Implementing the Bologna Key Commitments through Peer Support

DRAFT FINAL REPORT

Prepared by the Bologna Implementation Coordination Group and the three Thematic Peer Groups

Contents

Introduction

The ministers of higher education in the EHEA agreed at the ministerial conference in 2018, that successful implementation of three key commitments is crucial for the success of the Bologna Process. Three key commitments identified are 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.

Moreover, the ministers adopted a structured peer support approach based on solidarity cooperation and mutual learning to promote in the implementation of the three key commitments. Consequently, the Bologna Implementation and Coordination Group was established with the objective to assist the BFUG in implementing, coordinating and monitoring the adopted peer support approach.

The Bologna Implementation Coordination Group (BICG) should have, therefore analysed the first round of peer support and, through the BFUG, report to the ministers suggesting the direction that the peer support approach should take in the future.

This draft *Final Report on Implementing the Bologna Key Commitments through Peer Support* provides with the information on the implemented activities and the first outcomes of the peer support approach with an objective to inspire discussion of the BFUG on continuation of the peer support after the Rome ministerial conference.

The remit of the group is further defined by its Terms of Reference, which were approved by the BFUG in April 2018 and can be found in an Annex I to this Report.

PARIS COMMUNIQUÉ

"We acknowledge that the reforms driven by the Bologna Process require both successful implementation and full ownership of all of our agreed goals and commitments throughout the EHEA. Fulfilling our commitments depends on the concerted efforts of national policy-makers, public authorities, institutions, staff, students and other stakeholders as well as coordination at EHEA level.

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 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."

"We encourage the use of the Erasmus+ programme for increasing cooperation, beyond mobility, and achieving progress on the key commitments."

Overview and lessons learned

By autumn 2018 the BICG had successfully set up three Thematic Peer Groups (TPGs) for the three key commitments stimulating the new peer support approach, with the objective to provide a context in which the countries can help each other to implement the three key commitments fully. The established structure of cooperation between the EHEA countries is complex but effective. to this moment all of the EHEA countries have participated in at least one and most of them in more than one peer group. The work of the TPGs has been supported by a special strand of ERASMUS+ projects co-funded by the European Commission.

The work of the thematic peer groups have focused on the implementation of the key commitments but also gone beyond addressing specific issues in the respective policy areas. However, even when a TPG focused on specific themes, the importance of implementing the overall commitments has not been forgotten.

The Peer Support approach seems to be successful and appreciated, especially where it has managed to bring together the key national stakeholders for policymaking and implementation.

The short time since the establishment of the Peer Support structure and the launch of the first ERASMUS+ projects makes it premature to attempt to show clear concrete results, such as relevant normative change, in the implementation of the key commitments. However, the overall perception by the participants in this structure is positive and the usefulness of the peer support approach has been recognised by them.

Further developing thematic peer groups activities is however needed so to draw maximum benefit from this Approach. Based on this first round of groups' work it is therefore proposed that the work of the BICG be oriented more towards thematic policy coordination so to ensure that cross-cutting issues and challenges that arise from the groups' work can be effectively addressed.

A survey is intended to be done and the final report will be presented in the last BFUG meeting planned for the Ministerial Conference (Split, 2020).

COMPOSITION OF THE BICG

Co-chairs: Austria, Bulgaria, Croatia

Members: Vice-chair (Italy), Co-chairs of TPG A on QF (Czech Republic, Finland, Kazakhstan), Co-chairs of TPG B on LRC (Albania, France, Italy), Co-chairs of TPG C on QA (Belgium-Flemish Community, Georgia, Cyprus), Co-chairs of WG1 (Eurydice, Norway?), EUA/EURASHE, European Commission

COMPOSITION OF THE TPG A ON QF

Co-chairs: Czech Republic, Finland, Kazakhstan

Members: Albania, Andorra, Armenia, Azerbaijan, Belarus, Belgium Flemish Community, Bosnia and Herzegovina, Bulgaria, Croatia, Council of Europe, EI-IE, Estonia, ESU, EURASHE, European Commission, Georgia, Germany, Greece, Hungary, Malta, North Macedonia, Poland, Romania, Serbia, Spain, Turkey.

COMPOSITION OF THE TPG B ON LRC

Co-chairs: Albania, France, Italy

Members: Armenia, Austria, Azerbaijan, Belarus, Belgium Flemish Community, Belgium French Community, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Council of Europe, Denmark, EI-IE, EQAR, Estonia, EURASHE, ESU, EUA, European Commission, Georgia, Germany, Greece, Holy See, Ireland, Kazakhstan, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Switzerland, Ukraine, UNESCO.

COMPOSITION OF THE TPG C ON QA

Co-chairs: Belgium-Flemish Community, Georgia, Cyprus

Members: Albania, Armenia, Austria, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, EI-IE, ENQA, EQAR, EURASHE, ESU, EUA, European Commission, France, Germany, Greece, Hungary, Iceland, Italy, Kazakhstan, Latvia, Liechtenstein, Lithuania, Malta, Moldova, Montenegro, The Netherlands, North Macedonia, Poland, Portugal, Romania, Serbia, Slovak Republic, Spain, Sweden, Switzerland, Turkey, Ukraine, UNESCO, United Kingdom (Scotland).

A record of attendance at all the meetings is provided in Annex II.

ANNOTATED TIMELINE OF THE BICG

Meetings of the BICG

The BICG has had seven meetings[1]:

- 5 June 2018, Brussels

- 30 August 2018, Brussels

- 26 September 2018, Vienna

- 22 October 2018, Brussels

- 26 February 2019, Vienna

- 16 September 2020, Brussels

- 11 March 2020, Paris

The first three meetings were focusing on the central task of the BICG that was to organize and support three Peer Groups (PG). This was done on the basis of a survey conducted among the BFUG members and match-making activities that were aiming in putting together those countries and stakeholder organisations that were willing to engage in different aspects of the implementation of the three key commitments.

The method chosen was to ask countries to express their willingness to cooperate in order to help each other to implement these commitments fully. These are not the only commitments that EHEA countries have engaged to implement, and both the current three and other commitments indicated in the future as 'Key' are to be implemented.

The third meeting was held jointly with all the Peer Groups' Co-chairs so to allow a good exchange of ideas and working methods, but as of the next BICG meetings, each TPG nominated one of their co-chairs to represent the group at the BICG meetings.

An overall thematic framework for the work of the Peer Groups was established by the BICG in the beginning of the process, but it has been left to the groups themselves to decide on more precise activities and focus that they were willing to take. A standard Action Plan template for all the Peer Groups was developed so to assure a standard approach to the methodology of work of the TPGs. The Action Plans have been updated on rolling basis and published on the EHEA website. Countries have been matched up to create sub-groups to work on the specific themes where they can benefit from each other. It has been ensured that, even when a peer support group focuses on quite specific themes, the importance of implementing the overall commitments is not forgotten.

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[1] While BICG has had six meetings as part of the 2018-2020 workplan, the BICG has had a preparatory meeting right after the Paris Ministerial Conference in June 2018

THEMATIC ORIENTATIONS AND INTENDED OUTCOMES OF THE TPGS

	Peer Group A (QFs)	Peer Group B (LRC)	Peer Group C (QA)
Thematic orientations:	- Self-certification of the national qualifications frameworks to the overarching Qualifications Framework of the EHEA, - Complete implementation of the ECTS Users' Guide, - Short cycle higher education, - Multiple purposes and use of the qualifications frameworks by the stakeholders, - Study programmes outside the Bologna three-cycle structure, - Relationship between the qualifications frameworks and quality assurance.	- Establishing the legal framework to allow the implementation of the LRC; - Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures; - Achieving automatic recognition; - Recognition of alternative pathways; - Qualifications held by refugees; - Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement.	- Legislative framework in line with the ESG; - Ensuring effectiveness of internal quality assurance arrangements, including the use of QA results in the decision-making process and quality culture as well as links to learning and teaching; - External quality assurance; - The role and engagement of stakeholders in QA; - Cross-border QA; - European Approach to accreditation of joint programmes; - QA of recognition procedures.

	Peer Group A (QFs)	Peer Group B (LRC)	Peer Group C (QA)
Intended outcomes:	• Support will be given to countries working on the self-certification of their NQFs to the QF-EHEA. • The webpage on Qualifications Frameworks will be updated with self- certification criteria and self-certification reports.	• A European Assessment Report Template that countries can take as reference to give a common standard to recognition decisions within the EHEA will be developed. • A comparison grid for qualifications from different EHEA countries will be developed.	• Peer to peer support and cooperation on the different thematic orientations in order to better fulfill the key commitment on QA. • Organise thematic sessions with the members of the peer group on the thematic orientations to exchange ideas and good practices. • Up to date action plan for each country participating in the peer group, with concrete activities within the peer group or the own country.

ACTION PLANS OF TPGS

The collection of the ideas and proposals by the members of the PGs to the PGs' action plans was lengthy but it resulted with a long list of ideas and proposals that have since been reviewed.

The action plans contain the following information:

- Introduction and background information: the context for setting the Peer Group, the scope of work, aims and objectives of the work of the Peer Group;

- Thematic orientations: sub-themes that the Peer Group would be covering in the frame of this Action Plan and the basis for such a thematic design (e.g. BICG survey results, networking sessions, discussions of the Peer Group at its first meeting, etc.);

- General information on the Peer Group: co-chairs, Participating countries and institutions, Umbrella project, other supporting projects;

- Peer Groups Activities and Outcomes: e.g. surveys, self-assessment, peer assessment, analysis, workshops, conferences, list of participating countries and institutions, Explanation of the contribution of the activity to the implementation of the key commitment in one or several countries, if applicable, the projects supporting the activity and envisaged time frame for the implementation of the activity;

- Specific country inputs: concrete actions to undertake to achieve the set engagements (e.g. surveys, self-assessment, peer assessment, analysis, workshops, conference), partners from the Peer Group, partners from the own country, outcomes, contribution of the activity to the implementation of the key commitment, timeline, supporting projects.

The TPG Action Plans are available on the EHEA website:

TPG A on QF: http://ehea.info/page-peer-group-A-QF

TPG B on LRC: http://ehea.info/page-peer-group-B-LRC

TPG C on QA: http://ehea.info/page-peer-group-C-QA

Implementation of the Key Commitments

The Thematic Peer Group A on Qualifications Frameworks

The Thematic Peer Group A focus on the Key Commitment 1: a three-cycle system compatible with the overarching frameworks of the EHEA and first and second cycle degrees scaled by ECTS.

Meetings of the TPG A

Meetings: 15 January 2019, Helsinki

                 3 June 2019, Prague

                 18 February 2020, Prague

Events: Implementation of the ECTS Users' Guide, 4 June 2019, Prague

                 PLA – 22 October 2019, Berlin

                 PLA - Helsinki

The first meeting of the peer group took place in Helsinki on 15 January 2019. Based on the country inputs where countries indicated their needs for support and offered their support, a workshop on self-certification of national qualification frameworks was organized on 3 May in Prague. Representatives of eight countries participated at the workshop, out of which three countries (Finland, Germany and Croatia) had self-certified their frameworks and shared their experience with others.

The second meeting of the peer group took place in Prague on 3 June. Representatives of 18 countries and other stakeholders participated, in total there were 30 participants. The meeting was followed by a conference on ECTS and the implementation of national credit systems for higher education in line with the commitments of the European Higher Education Area.

Generally, the awareness about qualifications frameworks as well as the importance of their implementation has increased. Countries have been able to compare their situation, achievements and challenges with other countries. It has also been noted that availability of up-to-date information concerning especially self-certification on EHEA website is important. Co-operation with the EQF has been sought throughout the work. Based on feedback received as well as observations of the co-chairs, it is important for those countries who have not yet done so, to prepare their self-certification reports.

ECTS as the main credit system of the European Higher Education Area is linked with the qualification frameworks. The ECTS Users' Guide has been adopted in 2015 and provides guidance on ECTS implementation. The conference on ECTS has showed

that in many countries further work needs to be done in the area of ECTS implementation in line with the ECTS Users' Guide. Continuous attention to the implementation of qualifications frameworks, ECTS as well as learning outcomes approach in co-operation with higher education institutions is considered important.

Further activities planned within the peer group include two peer learning activities (PLAs), one seminar and the final peer group meeting. The first PLA was organized in October 2019 by the German Rectors' Conference. The focus of the PLA was on qualification frameworks, its design, promotion and subject-specific qualifications frameworks. The second PLA will be organized in November 2019 by the European Students Union in Brussels on the topic Multiple purposes and use of the qualifications frameworks by the stakeholders. In February 2020, two events will take place in Prague. A seminar on quality assurance of qualifications framework will be followed by the third final meeting of the peer group.

The Thematic Peer Group B on recognition

The Thematic Peer Group B focus on the Key Commitment 2: national legislation and procedures compliant with the Lisbon Recognition Convention.

Meetings of the TPG B

Meetings: 31 January 2019, Tirana

                 24 June 2019, Bologna

                 9-10 March 2020, Paris

Events: Document fraud and digitalization (with EQAR) - 1 Feb 2019, Tirana

                 Seminar Substantial difference (with ESU) - 26 June 2019, Bologna

1st meeting of the TPG B in Tirana on the 31st of January 2020 (21 countries represented, 5 stakeholder organizations), followed by a Public Seminar on Document Fraud and Digitalization on the 1st of January (around 150 participants, organised with EQAR).

2nd meeting of the TPG B in Bologna on the 24th of June 2020 (30 countries represented, 5 stakeholders organizations), followed by a Public Seminar on Substantial Difference on the 26th of June 2019 (around 120 participants, organized together with ESU).

o **3rd meeting of the TPG** will be held in **Paris** on the 10th of March 2019, followed by a Public Seminar on information provision on the 11th of March 2019 (organized together with EUA).

During the first meeting the members of the Thematic Peer Group discussed the work plan of each single country and the overall work plan of the group, matching needs and offers in the field of peer support on recognition issues. Furthermore, four subthemes have been discussed: legal framework to allow implementation of LRC; achieving automatic recognition; qualifications held by refugees; digitalisation.

The second meeting was focused on sharing the status of play regarding the action plan of each country and the action plan of the group, with a focus also on the EHEA call and on a matchmaking activity as a support to the countries' action plans.

The role of stakeholders in the implementation of LRC

o First of all students, and students union and association, that can play a crucial role in building awareness of the recognition process, the related "right and the duties", concept of substantial difference, and in multiplying information. The seminar on substantial difference, in coordination with ESU, has been the occasion also to present the section of "Bologna with students eye" report dedicated to recognition, and to discuss with Ministries, Higher Education Institutions, and ENIC-NARIC representatives the indicators and the main findings.

o Higher Education Institutions are the frontline of information provision on recognition, as in the majority of countries member of EHEA they are the competent authorities for carrying out the recognition procedure. One of the topic of the TPG is about fostering their role in the implementation of LRC in relation to the information provision on recognition (giving clear and transparent information on the process, the right to appeal, etc.). This will be in particular one of the topics of the March 2020 seminar in Paris together with the EUA.

o Quality is another key word in the discussion of TPG, both in relation on fostering the quality of recognition process (whereas for quality in the TPG context we mean recognition fully compliant with the principles of LRC), and in the role of quality assurance agencies to fight dubious operation in HE, diploma mills, and education fraud. This has been one of the topics discussed at the seminar in Tirana together with EQAR.

The role of digitalisation in supporting mobility and employability of students and professionals, and automatic recognition, making easier to share in a secure way academic qualifications. Different aspects of digitalisation have been discussed, from the use of digital credentials to the digitalisation of the recognition process, and the application of new technologies in recognition, such as the blockchain technology, should be further explored and implemented. Digitalisation is a key aspect also in linking recognition and quality assurance, with perspectives of simplifying the verification of accreditation of an institution or a study programme opened by the integration of the DEQAR database in the recognition process.

The need for tools and instruments to support portability and transparency of recognition decision, such as the European Assessment Report, as a reference document on key information that should be reported in a recognition statement.

In order to foster implementation of Lisbon Recognition Convention and move towards automatic recognition, the topic of substantial difference has been discussed, with the recommendations to further deepen the topic and defining a core set of indicators of what could be considered "substantial difference".

Cooperation among the 3 TPG is relevant: qualification framework, recognition and quality assurance concur in fostering mobility of individuals. In both the TPG B meetings co-chairs of the other TPG groups has been invited to share insight from the work of the group relevant also for recognition.

NEXT STEPS

o **3rd meeting of the TPG** in **Paris** on the 10th of March 2020, followed by a Public Seminar on information provision on the 11th of March 2020 targeted mainly to HEIs (organized together with EUA).

o **Staff mobility activity**: the call is going to be launched, and the staff mobility will take place in the time frame January-July 2020.

The Thematic Peer Group C on Quality Assurance

The Thematic Peer Group C focus on the Key Commitment 3: quality assurance.

Meetings of the TPG C

Meetings: 3-4 December 2018, Tbilisi

27-28 May, 2019, Limassol

16-17 January 2020, Ghent

Events: PLA on the European Approach to the accreditation of joint programmes

Limassol, 29 May 2019

Thematic session on stakeholder engagement,

Ghent, 17 January 2020

The group consists of 37 member countries and 8 stakeholder organisations. The representatives of the countries are a mix of persons working in QA agencies and ministries. The first meeting took place in Georgia on 3-4 December 2018. During this meeting the countries started to work on their country action plan and started to look for cooperation with other peer group members on the specific needs of their country.

In February 2019 the peer group action plan, with input of all member countries was sent to the BICG and published on the website. During the second meeting in Cyprus on 27-28th May 2019, the countries elaborated on their country action plans and worked closely together on the 6 subtopics of the peer group. 54 persons from 26 countries and 7 organisations were present. On 29th May a Peer Learning Activity was organized on the topic 'European Approach to the QA of joint programmes'. A third meeting will be organized in Belgium, Ghent on 16-17th January 2020. A thematic session on the involvement of stakeholders will be part of the third meeting.

Current actions

The content discussed in the peer group is very broad and linked to the 6 main subtopics. To accommodate this wide range of specific needs for each country a staff mobility programme has been set up. Following the first call for applications, 47 persons from 26 countries/organisations have applied for a staff mobility to another ministry/QA agency. There is a broad range of countries applying, linked to all colours of implementation status on QA in the Bologna Process Implementation Report. The content of the staff mobilities is linked to the key commitments as such for certain countries, but for other countries it is more about enhancement in specific issues. Some good practice examples can be shared already. Staff mobilities will take place between October 2019 and May 2020. Each mobile peer will produce an observation report. Input from these reports will be shared back with the peer group members for further dissemination of the topics learned.

Challenges

Topics discussed within the peer group are very broad and needs are very specific per country. In the many working sessions during the peer group meetings following challenges were raised:

1. Regulation of legal frameworks:
   - Independence of QA agencies with potential of few countries which were explored;
   - The extension of legal framework regulating the QA procedures;
   - Proposals for future projects on QA for Ph.D. programs.
2. European approach on accreditation of joint programs:
   - Legal issues on the implementation of European approach;
   - Procedural aspects;
   - An idea of a survey to collect information. Inventory of joint programmes.
3. Stakeholders' engagement:

- Two main groups of stakeholders, identified by the countries as problematic; students and employers;
- Two directions for discussions: structural engagement and capacity building of students and employers.
4. External QA:
   - Most countries have a combination of the program and/or institutional approach, but rely on internal QA processes.
5. Cross border QA:
   - countries are not so open for cross border QA
   - challenges such as, different HE systems, non-accredited HEIs, etc.;
   - need to collect legal challenges in regard to incoming cross border QA and the necessary solutions.

QA should stay one of the Bologna key commitments and continuing the work in peer groups would be further welcomed. Especially for QA, as it is the basis for many other topics such as recognition and mobility.

Other future actions

Challenges on a global scale require to be prepared for smart and intelligent specializations and future jobs, innovative learning and teaching, reduction of bureaucracy and still maintaining the QA.

Learners also seek more and more knowledge, skills and competences through short courses or through non-formal or informal learning experiences. Accumulation of these prior learning experiences and qualifications could in the end lead to traditional university qualifications.

The student population also becomes more and more diverse, so innovative ways of learning could offer flexible solutions to underrepresented groups in higher education, as well as to adult learners.

On the other side of the spectrum also the world of work is changing and in demand of people that can easily adapt and up- and reskill throughout their career.

The higher education sector has to adapt to these needs and adapt their offer: e-learning, MOOC's, interdisciplinary programmes, short courses.

All these forms of learning should of course also have guaranteed quality standards and be recognized appropriately throughout the European Higher Education Area. We should explore if the current European Standards and Guidelines (ESG) are ready to be used for these new kinds of learning and if the EQAR registered agencies can be used for the accreditation of them.

We should also investigate the need to find a way to address and discuss QA provision by non-traditional providers.

ANNEX I Terms of reference for the BICG

Terms of Reference for the Bologna Implementation Coordination Group

Name of the Working Group
Bologna Implementation Coordination Group (BICG)
Contact persons
Members should be nominated before and confirmed by the BFUG immediately following the Ministerial Conference. Therefore, an invitation for countries/organisations to volunteer for membership has to be launched in time for the Ministerial Conference, and nominations discussed no later than during the last BFUG meeting prior to the Ministerial Conference.
Composition
The group will include representatives nominated by both full and consultative members of the BFUG. Countries and organisations are requested to signal which (one or several) of the thematic peer groups they may wish to coordinate. The group should initially (i.e. prior to the first meeting of the peer groups in the first round of the support procedure) be composed of ca. 5 members, who will be joined by those chairs who are not already part of the BICG once the peer groups are operational. To aid impartiality, independence and transparency the BICG chair will not be a chair of a peer group.
The choice of countries/organisations will aim to represent the geographical diversity of the EHEA and ensure a balance of expertise across all key commitments. To ensure continuity, members should commit themselves for more than one work-period. Ideally there should be a maximum overturn of 2/3 of its members between work-periods. It is up to the BFUG to decide how this group could fit in the governance of the EHEA after 2020.
Purpose and/or outcome
The purpose of the BICG is to facilitate the coordination and reporting of the peer groups that support the implementation of key Bologna commitments (see associated document on Support for implementation of key Bologna commitments), and act as a venue for exchange of experiences and best practice between co-chairs of those peer groups. It facilitates the support for the implementation of key Bologna commitments through ensuring that countries that are facing challenges in meeting the key commitments are fully supported in taking positive action to improve the situation.

The supplementary report to the Bologna Process Implementation Report, addressing the level of implementation of agreed key commitments, will be used to determine priority issues for the BFUG.

The group's work will be guided by the adopted procedure for support for the implementation of key Bologna commitments. It will:

• prepare invitations to join the peer groups, to be sent out by the BFUG Co-chairs;

• facilitate the grouping of countries offering or seeking support to peer groups;

• follow-up peer support activities by keeping an overview of the composition and activities of the different groups;

• give the BFUG regular updates and an overview on the progress and effectiveness of the support for the implementation of the key Bologna commitments, based on the activities of the thematic peer groups.

The group may also make recommendations:

• to improve the support for the implementation of key Bologna commitments, including possible adjustment needed to the process between work periods;

• to improve the support offered to a specific country.

If a country shows no or insufficient progress after one round of peer support activities, the group highlights that in its report, and may advice the BFUG how to provide more specific support to address the issue.

If there is no progress after a further round the BICG prepares a specific report to the BFUG, providing information that can form the basis for a decision on any further steps to be taken by the Ministerial Conference.

Reference to the Yerevan Communiqué

- "… implementation of the structural reforms is uneven and the tools are sometimes used incorrectly or in bureaucratic and superficial ways."
- "Through policy dialogue and exchange of good practice, we will provide targeted support to member countries experiencing difficulties in implementing the agreed goals and enable those who wish to go further to do so."
- "By 2020 we are determined to achieve an EHEA where our common goals are implemented in all member countries to ensure trust in each other's higher education systems;"
- "Implementing agreed structural reforms is a prerequisite for the consolidation of the EHEA and, in the long run, for its success. A common degree structure and credit system, common quality assurance standards

and guidelines, cooperation for mobility and joint programmes and degrees are the foundations of the EHEA."

- "Non-implementation in some countries undermines the functioning and credibility of the whole EHEA. We need more precise measurement of performance as a basis for reporting from member countries."
- "Full and coherent implementation of agreed reforms at the national level requires shared ownership and commitment by policy makers and academic communities and stronger involvement of stakeholders. "

Specific tasks

- Prepare letters for BFUG Co-chairs;
- Facilitate the grouping of countries that offer support in implementation of key commitments with those who could benefit from such support and maintain an overview of the composition and activities of the different peer groups;
- To coordinate the work of the different peer groups;
- Inform and advise the BFUG on implementation of key Bologna commitments;
- Prepare analytical reports to the BFUG on the activities of the different peer groups and the support for the implementation of key commitments as a whole, including operation (what works, what doesn't work), impact and usefulness;
- Prepare recommendations for further action to improve implementation for consideration by the BFUG.

Reporting

Minimum of one yearly report to the BFUG.

Minutes of BICG meetings will be made available by the Bologna Secretariat in addition to the full reports of the individual peer groups.

Meeting schedule:

To be decided

Liaison with other WGs' and/or advisory groups' activities

- WG 1 on "Monitoring" and any other relevant BFUG structures

Additional remarks

Countries/organisations	BICG							TPG A on QF			TPG B on LRC			TPG C on QA		
	1st meeting	2nd meeting	3rd meeting	4th meeting	5th meeting	6th meeting	7th meeting	1st meeting	2nd meeting	3rd meeting	1st meeting	2nd meeting	3rd meeting	1st meeting	2nd meeting	3rd meeting
Albania				1					1		1	1		1	1	
Andorra																
Armenia									1			1			1	
Austria	1	1	1	1	1	1					1	1			1	
Azerbaijan									1							
Belarus								1	1		1	1				
Belgium Flemish Community		1		1	1	1		1	1		1	1		1	1	
Belgium French Community												1				
Bosnia and Herzegovina											1	1				
Bulgaria	1	1	1	1							1	1		1	1	
Council of Europe																
Croatia	1	1	1	1	1	1		1	1		1	1		1	1	
Cyprus				1										1	1	
Czech Republic				1	1	1		1	1		1	1		1	1	
Denmark											1	1				

EI / ETUCE							1	1	1	1	1	1
ENQA											1	1
EQAR									1	1	1	1
Estonia							1	1	1	1		
ESU							1	1	1		1	1
EUA	1	1	1	1	1	1			1	1	1	1
EURASHE	1	1	1				1	1		1	1	1
European Commission	1	1	1	1	1	1	1	1	1	1		1
Eurydice		1	1	1	1	1						
Finland				1		1	1	1				
France				1		1			1	1	1	1
Georgia				1				1		1	1	1
Germany							1	1			1	1
Greece							1	1	1	1		
Holy See									1	1		
Hungary								1			1	1
Iceland												
Ireland									1	1		
Italy	1	1	1	1	1				1	1		1
Kazakhstan							1	1	1	1		1
Latvia											1	
Liechtenstein												1
Lithuania										1		1
Luxembourg									1	1		
Malta								1	1	1		
Moldova												1
Montenegro											1	1
Netherlands									1	1	1	1
North Macedonia										1		1

Norway											1	1				
Poland								1			1	1		1	1	
Portugal															1	
Romania								1	1			1		1	1	
Russian Federation												1				
Serbia									1						1	
Slovak Republic														1	1	
Slovenia											1					
Spain									1							
Sweden														1	1	
Switzerland												1				
Turkey																
Ukraine											1	1				
UNESCO																
United Kingdom – EWNI																
United Kingom (Scotland)																
Total number of members participating	7	9	8	14	8	9		15	22		28	35		23	33	
Total number of members	**11**							**29**			**46**			**45**		