



AZƏRBAYCAN RESPUBLİKASI
TƏHSİL NAZİRLİYİ

Working Group on Learning and Teaching (WG on L&T)

Second Meeting, Online*
Tuesday, 25 January 2022
10.00-13.00 (CET)

Minutes

List of Participants

Country	Name	Last Name
Albania	Ermelinda	Durmishi
Armenia	Lilit	Sargsyan
Austria	Alexander	Kohler
Belgium Flemish Community	Liesbeth	Hens
Cyprus	Popi	Appios
EI - ETUCE	Jorunn	Dahl Norgard
ENQA	Douglas	Blackstock
ESU - European Students' Union	Ruben	Janssens
EUA - European University Association	Michael	Gaebel
	Therese	Zhang
EURASHE (Co-Chair)	Ana	Tecilazić
European Commission	Julie	Anderson
France (Co-Chair)	Philippe	Lalle
Georgia	Lasha	Margishvili
Germany	Paul	Klär
Holy See	Melanie	Rosenbaum
The Netherlands	Liefke	Reitsma
Norway	Alina	Oboza
Romania	Ciprian	Fartuşnic
San Marino	Monica	Cavalli
Switzerland	Antoine	Maret
Turkey	Mustafa	Sozbilir
Ukraine	Kateryna	Suprun
BFUG Secretariat (Head)	Oltion	Rrumbullaku
BFUG Secretariat	Kristina	Metallari
BFUG Secretariat	Patrik	Bardhi

Belarus, Italy, Kazakhstan, Portugal, Russia, Slovenia, Spain, United Kingdom and United Kingdom (Scotland) did not attend the meeting.

1. Welcome and approval of agenda

The Co-Chairs welcomed everybody to the second meeting of the 2021-2024 work. Ana Tecilazić (Co-Chair) introduced herself as the officially appointed Co-Chair, on behalf of EURASHE. Ana Tecilazić and Philippe Lalle asked the group members to excuse the absence of Terry Maguire (Co-Chair), retained at the last moment for a personal issue. An outline of the agenda was provided, which was adopted without changes. The MoM of the first meeting were approved by all members as well.

For more information, please see WG_LT_2_FR_AZ_Draft Agenda

For more information, please see [WG_LT_1_SI_AM_Minutes of the Meeting](#)

2. Feedback from the meeting with the WG on Monitoring

Ana Tecilazic (Co-Chair) presented the main outcomes from the meeting organized with the WG on Monitoring. The discussion focused on how to guide the preparation of the Bologna Process Implementation Report 2024 (BPIR), in particular the development of indicators that are reliable and comparable to measure the progress thus far, and ensure that accurate comparisons can be made between countries.

Previous BPIRs were mentioned to indicate the source for those members not that familiar with the type of data and indicators used regularly to monitor developments in the EHEA, and it was noted that there was little data on the topic of Learning & Teaching. It was underlined that the WG on L&T was tasked to propose measurable, qualitative indicators on the topics of student-centered learning; staff development; fostering innovative learning and teaching, etc.

The WG on Monitoring Co-Chairs encouraged the WG on L&T to propose first areas of indicators, and consequently concrete indicators. WG on Monitoring will use the indicators in the context of data collection on a national level, with a focus on ministries. The purpose of the indicators will be to make it possible to monitor developments in the area of learning and teaching in a comparable manner, across the EHEA. In the BPIR 2024, it is envisaged that one chapter will be dedicated to Learning and Teaching (Chapter 5) and contribution of this WG is highly appreciated.

Key takeaways included for this WG to define a conceptual framework containing key topics to be monitored in the long-term, realistic indicators and potential data collection sources, through a European perspective. Moreover, the WG was advised to look at complementary reports from ESU (Bologna with Students' eyes) and EUA Trends to identify widespread, institutional practices, despite the lack of data comparability among country members.

Conclusively, the WG on L&T was tasked with providing key indicator topics for the WG on Monitoring by April 2022, as well as concrete, measurable indicators by Autumn 2022. Furthermore, it was decided to organize Peer Learning Activities (PLAs) to generate better understanding, build capacities and look at practices within this WG. It was proposed to include the proposed deadlines in the workplan.

For more information, please see [WG on Monitoring Update](#).

3. Feedback from the meeting with WG on Social Dimension

Philippe Lalle (Co-Chair) presented the main outcomes from the meeting organized with the WG on Social Dimension (SD). Mr. Lalle indicated the aim of the WG on SD to produce measurable indicators based on the country members' priorities across EHEA to be reflected in strategies and policies.

The principles of the WG on SD were listed, with focus on four principles that both WG Co-Chairs identified as fundamental. Discussions proceeded on the implementation of these specific principles in the work of the WG on L&T:

- Legal regulations to enable HEIs develop their own strategies: Allow for sufficient flexibility in the organization and delivery of study programs to reflect diversity of students' needs, recognition of prior non-formal and informal learning (collaboration with employers), etc.
- Creation of inclusive learning environments and a diverse student/staff body: Improvement of professional training for academic and administrative staff and external

quality assurance (QA) systems to address how social dimension, diversity and accessibility are reflected within the institutions' mission.

- International mobility programs: Actively address challenges of virtual and/or physical mobility, disadvantaged/underrepresented groups of students and staff, and support to physical mobility.
- Community engagement by HEIs: Establish dialogue with community stakeholders to enable genuine university-community partnerships to address social and democratic challenges.

It was emphasized that the WG on SD has no fixed agreement on how to produce indicators, but hopes to set up subgroups and organize more PLAs in future meetings. A meeting among the Co-Chairs of both WGs was agreed to be held in April, 2022 to share the development of a concept paper on how to generate a good indicator.

It was clarified that the input and feedback received from the meeting with the WG on SD Co-Chairs would be implemented throughout all subgroups, rather than create a specific subgroup. More information on how the SD themes and principles would be applied in the work of this WG would be presented in the WG L&T working structure (point 5 of the agenda). Conclusively, the social dimension perspective would be considered as a transversal topic from the WG on L&T's standpoint and Work Plan.

As indicators should be proposed by autumn, it was suggested that ministries and public authorities should be vastly involved in the higher education sector, and collaborate with HEIs to enhance work in the learning and teaching dimensions.

For more information, please see [WG on Social Dimension Update](#).

4. Feedback from the meeting with the Task Force/Sub-group

A brief overview of the first WG on L&T meeting, held on September 21, 2021, was delivered, with specific activities to be completed by the WG regarding survey organization, PLAs and finalization of the Work Plan. It was decided during this first meeting to form a task force (TF) to agree on the process for the first stage of work to be completed by the WG, as well as to reach a general agreement on the way of working of the WG. The Task Force meeting was held on 22 November 2021, where it was proposed to divide the large theme of Learning and teaching into 3 subgroups: student-centered learning; support staff development; and foster innovative teaching and learning. The proposal included that each sub-group be chaired by a WG Co-Chair, and that the sub-groups meet in between WG meetings to report on their progress. WG members were advised to attend and actively participate in one or more subgroups, with each subgroup to be about equal in size and that each member has enough time to actively contribute to the subgroup's aims.

For more information, please see [Task Force/Sub-group Meeting Update](#).

5. Proposal and discussion on the WG L&T working structure

Following discussions in the TF, the Co-Chairs proposed a draft work plan, along with a brief description of each subgroup to avoid overlaps and determine the way of work in terms of indicators. The work of the subgroups was highlighted, with an emphasis on established thematic structures in line with the WG's ToRs; reference to the Advisory Group on L&T (2018-2020); and additional input from meetings with the WG on Monitoring and WG on SD. The activities of each subgroup would be contained in the Work Plan (i.e., survey, PLAs, best practices, measurable indicators, etc.), including focusing on ways to strengthen the capacity

of HEIs and HE systems within their respective themes, through the development of indicators and organization of PLAs that will be open to all BFUG members and consultative members.

The WG decided that conducting a survey would not be feasible; instead, existing resources (e.g., EUA trends) should be used to obtain information. Furthermore, it was advised that a pre-survey be organized for the participants engaging in the PLAs, in order to obtain additional qualitative information. However, this would take place among the PLA participants rather than on a large scale.

Annex III to the Rome Communiqué¹ was underlined as the starting point for the work of this group. It was suggested that a central document be created to share all of the subgroups' work on indicators, allowing for comparison and development as well as avoiding overlaps and duplication of effort.

6. Proposal and discussion on the Draft WG L&T Annual Work Plan

An overview of the WG L&T Annual Work Plan was presented, indicating a list of the upcoming meetings and objectives of each meeting. The aim of the second WG meeting was to agree on the structure of the subgroups and topics to be covered, as well as on the structure of the Work Plan.

The subgroups' meetings will take place during the period February-March, 2022, with the aim of completing the respective tasks in accordance with the ToR and agreed WG work plan. The third meeting of the WG will be organized in April 2022, with the aim of monitoring progress in the subgroups, bringing together and agreeing on ideas of indicators to be conveyed to the WG on Monitoring. It was also suggested to hold meetings with the Co-Chairs of the WG on Monitoring and WG on SD in April, to exchange information and discuss indicators.

The subgroups will organize another meeting between May and August. Following that, the WG would organize a fourth meeting for the subgroups to report on their progress, review the input to be delivered to the WG on Monitoring, and define a plan for the PLAs. The three PLAs for each subgroup would then be organized throughout September-November with the goal of sharing approaches and best practices, and building capacity through discussion. Different options of organizing the PLAs by the subgroups were proposed, as a whole event or three distinct events. Finally, the fifth WG meeting would be held to gather input from the PLAs, provide final input to the WG on Monitoring and conclude the Work Plan 2023.

For more information, please see [WG on L&T Work Plan](#).

7. AOB & Next Meeting

The WG members agreed on the proposal of the work plan, including structuring the work into subgroups. The Co-Chairs will send a doodle poll following this meeting, for members to select which subgroup to participate in. Doodle polls for the next WG meetings will be launched as soon as possible.

No other business was brought forward, therefore, the second meeting of the WG on L&T was concluded.

¹ Recommendations to National Authorities for the Enhancement of Higher Education Learning and Teaching in the EHEA