EHEA Ministerial conference in 2020».

(ii) Working Groups (WG)

WG 1: Monitoring

Ref. Paris Communiqué:

«For our 2020 conference, we mandate the BFUG to develop a Bologna Process Implementation Report assessing the main developments in the EHEA since the Bologna Process began, including to what extent we have fulfilled the mobility target agreed in Leuven/Louvain-la-Neuve in 2009».

WG 2: Governance and priorities

Ref. Paris Communiqué:

«We also ask the BFUG to submit proposals for the main priorities for the next decade, in close cooperation with higher education institutions, staff and students, and for the governance of the EHEA».

WG 3: Global policy dialogue

Ref. Paris Communiqué:

«As a follow-up to the Bologna Policy Forum, we mandate the BFUG to enter into a global policy dialogue to improve regular cooperation with other regions and international organisations. This dialogue should focus on promoting mutual learning and joint initiatives on issues of common interest, such as social inclusion and the wider role of higher education».

Ref. Statement of the BPF:

«We, the Ministers, commit to supporting this ongoing, successful interregional dialogue on issues of common concern amongst policy makers, stakeholder organisations, students, staff and higher education institutions. We propose the establishment of a Global Working Group in the next 2018 -2020 Bologna work programme to take this agenda forward and we invite countries to express their interest to hold high level workshops on a yearly basis to continue the dialogue on social inclusion and the wider role of higher education».

(iii) Advisory Groups (AG)

AG 1: Digitalisation

Ref. Paris Communiqué:

«We also urge the adoption of transparent procedures for the recognition of qualifications, prior learning and study periods, supported by interoperable digital solutions.

[...]

Digitalisation plays a role in all areas of society and we recognise its potential to transform how higher education is delivered and how people learn at different stages of their lives. We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education. We call on the BFUG to take the issue of digitalisation forward in the next working period».

AG 2: Social dimension

Ref. Paris Communiqué:

«We call on the BFUG to submit proposals in time for our 2020 meeting in order to enable higher education to fully play its role in meeting the challenges faced by our societies.

[...]

We recognise that further effort is required to strengthen the social dimension of higher education. In order to meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe's populations, we will improve access and completion by under-represented and vulnerable groups. Therefore, we mandate the BFUG to take this issue forward by the next EHEA Ministerial conference».

(iv) Mandate to the BFUG Board supported by the BFUG Secretariat to establish interaction with the ERA

Ref. Paris Communiqué:

«We call on the BFUG to establish interaction with the European Research Area and Innovation Committee (ERAC) by 2020 in order to develop synergies between the EHEA and the European Research Area (ERA)».

Workplan 2018-2020

