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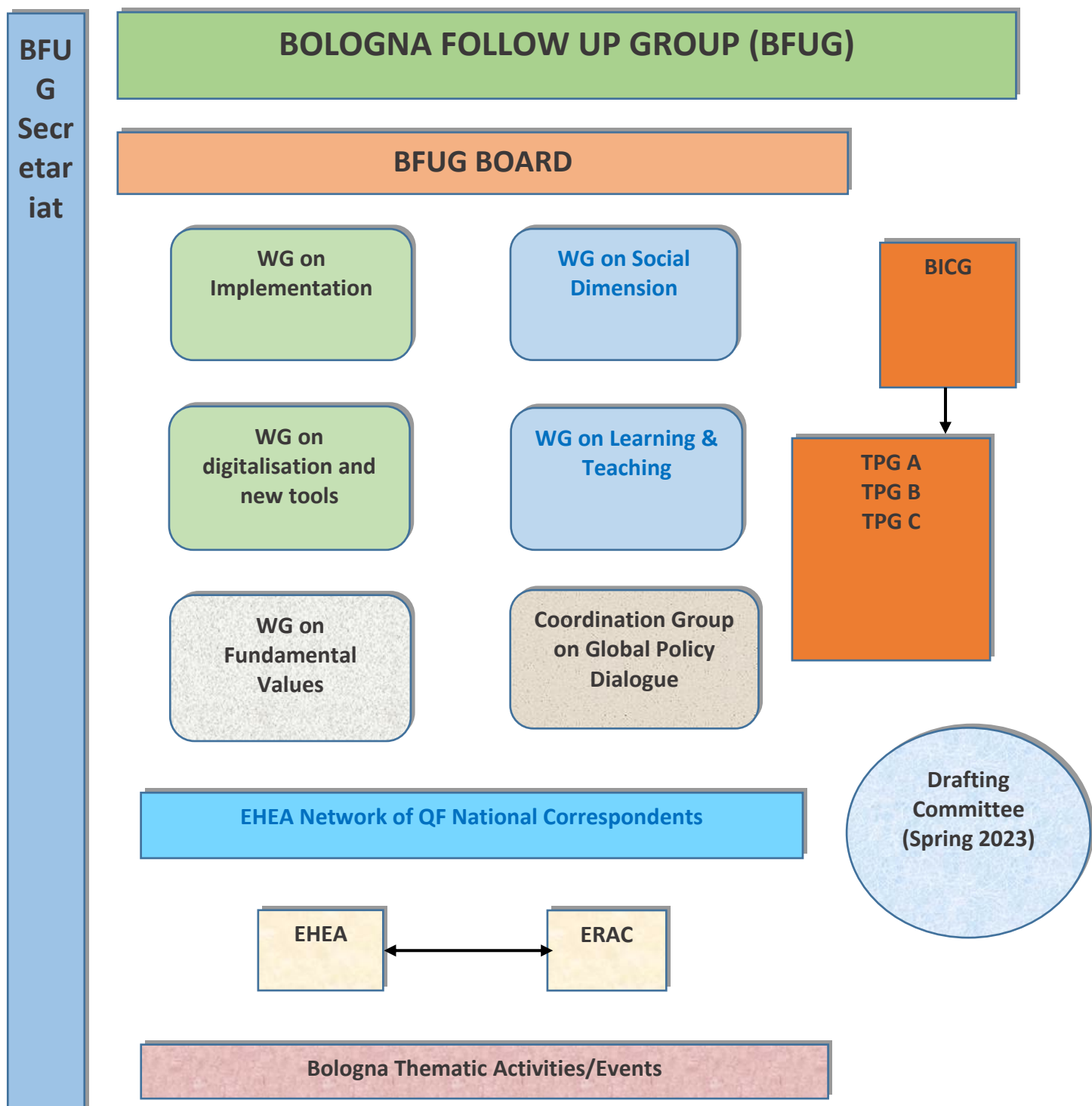
ANNEX I: Bologna Follow Up Group Work Plan 2021-2024

BFUG Work Plan 2021-2024

- (i) BICG – Bologna Implementation Coordination Group
- (ii) Working Groups on:
 - (ii.a) WG 1: Monitoring the Implementation of the Bologna Process
 - (ii.b) WG 2: Working Group on digitalization and new tools
 - (ii.c) WG 3: On Fundamental Values
 - (ii.d) WG 4: Social Dimension
 - (ii.e) WG 5: Learning and Teaching
- (iii) Coordination Group on Global Policy Dialogue (GPD)
- (iv) EHEA Network of National QF correspondents
- (v) Ad hoc groups



The Structure





(i). BICG – Bologna Implementation Coordination Group

3 Thematic Peer Groups (TPGs):

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

<p>Name of the Working Group Bologna Implementation Coordination Group (BICG)</p>
<p>Contact persons/Co-Chair Tbd by the BFUG</p>
<p>Composition</p> <p>The Bologna Implementation Coordination Group (BICG) is a small coordination group composed of representatives nominated by members and consultative members of the BFUG and one co-chair of each of the Thematic Peer Groups (TPGs). A representative of the WG on Monitoring is invited to participate in the group as an observer.</p> <p>The group is expected to be composed of the following members: Austria, Bulgaria, Georgia, Italy, EURASHE, EUA, ETUCE/EI, EC, Romania and TPGs’ co-chairs.</p> <p>In principle, the BICG Co-chairs should not be chairs of a Thematic Peer Group.</p> <p>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>
<p>Purpose and/or outcome</p> <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>
<p>Reference to the Rome Communiqué</p>



Govern d'Andorra

*” 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 doesn't 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: Croatia, Georgia, Latvia

TPG B: Albania, France, Italy

TPG C: Belgium/FI, Romania, Kazakhstan

(ii) Working Groups

(ii.a) WG 1 on Monitoring the Implementation of the Bologna Process

Name of the Working Group
Working Group on Monitoring
Contact persons (proposed Co-Chairs)
<i>tbd</i>
Composition
A mixture of country representatives and interested stakeholder organisations (consultative members). Ideally the group should consist of no fewer than 10 members and no more than 15.



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 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.





<p>Liaison with other WGs' activities</p> <ul style="list-style-type: none"> - 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
<p>Additional remarks</p>

(ii.b) Working Group 2 on Digitalisation and new tools

<p>Name of the Network Working Group on digitalisation and new tools</p>
<p>Coordinator</p>
<p>Composition A mixture of country representatives and interested stakeholder organizations (consultative members). Ideally the group should consist of no fewer than 10 members and no more than 15.</p>
<p>Purpose and/or outcome The purpose of this working group is double: On the one hand, as COVID-19 pandemic situation forced HEIs to offer quality education through digital platforms, we commit:</p> <ul style="list-style-type: none"> ➤ To develop strategies for the monitoring and implementation of digital hardware resources for all the HEI community (students, teachers, staff, etc.) ➤ To develop strategies to ensure high performance digital HE systems and to monitor the implementation of the training of digital skills and competences for all the HEI community (students, teachers, staff, etc.) ➤ To develop strategies that promote high quality learning contents, adequate assessment and evaluation of students performance <p>On the other hand, we should use digital systems to exchange student and institutional data in a secure, efficient and transparent way as well as to reduce bureaucracy, to foster a paperless process and fulfil the Sustainable Developments Goals, so we commit:</p> <ul style="list-style-type: none"> ➤ To explore the feasibility of putting in place new digital platforms of certification and communication like Blockchain. ➤ To promote digital technologies by means of artificial intelligence and critical and innovative thinking to respond to the challenges our society face.



Reference to the Rome Communiqué

We commit to reinforcing social inclusion and enhancing quality education, using fully the new opportunities provided by digitalisation. While our societies increasingly rely on innovative technologies, including artificial intelligence, we must ensure that these observe ethical standards and human rights and foster inclusion. We recognize that digitalisation does not offer ‘one size fits all’ solutions, and ask the BFUG to propose ways in which all learners can benefit from the new technologies.

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. We commit to the development of open science and education to facilitate the exchange of knowledge and openly licensed materials that can be easily shared among higher education stakeholders, who can adapt and repurpose them for their needs.

Digital solutions will facilitate secure, efficient and transparent exchange of data. Joint digital approaches to enhance recognition, quality assurance and mobility are needed. We ask the BFUG to map existing and find new solutions to enhance the interoperability of digital systems and the exchange of student and institutional data in full respect of privacy and security, taking into account the experiences of the European Student Card Initiative and other initiatives.

We also encourage the application of agreed and secure systems of digital certification and communication such as blockchain.

Specific tasks

- To develop recommendations and monitor the processes of digitalization in HE systems
- To develop indicators on the monitoring and implementation of the digital hardware resources that HEIs offer to their community (students, teachers, staff) to assure an education of quality.
- To develop indicators on the monitoring and implementation of the training of digital skills that HEIs offer to their community (students, teachers, staff) to assure an education of quality.
- To liaise with the working group on Social Dimension to share information and agree with not overlapping indicators related to students’ digital skills and digital equipment.
- To liaise with the working group on Monitoring to make sure the collection of data is reported in time and not duplicated in the WG of Social Dimension.
- To foster peer learning activities to share the experience of those countries which already have in place digital platforms of certification and communication like Blockchain.
- To liaise with the Thematic Peer group C on Quality Assurance of the Bologna Implementation Coordination Group to supplement the work developed by the TPG C by including the assurance of a high level of quality digital education.
- To organize a seminar of experts on digital platforms to explore new opportunities of digital certification.



<p>➤ To create synergies with the European Research Area to identify artificial intelligence solutions to the current challenges.</p>
<p>Working method</p>
<p>Reporting</p> <p>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.</p> <p>Minutes of working group meetings will be made available by the Bologna Secretariat.</p>

(ii.c). Working group 3 on Fundamental Values

<p>Name of the Task</p> <p>Working Group on fundamental values</p>
<p>Contact persons/co-chairs</p> <p><i>Tbd</i></p>
<p>Composition</p> <p>A balance between members representing countries and consultative members should be aimed for. Some members may represent organisations with relevant activities that are not members or consultative members of the EHEA . In addition, the WG may draw on <i>ad hoc</i> contributions from recognised experts in the field.</p> <p>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.</p>
<p>Purpose and/or outcome</p> <p>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</p>



the EHEA

Reference to the Rome Communiqué (Current version)

*“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





(ii.d) WG 4: Social dimension

<p>Name of the Working Group</p> <p>Working Group on the Social Dimension</p>
<p>Contact persons (proposed Co-Chairs)</p> <p>The group should be co-chaired by members of the Bologna Follow Up Group with different statuses within BFUG. Ideally this would include one EHEA Country Member and one Consultative Member.</p>
<p>Composition</p> <p>An open call will be issued to the members of the BFUG. The composition of the group should not necessarily reflect the countries that will voluntarily participate in the thematic country reviews.</p>
<p>Overarching Aim</p> <p>The overarching aim is 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 Communique.</p>



Objectives

- 1) 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.
- 2) Defining indicators and benchmarks for the principles included in the *Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA*.
- 3) Organizing 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.
- 4) Organizing 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.

Reference to the Rome Communiqué

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.

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:

- Organizing 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

Year 2024 (in the framework of the ministerial conference)

- Organizing a seminar on the social dimension

(ii.e) WG 5: Learning and Teaching

Name of the Working Group

Working Group on Learning and Teaching

Contact persons (proposed co-chairs)

The group shall be co-chaired by members of the Bologna Follow Up Group. It is important that the group's chairs continue to include one member and one consultative member.

Composition of the Group

An open call will be issued to the members of the BFUG. The composition of the group shall be open to current and new members.

The working of this group should splitted into two subgroups that could work according to the





following aspects (to be discussed – proposed by Co-Chairs):

1. Student-centered learning focused on monitoring the recommendations of the Annex III of the communiqué plus

- microcredentials

- development of international learning environment (20% of the graduates should have had an study period abroad.

2. Enhancement of teaching and strengthen of HEIs' capacity focused on monitoring the recommendations of the Annex III of the communiqué

Overarching Aim

The overarching aim is to support the members of EHEA in developing successful ways to improve strategies in 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], thus translating these into an operational action framework and – where possible – into measurable, qualitative indicators.

- Making student-centred learning a reality
- Fostering future teaching
- Strengthening higher education institutional and systems' capacity to support learning and teaching

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

Objectives

- 1) Further develop the recommendations made by the working group in the working period 2018-2020, by **translating them into suggested actions on European/EHEA level** and – **explore the feasibility of developing qualitative indicators**, that can serve as a basis for monitoring of the progress on learning and teaching in EHEA.¹
- 2) Organize a survey based on the recommendations to ascertain challenges and actions

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





within the EHEA and inform the further work in this period. Repeat this survey at the end of the working period.

- 3) Developing a way to support member states in the development of concrete actions to implement the recommendations from working group 1 learning and teaching. This could entail, but does not need to be limited to, working in cooperation with existing peer support groups or via a peer support system and by organizing forums and/or seminars.
- 4) Collect and agree on lessons learnt during the COVID-19 crisis and translate them into recommendations and actions for learning and teaching in higher education in the EHEA. Emphasis might be put on the digital transformation of higher education institutions and systems and on future skills development for teachers and learners.

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.*

Reporting

Minutes of 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 BFUG meetings, updates shall be circulated by the BFUG Secretariat via email. The draft of the working group report 2024 will be presented and discussed at the BFUG meeting at the end of 2023.

Draft meeting schedule

tbc

(iii) Coordination Group on Global Policy Dialogue (GPD)

<p>Name of the Coordination Group</p> <p>Coordination Group on Global Policy Dialogue</p>
<p>Contact persons (Co-chairs)</p> <p>The group should be co-chaired by members of the Bologna Follow Up Group. Ideally one of the co-chairs should come from the country hosting the next Global Policy Forum.</p>
<p>Composition</p> <p>An open call will be issued to the members of the BFUG. The composition of the group should be open to both current and new members, and should result in a small group of interested country representatives and consultative members.</p> <p>If possible, there should be a degree of continuity with the composition of the previous coordination group in order to facilitate completion and further development of the tasks undertaken in the 2018-2020 workperiod.</p> <p>The Coordination Group can invite, when useful, relevant experts to collaborate in its work, from the EHEA or other parts of the world, and/or from international or global organizations (e.g. UNESCO regional experts, members of IAU, etc.)</p>
<p>Overarching Aims</p>



Govern d'Andorra

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.

The coordination group is also tasked with the organization of the 2024 Global Policy Forum and Statement, and where possible other appropriate events during the work period.

General objectives:

- 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 in order 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.

Tasks

- Organize the Global Policy Forum to be held along with the Ministerial Conference to be hosted by Albania in 2024;
- Organize 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 organizations 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.

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

Meeting schedule

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.

The exact programming will be discussed by the Co-chairs and the members of the Coordination Group.

(iv) EHEA Network of National QF correspondents

Name of the Network

EHEA Network of National correspondents for qualifications frameworks

Coordinator

Council of Europe



Composition

Correspondents of national qualifications frameworks for higher education of all EHEA member states, European Commission, EHEA consultative members.

Purpose and/or outcome

1. To exchange experience and offer advice in the development, implementation, and review of national qualifications frameworks
2. Further coherence between national QFs and the Overarching Frameworks of Qualifications of the EHEA (QF-EHEA)
3. Further coherence between the QF-EHEA and the European Qualifications Framework for lifelong learning (EQF)
4. 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-centered 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 organized 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 organized.

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.

(v) Ad hoc groups

Ad hoc group on the support to the implementation of the Roadmap for San Marino’s accession to the EHEA

Name of the Board committee

Working Group to support the implementation of the Roadmap for San Marino’s accession to the EHEA (“San Marino Roadmap **WG**”)



Contact persons (proposed Co-Chairs)

Composition

TBC – The group should be small with about 5-6 country representatives (including two members from San Marino) and some consultative members (including the Council of Europe and ENQA); some members should be able to work in Italian.

Purpose

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) Mandate to the BFUG Board supported by the BFUG Secretariat to establish interaction with the ERA (Would be a Task Force?)

*“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.”*

(vii) Bologna thematic seminars and ad-hoc task forces

Governance and priorities post 2020: this topic will be addressed during BFUG meetings. The Board will prepare the discussion

To be discussed in the Board

