EHEA Secretariat updates

Horia Oniță, Head of Secretariat
XCV BFUG meeting
Warsaw, Poland – 24th-25th of February 2025

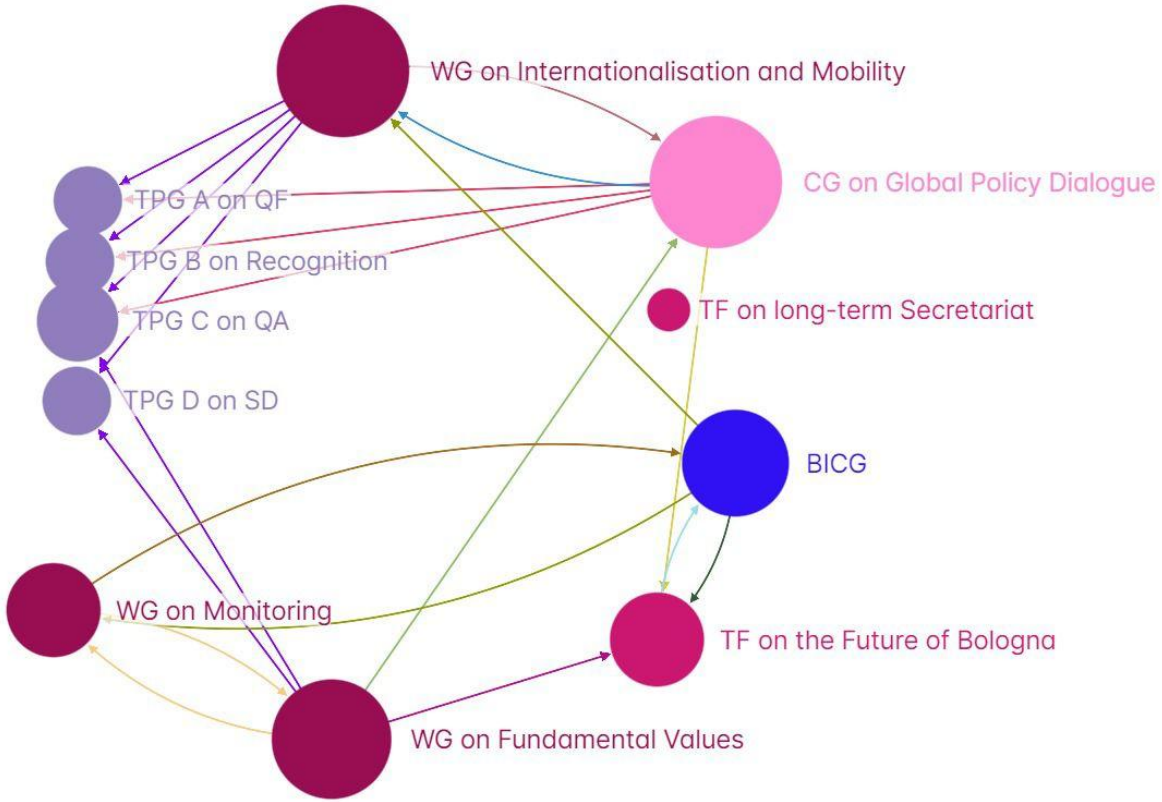
Activities

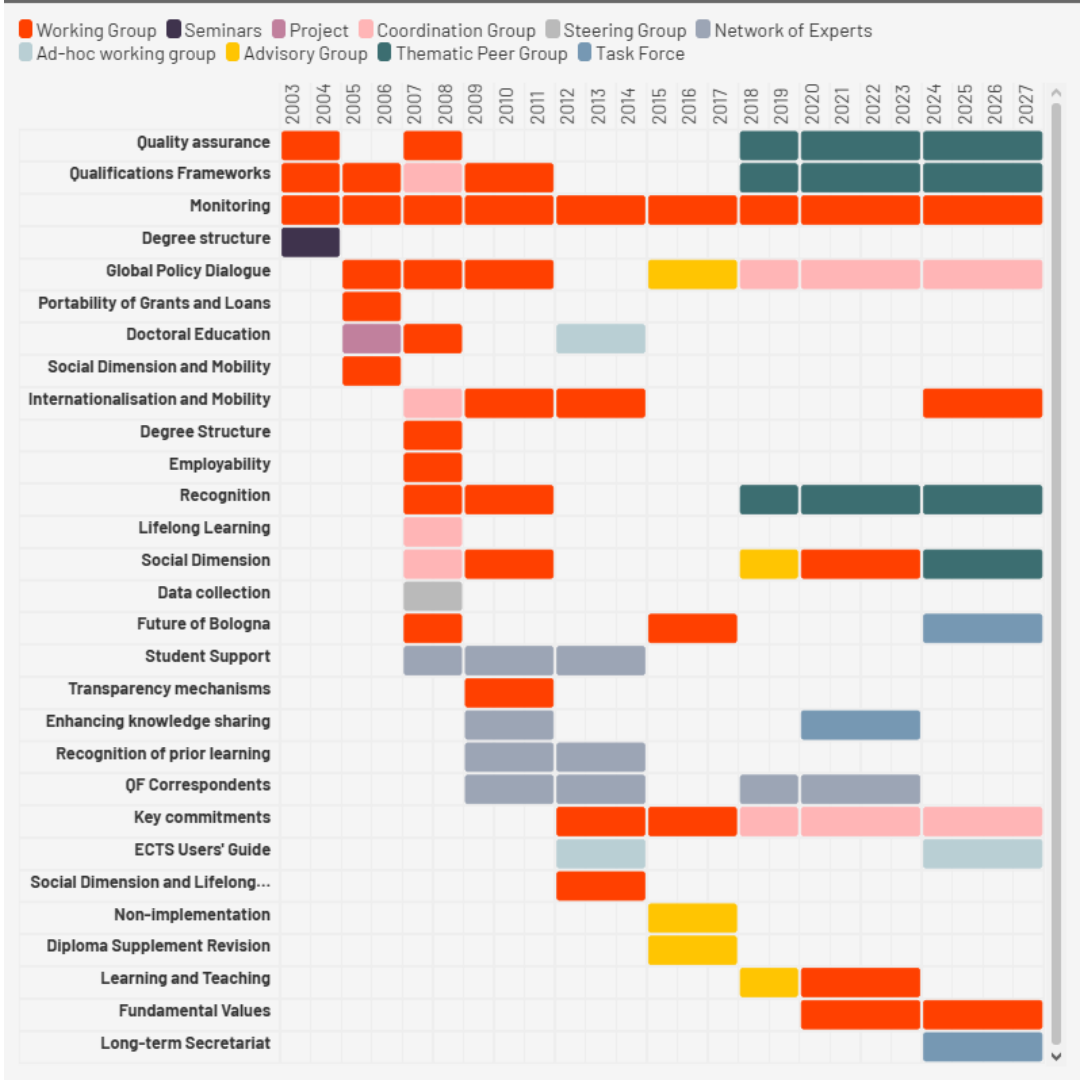
- Support the organisation of WS meetings
- Social media activity
- Support the BFUG and Board meetings
- Support the elaboration of ToRs
- Newsletter
- Others

Setting up the working structures

- Calls for membership
- Support in drafting ToRs
- Consultations with the BFUG and WS on ToRs – compiling input
- Setting databases + check receiving emails + tracking attendance

Synergies in the ToRs





Historical overview WS

Meetings in numbers

18 Meetings - practicalities

15/18 MoM finalised

17 coordination meetings with co-chairs

3 upcoming meetings scheduled

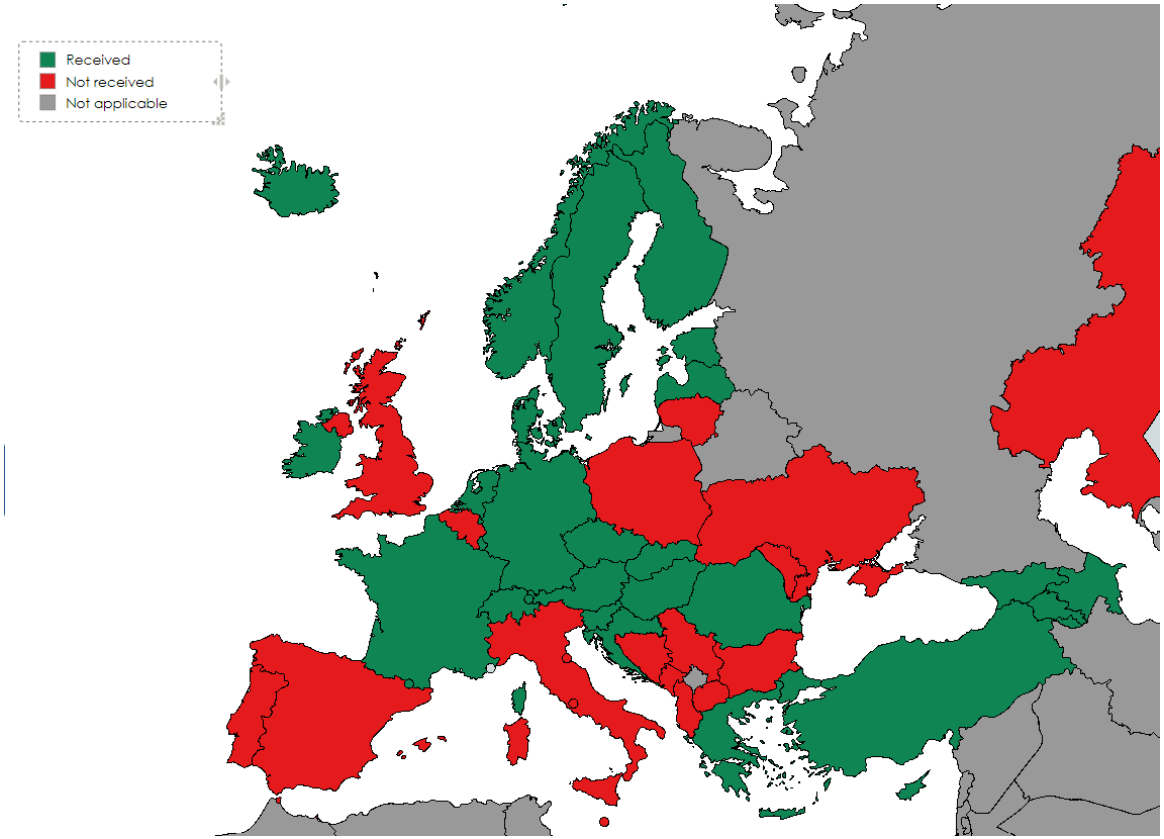
Meetings of the Working Structures

Meeting	Location	Date
TPG A meeting	Riga	17th of September 2024
Coordination meeting with co-chairs	Brussels	5th of November 2024
1st TF on FoB meeting	Online	20th of November 2024
1st TPG D meeting	Online	27th of November 2024
1st TPG C meeting	Ghent	28th-29th of November 2024
1st TF on long-term Secretariat meeting	Brussels	3rd of December 2024
1st WG on FV meeting	Online	6th of December 2024
1st WG on Monitoring meeting	Online	11th of December 2024
2nd TF on long-term Secretariat meeting	Online	13th of January 2025
1st WG on IM meeting	Chisinau	27th-28th of January 2025
2nd TF on FoB meeting	Online	29th of January 2025
1st CG on GPD meeting	Online	30th of January 2025
1st BICG meeting	Online	4th of February 2025
1st AG on ECTS meeting	Brussels	17th of February 2025
1st TPG B meeting	Rome	20th of February 2025
2nd CG on GPD meeting	Online	21st of February 2025

Feedback on BFUG XCIII meeting

- Separate document provided to the BFUG here
- A total of 26 respondents (36% of participants) provided their feedback
- High and very high satisfaction with all the aspects covered
- 'Lowest' satisfaction with the organisation of the breakout sessions – 81% satisfied
- Main red thread: more information provided more in advance, including documents
- Useful suggestions for the Co-chairs and TF on FoB (e.g. on the content of the PIN, on the structure of sessions)

Updates for the EHEA website



Other EHEA Social media activity

01. Updates for meetings

02. Procurement for the new website

03. Centralising membership of countries + content review

04. Updating the working structures + external events (so far Sweden, EURASHE, Eurostudent)

05. LinkedIn community

06. Updates requested by MS

Growing audience on social media

Reach: 435
Views this month: 1251

Followers: 1745
Views this month: 3051

Followers: 666
Views this month: 3051

Most engagement from Brussels, Paris and Rome

EHEA newsletter

Welcome to the First Newsletter of the 2024-27 Working Period!

So, we end a very busy 2024 in the European Higher Education Area, with a promise of even busier times ahead. The working structures of the previous period have all finished their tasks, delivered their reports, and the Ministers have communicated their commitments in the Tirana Communiqué and given a steer on the work of the next period.

Newsletter – June 2025

Guidelines here

Deadline: 15th of May 2025 to secretariat@ehea.info

Promoting the activities of the WS

Other activities

- Call for secondments
- Sharing information with the BFUG
- Answering 14 external requests
- Presenting WP to UNICA, EQAR, ASEM Secretariat
- Liaising with EFEE, EAIE for membership information
- Attending UNESCO GEM

Other activities

- Schedule of topics for BFUG meetings
- Liaison with RO ME for Ministerial Conference – Preliminary note
- Revising draft Call for long-term SEC based on TF meeting
- Secretariat application
- Useful links for BFUG representatives
- EHEA RoP certified copies

Participation in WS

Working Structure / Member / Consultative member	WG on Monitoring	WG on Fundamental Values	WG on Internationalisation and Mobility	TF on Future of Bologna	CG-GPD	BICG	TPG A	TPG B	TPG C	TPG D	TF on Long-term Secretariat	Total WS
Albania	x		x	x	x	x	x	x	x	x		9
Andorra			x					x	x			3
Armenia			x				x	x	x			4
Austria	x	x	x		x			x	x	x		7
Azerbaijan			x	x	x	x	x			x		6
Belgium Flemish Community			x	x			x		x	x		5
Belgium French Community			x						x			2
Bosnia and Herzegovina								x	x			2
Bulgaria						x	x	x	x			4
Croatia		x	x	x			x	x	x	x		7
Cyprus	x		x						x	x		4
Czech Republic			x				x	x	x	x	x	6
Denmark							x	x	x			3
Estonia							x		x	x		3
European Commission		x	x		x	x	x	x	x		x	8
Finland			x			x		x	x			4
France	x	x	x	x	x	x	x	x	x	x		10
Georgia			x			x	x	x	x	x		6
Germany	x	x	x	x	x			x	x	x		8
Greece			x	x			x	x	x	x		6
Holy See			x	x	x			x				4
Hungary		x	x	x			x	x	x	x	x	8
Iceland										x	x	2
Ireland		x	x	x			x	x	x			6
Italy	x		x		x	x	x	x	x	x	x	9
Kazakhstan	x	x	x	x	x	x	x	x	x	x	x	11
Latvia		x	x	x			x	x	x	x		7
Liechtenstein			x					x				2
Lithuania												0
Luxembourg									x			1
Malta	x	x	x	x		x	x	x	x	x		9
Moldova	x	x	x		x		x	x	x	x		8
Montenegro	x	x	x	x	x		x	x	x	x		9
The Netherlands			x				x	x	x			4

Participation in WS

Working Structure / Member / Consultative member	WG on Monitoring	WG on Fundamental Values	WG on Internationalisation and Mobility	TF on Future of Bologna	CG-GPD	BICG	TPG A	TPG B	TPG C	TPG D	TF on Long-term Secretariat	Total WS
North Macedonia		x			x		x		x			4
Norway		x	x		x		x	x	x	x		7
Poland		x	x	x			x	x	x	x		7
Portugal		x							x	x		3
Romania	x	x	x	x	x		x	x	x	x	x	10
San Marino		x	x				x	x	x	x	x	7
Serbia												0
Slovak Republic			x	x	x		x	x	x	x		7
Slovenia	x		x	x				x	x	x		6
Spain		x	x				x	x	x	x		6
Sweden				x			x	x	x	x		5
Switzerland			x	x				x	x			4
Türkiye	x	x	x	x				x			x	6
Ukraine			x	x				x				3
United Kingdom		x	x							x		3
United Kingdom (Scotland)			x	x			x	x	x			5
Business Europe			x						x			2
Council of Europe		x					x	x				3
EI/ETUCE	x	x	x	x	x				x	x		7
ENQA			x		x				x			3
ESU	x	x	x	x	x	x	x	x	x	x		10
EUA	x	x	x	x	x	x		x	x	x	x	10
UNESCO			x		x			x				3
EURASHE			x	x	x		x	x	x	x		7
EQAR	x							x	x		x	4
EUROSTUDENT	x									x		2
Eurydice	x											1
Total members	19	25	46	27	21	12	34	44	48	35	11	

1. **Working group on Monitoring the Implementation of the Bologna Process**

19 members

bologna process

EUROPEAN
Higher Education Area

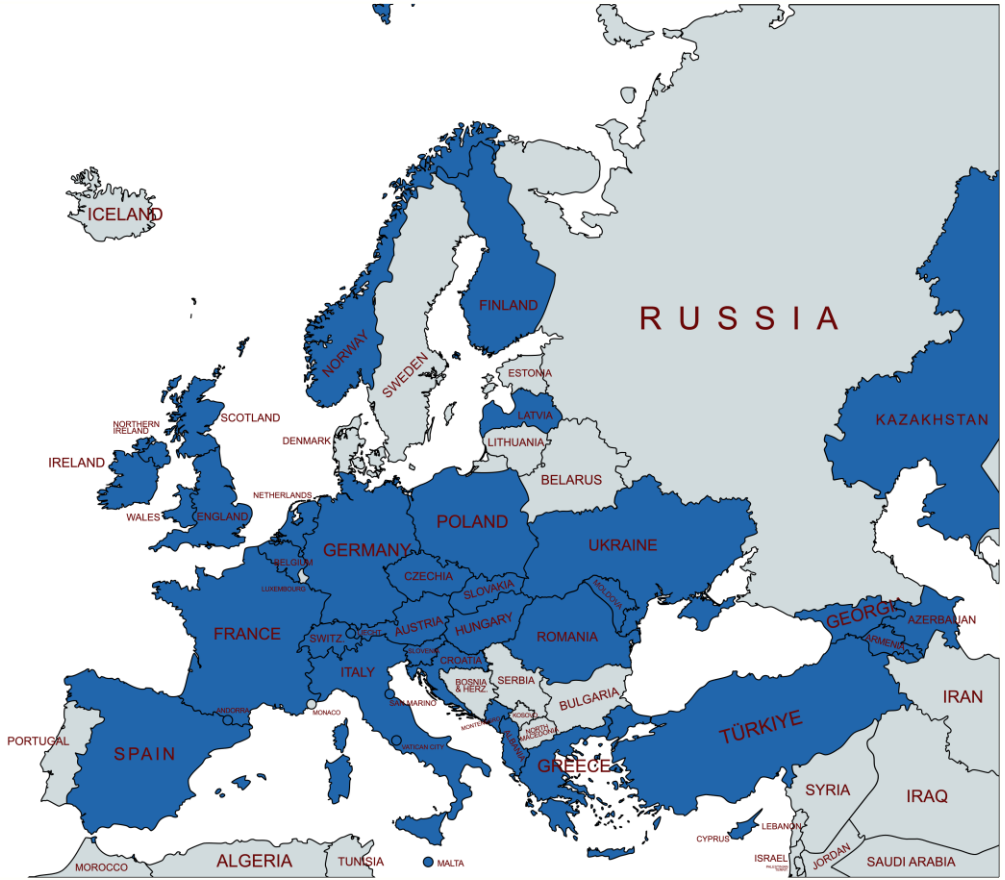
EHEA
Secretariat

2. Working group on Fundamental Values

25 members

3. Working group on Internationalisation and Mobility

46 members



4. Task Force on the Future of Bologna

27 members

bologna process

EUROPEAN
Higher Education Area

EHEA
Secretariat

5. Coordination Group on Global Policy Dialogue

21 members

bologna process

EUROPEAN Higher Education Area

EHEA Secretariat

6. Bologna Implementation Coordination Group

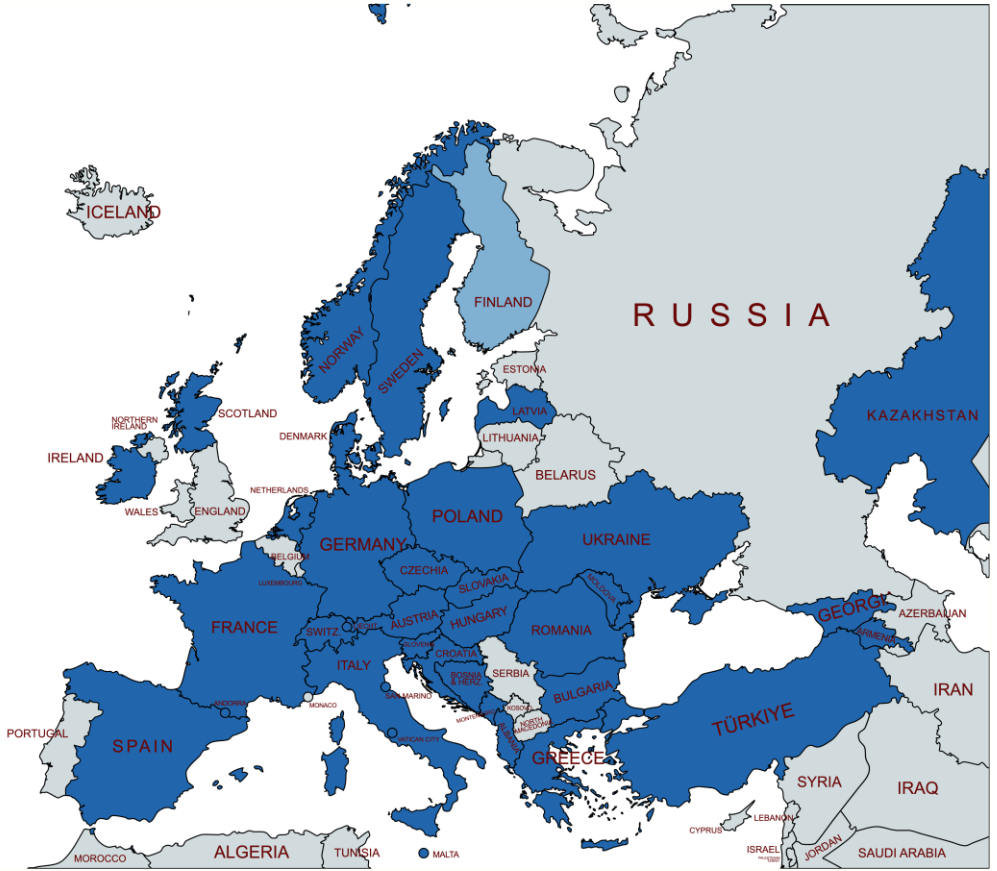
12 members

7. Thematic Peer Group A on Qualifications Framework

34 members

8. Thematic Peer Group B on the Lisbon Recognition Convention

44 members



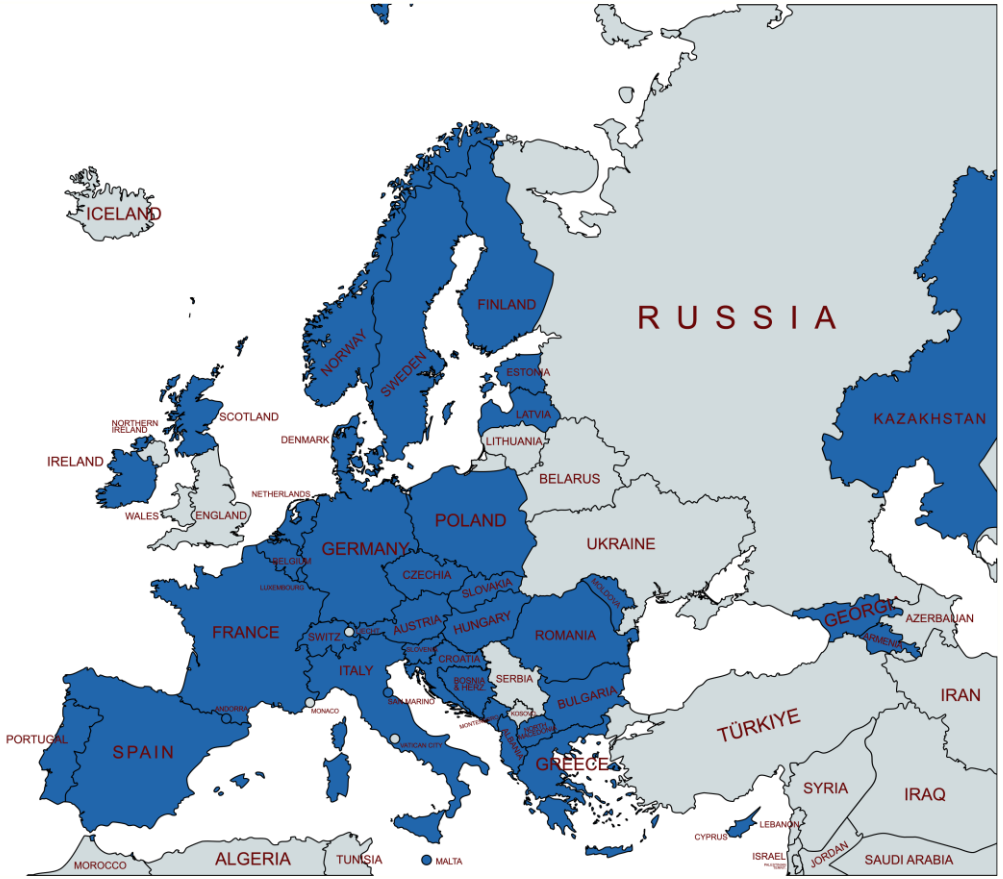
bologna process

EUROPEAN Higher Education Area

EHEA Secretariat

9. Thematic Peer Group C on Quality Assurance

48 members



10. Thematic Peer Group D on Social Dimension

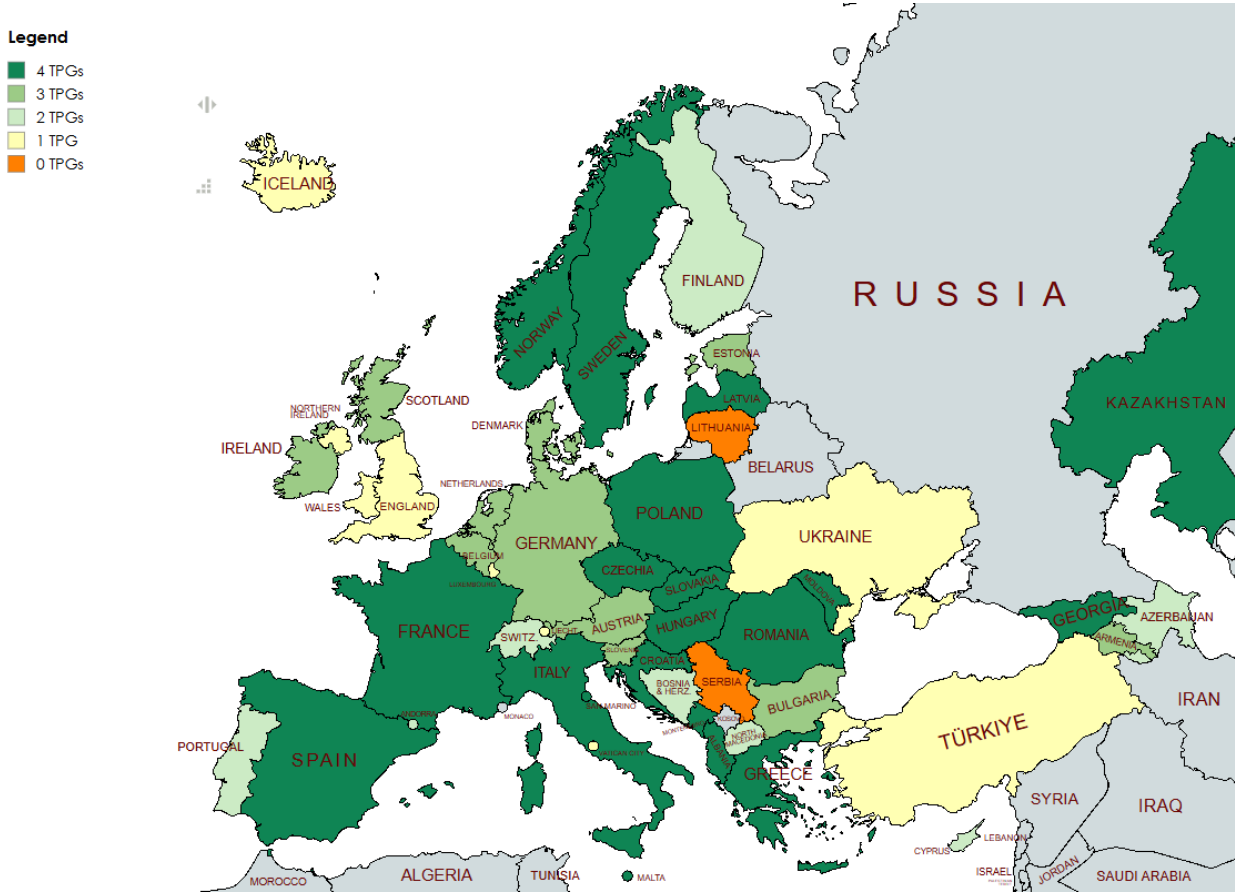
35 members

11. Task Force on Establishing a Long-Term Secretariat

11 members

12. Thematic Peer Groups on Key Commitments membership

13. Thematic Peer Groups membership



Participation in TPGs

Working Structure	TPG A			TPG B			TPG C			TPG D		
Member / Consultative member	Ministry	Stakeholders	Both	Ministry	Stakeholders	Both	Ministry	Stakeholders	Both	Ministry	Stakeholders	Both
Albania		x			x			x			x	
Andorra				x				x				
Armenia		x			x			x				
Austria						x		x				x
Azerbaijan	x									x		
Belgium Flemish Community	x							x		x		
Belgium French Community							x					
Bosnia and Herzegovina					x			x				
Bulgaria	x				x			x				
Croatia	x			x			x					x
Cyprus							x			x		
Czech Republic	x			x			x			x		
Denmark		x			x		x					
Estonia	x								x	x		
Finland								x				
France	x				x				x	x		
Georgia		x			x				x		x	
Germany					x			x			x	
Greece			x			x	x			x		
Holy See						x						
Hungary	x			x					x	x		
Iceland										x		
Ireland		x			x			x				
Italy					x			x				
Kazakhstan	x					x	x			x		
Latvia		x			x			x				x
Liechtenstein						x						
Lithuania												
Luxembourg							x					
Malta		x			x			x			x	
Moldova	x			x			x			x		
Montenegro			x	x				x			x	
The Netherlands		x			x		x					
North Macedonia	x						x					
Norway	x			x				x		x		
Poland		x			x			x			x	
Portugal								x		x		
Romania		x				x			x	x		

Participation in TPGs

Working Structure	TPG A			TPG B			TPG C			TPG D		
Member / Consultative member	Ministry	Stakeholders	Both	Ministry	Stakeholders	Both	Ministry	Stakeholders	Both	Ministry	Stakeholders	Both
San Marino			x		x		x				x	
Serbia												
Slovak Republic	x			x			x			x		
Slovenia					x			x		x		
Spain	x				x		x			x		
Sweden	x				x			x			x	
Switzerland					x			x				
Türkiye					x							
Ukraine				x								
United Kingdom											x	
United Kingdom (Scotland)		x			x			x				
	Countries with Ministry delegates	Countries with stakeholders' delegates	Countries with both Ministry and stakeholders' delegates	Countries with Ministry delegates	Countries with stakeholders' delegates	Countries with both Ministry and stakeholders' delegates	Countries with Ministry delegates	Countries with stakeholders' delegates	Countries with both Ministry and stakeholders' delegates	Countries with Ministry delegates	Countries with stakeholders' delegates	Countries with both Ministry and stakeholders' delegates
	15	11	3	9	21	6	14	21	5	17	9	3

Participation in WSs

Working Structure	Country representatives						
	Delegates of the Ministries	Delegates of the QAAs	Delegates of the NRCs	Delegates of the HEIs	Delegates of the ENIC NARICs	Delegates of the Erasmus+ National Agencies	Delegates of the Student Unions
WG on Monitoring	9	1	0	1	1	0	0
WG on Fundamental Values	17	1	1	4	0	1	0
WG on Internationalisation and Mobility	30	5	6	5	0	4	1
TF on Future of Bologna	24	3	0	3	0	0	0
CG-GPD	9	1	0	4	1	1	0
BICG	7	1	0	1	1	0	0
TPG D	24	4	1	5	0	0	3
TF on Long-term Secretariat	7	0	0	0	2	0	0

Activities

- Support the organisation of WS meetings
- Social media activity
- Support the BFUG and Board meetings
- Support the elaboration of ToRs
- Newsletter
- Others

EHEA Secretariat updates

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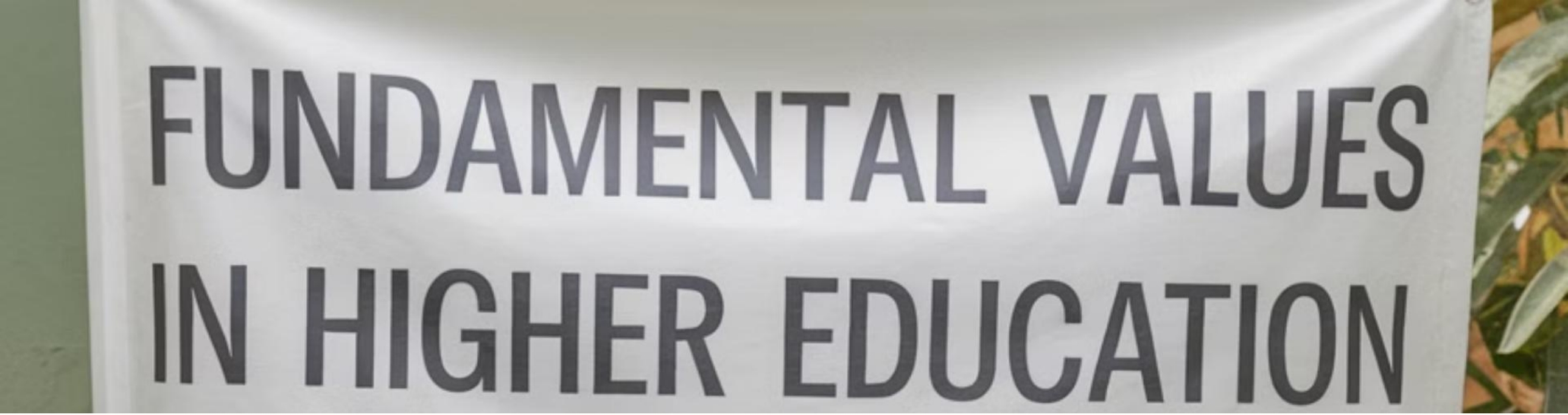


Monitoring Fundamental Values in the EHEA: Technical Policy Framework of Indicators

BFUG MEETING, Warsaw, Poland

February 24–25, 2025

Cezar Mihai Haj, Co-chair WG on Fundamental Values

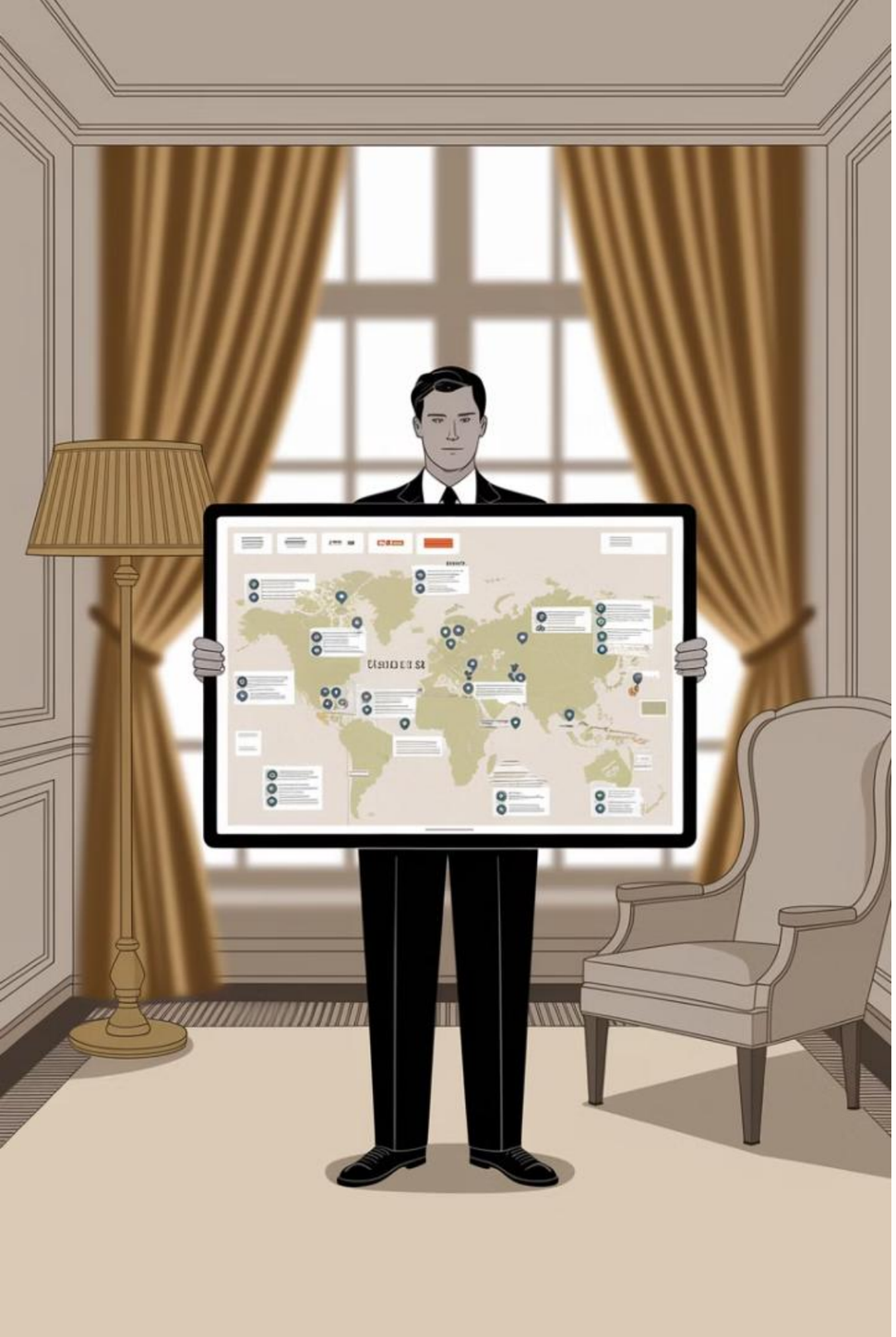
Purpose and mandate

Enhance self-reflection, constructive dialogue, and peer learning.

Assess the protection and promotion of fundamental values as defined in ministerial communiqués.

"Assess the degree to which these [fundamental values] are honored and implemented in our systems" (EHEA, 2020a).

"As a reliable monitoring of their implementation within all our education systems is required, we welcome the work on creating a technical monitoring framework, and we ask the BFUG to report back to us at our 2027 Ministerial Conference." (EHEA, 2024)



Design process

1

Initial phase

Comprehensive inventory of existing monitoring tools (desk research, expert consultation).

2

Adaptation

Development of EHEA-adapted indicators.

3

Testing

Pilot implementation in four EHEA systems (system results anonymized).

4

Continuous stakeholder consultations throughout the process.

Key concepts

Monitoring Framework

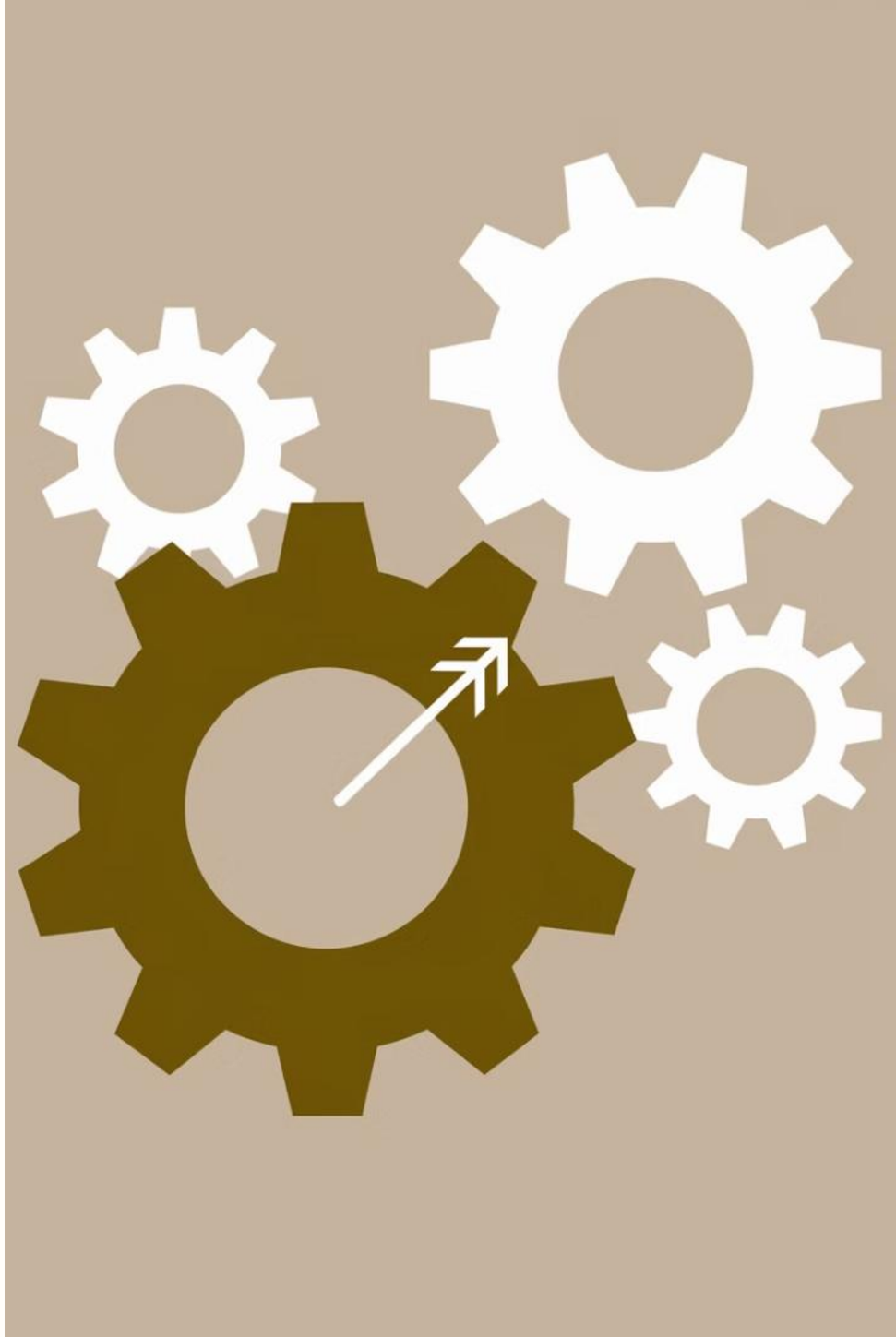
Conceptual structure presenting indicators and methodologies.

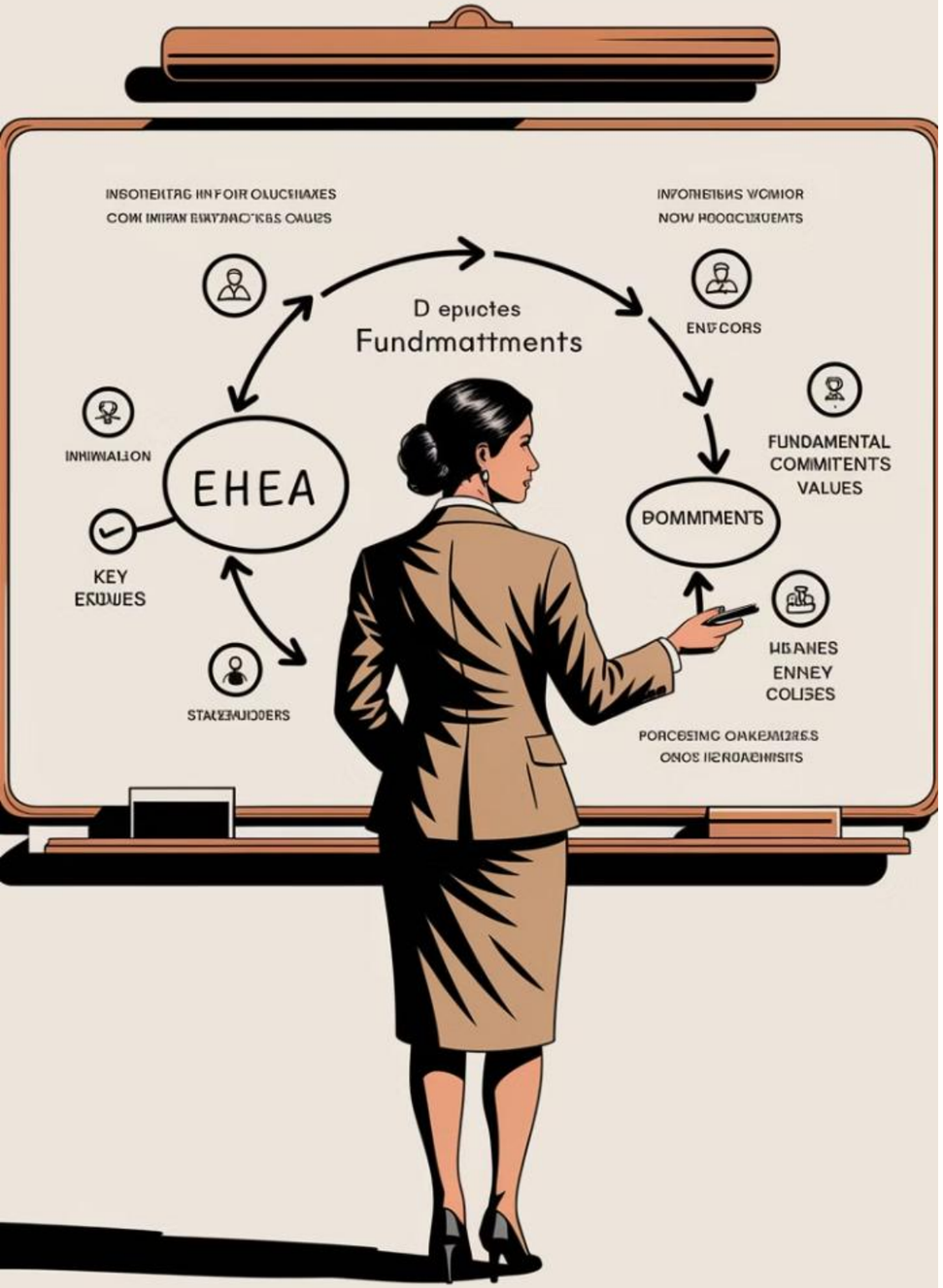
Monitoring Tool

The questionnaire used for data collection, processing, and reporting.

Monitoring Mechanism

Combination of the tool and organizational arrangements within EHEA governance.





General approach of the monitoring framework

1. Monitoring Implementation of Commitments adopted by ministers

2. Builds on Bologna Process tradition of monitoring **commitments**.

Categories of fundamental values, and indicators

VALUES Rights/Freedoms	TYPE OF MONITORING and INDICATORS	
- Academic freedom - Institutional autonomy - Participation of students and staff in university governance	***De jure***	
	Protection	Outlook
	Promotion	
	De facto	
	Infringements	
	Threats	
	Positive developments	

VALUES Duties/Obligations	TYPE OF MONITORING and INDICATORS	
- Academic integrity - Public responsibility *for* higher education - Public responsibility *of* higher education	***De jure***	
	Protection	Outlook
	Promotion	
	De facto	
	Fulfilment	
	Threats	
	Positive developments	

Designing different indicators for rights/freedoms vs. duties/obligations

The EHEA monitoring framework proposes a clear distinction: some fundamental values represent rights and freedoms, while others establish duties and obligations. This distinction shapes the entire approach: monitoring rights by watching for potential infringements while tracking obligations by measuring how well they are fulfilled.

- The *de jure* indicators flow directly from the ministerial commitments. These indicators are organized into three categories: ***Protection, Promotion, and Outlook*.**
- To complement the legal framework, the proposal is to also monitor the actual situation on the ground through *de facto* indicators. This assessment draws from established sources like the Academic Freedom Index, Autonomy Scorecard, and European Student Union surveys.
- Additionally, fresh data will be gathered directly from higher education stakeholders in each system. This data captures both challenges—such as infringements and threats—and successes in implementing fundamental values.
- The aim is highlighting positive developments in order to create opportunities for peer learning and policy transfer between EHEA systems.

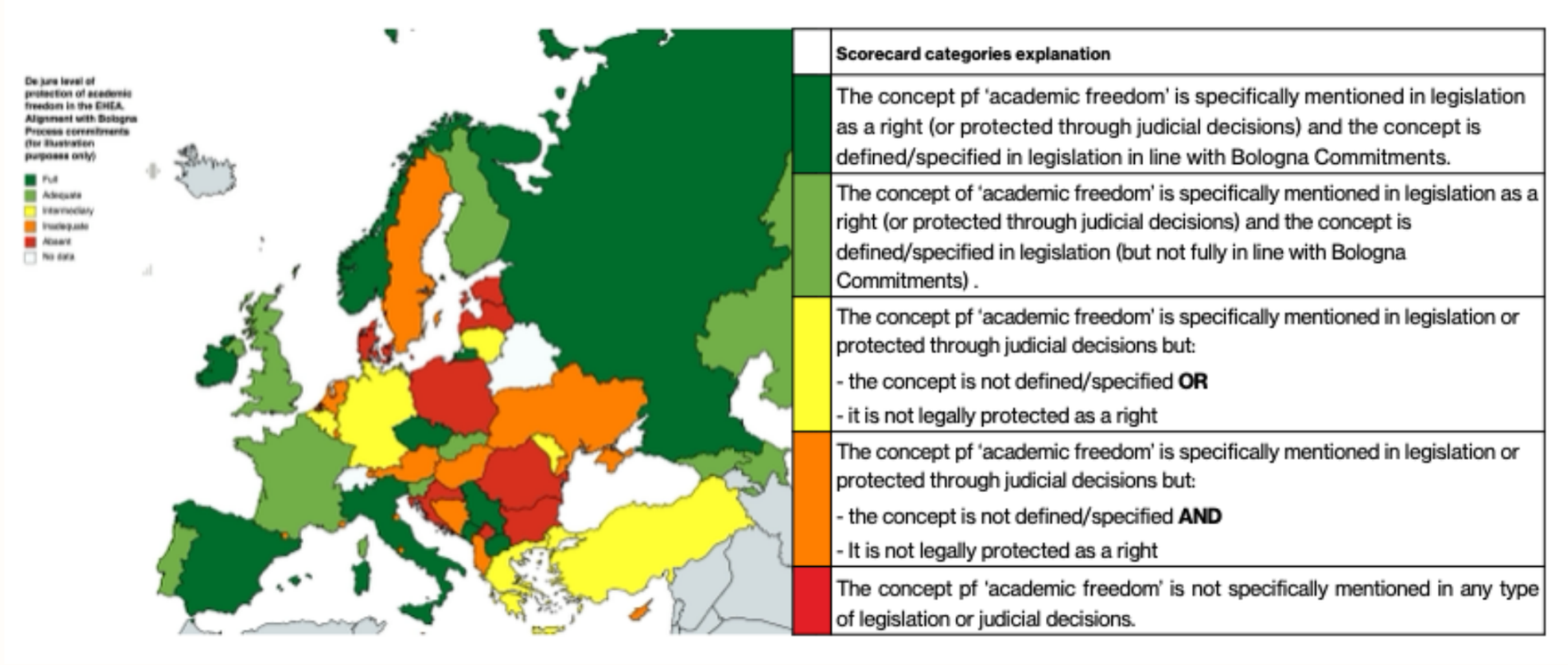
De Jure indicators:

Protection	Description **Legislation** supporting fundamental values.	Assesses the existence and alignment of legislation with jointly adopted common understanding.
Promotion	Description **Policies and mechanisms** fostering fundamental values.	Assesses the existence and alignment of guidelines/ policies with joint conceptual references.
Outlook	Description **Plans** for future legislative or policy changes. Monitors the direction of planned and documented developments with regard to protection / promotion of FV (positive, negative, unchanged, or mixed)	Reflects planned developments to support or undermine fundamental values. The degree of implementation should be checked in subsequent monitoring cycles.

Monitoring Fundamental Values using the Bologna traffic light system

To monitor protection and promotion, the traditional Bologna Process “traffic light” system will be used.

Sample visualization: Protection of Academic Freedom in EHEA
(Note: Map shows hypothetical data for illustration only - colors are randomly generated and do not reflect actual assessments)



	Scorecard categories explanation
	The concept pf ‘academic freedom’ is specifically mentioned in legislation as a right (or protected through judicial decisions) and the concept is defined/specified in legislation in line with Bologna Commitments.
	The concept of ‘academic freedom’ is specifically mentioned in legislation as a right (or protected through judicial decisions) and the concept is defined/specified in legislation (but not fully in line with Bologna Commitments) .
	The concept pf ‘academic freedom’ is specifically mentioned in legislation or protected through judicial decisions but: - the concept is not defined/specified **OR** - it is not legally protected as a right
	The concept pf ‘academic freedom’ is specifically mentioned in legislation or protected through judicial decisions but: - the concept is not defined/specified **AND** - It is not legally protected as a right
	The concept pf ‘academic freedom’ is not specifically mentioned in any type of legislation or judicial decisions.

The traffic light system uses five colors to indicate compliance levels.

De Facto indicators

1

Initial data collection

Drawing from existing reports (Academic Freedom Index, Autonomy Scorecard, etc.) & stakeholder input

2

Rights/Freedoms values

Focuses on monitoring infringements, threats, and positive developments through narrative assessment

3

Duties/Obligations values

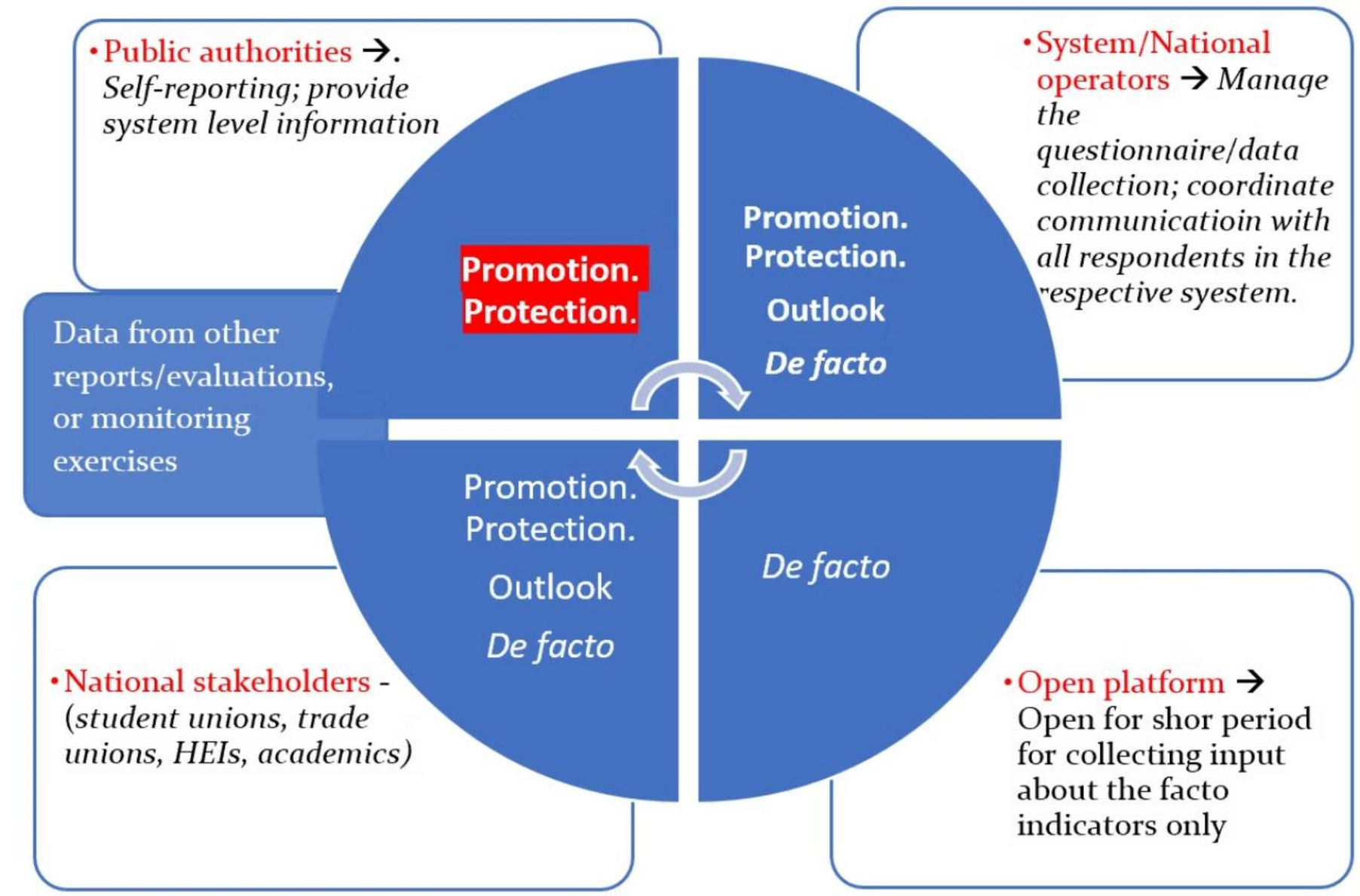
Focuses on monitoring fulfillment, threats, and positive developments through narrative assessment

4

Narrative analysis

The de facto monitoring includes exclusively narrative sections discussing findings across all fundamental values

Monitoring tool overview



Data collection (respondents)

Public Authorities

Complete the de jure section (protection, promotion and outlook).

Higher Education Stakeholders

Student unions, staff unions, academic staff, leadership: Complete all sections.

Online section of the tool (open platform)

Volunteer data submission: Any member of the academic community can provide input data for the de facto section.

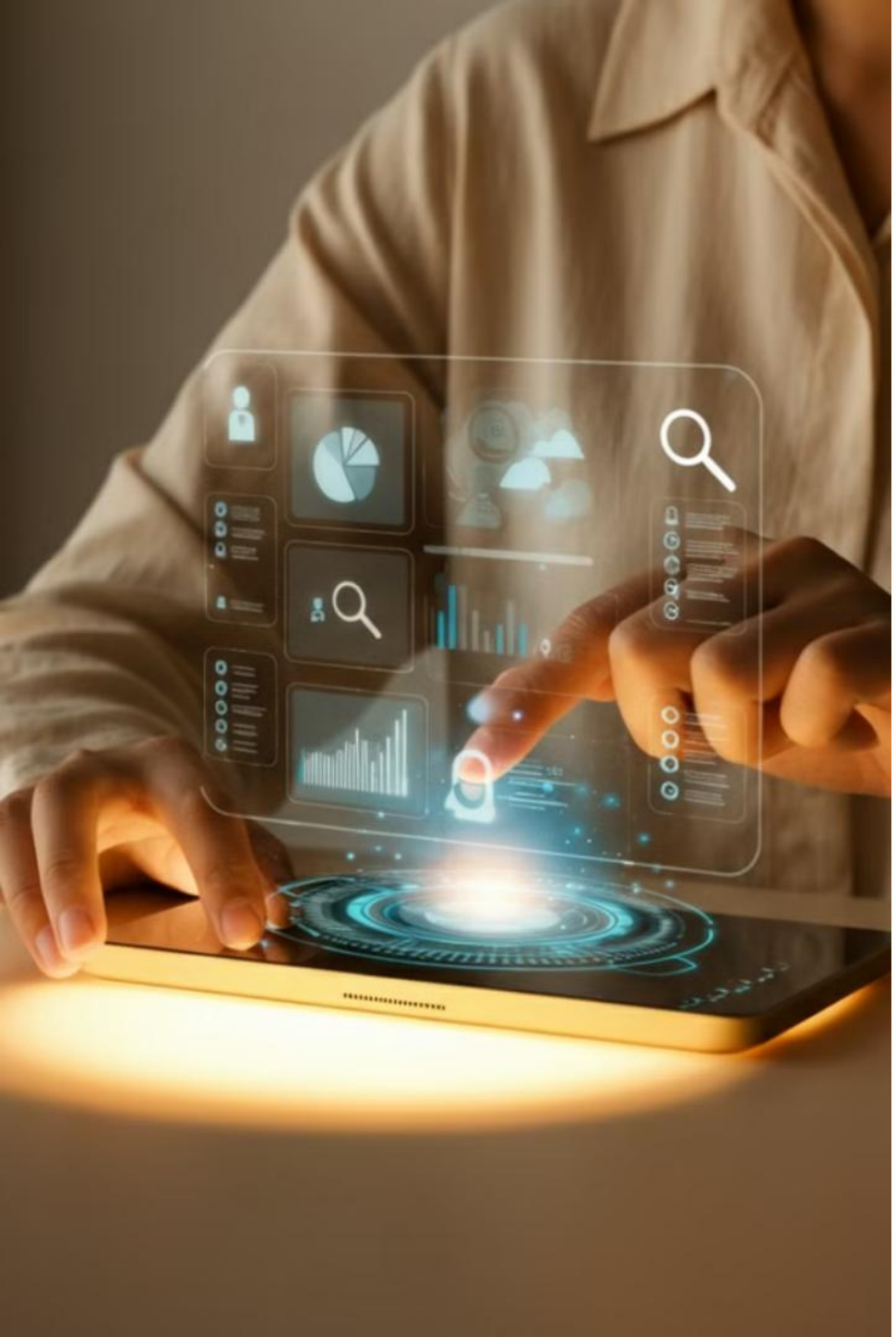
System operators

1. Selected by the monitoring project team in coordination with BFUG.

2. Responsible for rigorous data collection and cross-checking.

3. They have the task to verify evidence provided by respondents (links to laws, regulations, etc.). Their role will not be to provide information or interpret it but ensure that information is collected rigorously from all respondent categories and crosschecked.

4. Operators receive training from the project team.



The online section of the tool (the open platform)

Open for participation by academic communities.

Ensures transparency and accessibility for future monitoring cycles (starting 2027).

Open for a short period for collecting input about de facto indicators.

Questionnaire details

1. EHEA statements on fundamental values are analyzed to extract dimensions and commitments.

2. Questions are based on EURYDICE model or generated using the same approach.

The process of identifying the subdimensions

for institutional autonomy – organizational autonomy

"*Higher education institutions need to be able and willing to define their leadership and governance models. This organisational autonomy also entails the autonomy to set an institution's priorities and strategic direction. It should ensure participatory rights for the different members of the academic community. Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation. Public as well as institutional regulations and policy must ensure campus integrity and prevent the use of force and reprisals against academic staff and students, which would constitute a violation of the fundamental values of the European Higher Education Area.*"

DIMENSIONS

- HEIs are able & willing to define their leadership & governance models.
- HEIs are able to set institutional priorities and strategic direction.
- Participatory rights for the different members of the academic community
- Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation.
- Campus integrity

ORGANIZATIONAL

- HEIs are able & willing to define their leadership & governance models.
- HEIs are able to set institutional priorities and strategic direction.
- Participatory rights for the different members of the academic community
- Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation.
- Campus integrity

Questionnaire development based on the identified dimensions for each fundamental value

3.2.6. Who decides on the responsibilities of HEIs' governing bodies?

	Decision on governing body responsibilities
Responsibilities of HEIs' governing bodies regulated in legisation	
HEI's governing body decides responsibilities for itself	
Other	

If 'Other', please specify

3.2.2. Is there a requirement for higher education institutions' (HEIs') governing bodies to include:

	Required by legislation	Not required by legislation, but usually included in HEIs' governing bodies	Not required by legislation, and usually not included in HEIs' governing bodies
Government / top-level authority representative			
Student representative(s)			
Staff representative(s)			
Employer representative			
Other			

If 'Other', please specify

3.2.4. Does legislation specify that all members of governing bodies have full rights to contribute to all issues?

	Required by legislation	Not required, but usually happens	Not required, and usually does not happen
All members have full rights to contribute to all issues			

If "Not required and usually does not happen", please explain which category(ies) of members may not be able to contribute on some matters

3.2.5. Does legislation specify that all members of governing bodies have full rights to take decisions on all issues?

	Required by legislation	Not required, but usually happens	Not required, and usually does not happen
All members have full rights to take decisions on all issues			

If 'Not required and usually does not happen', please explain which members may not be able to take decisions on some matters

3.2.7. Who is responsible for appointing and dismissing higher education institutional leaders (Rector or equivalent) ?

	Appointing HEI leaders	Dismissing HEI leaders
HEI's highest level governing body		
Government / public authority		
Internal HEI steering body (e.g. Senate)		
HEI's staff		
HEI's students		
Other		

If 'Other', please specify

3.2.8. Who is responsible for appointing and dismissing higher education institutional faculty leaders (Dean or equivalent) ?

	Appointing HEI faculty leaders	Dismissing HEI faculty leaders
HEI's highest level governing body		
Government / public authority		
Internal HEI steering body (eg Senate)		
HEI's staff		
HEI's students		
Other		

If 'Other', please specify

Organizational arrangements

Erasmus+ funded project led by the co-chairs of the WG on Fundamental Values, under the supervision of the Fundamental Values Working Group and the BFUG

Project team role

In any version, a small project team will be constituted to manage the monitoring. This team's responsibilities will include the selection, training, and coordination of the national system operators to administer the tool, analyze the collected data, draft the report, collect feedback, and finalize the report.

The role of BFUG members

- provide guidance throughout the monitoring process of FV (as in the other Bologna monitoring efforts).
- The Working Group on Fundamental Values, responsible for leading the monitoring process of the fundamental values in close cooperation with the Monitoring Working Group, will report its findings and progress at each BFUG meeting.
- At the end of the process, the BFUG can validate, acknowledge, or not the final report and report to the 2027 Ministerial Conference.

FV WG

- coordinate the process as the co-chairs of the Working Group are proposed to lead the project
- Each step of the implementation process will be discussed during the FV WG meetings

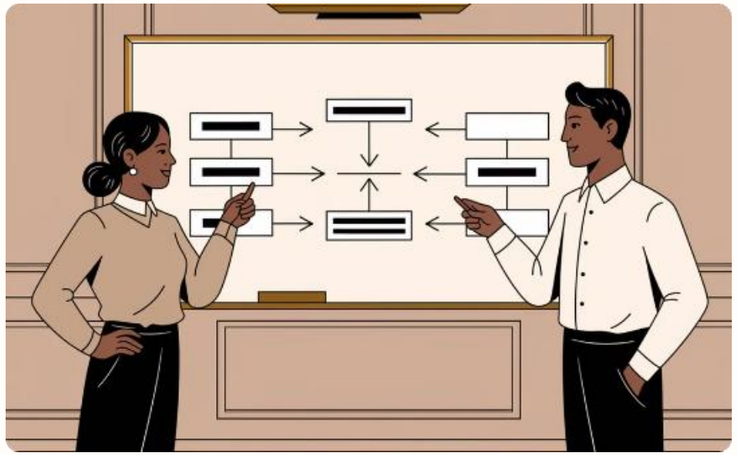
Next steps

Poland BFUG follow-up

Implementation of discussion outcomes from Poland BFUG meeting

Project approval?

Securing formal approval for project implementation



Methodology finalization

Developing comprehensive methodology for first implementation round

Thank you!

Addressing possible questions

The burden on National Authorities

- Monitoring will not be a burden on national authorities.
- Operators will pre-fill the questionnaires, they only need to check.
- Part of the indicators are or will be integrated in the Bologna Process Implementation report. This will be in conjunction with the work within the Monitoring WG.
- There cannot be fewer indicators given the dimensions of the values.
- Fewer indicators would mean partial monitoring, not all values, not all dimensions.
- Piloting has shown that the current approach is doable.

Abstract values are hard to monitor

- Abstract values will not be monitored.
- The framework aims at monitoring **commitments** about these values, which are very concrete and not difficult to monitor;
- The values that are very clearly defined (clear dimensions) and operationalized.
- This is a public policy exercise, not anthropology.
- The evidence is not hard to collect, as in any serious public policy exercise.

Bologna Process Implementation Report 2027:

BFUG meeting, 24 February 2025

David Crosier , Helga Posset, Stefan Sant

Co Chairs, monitoring WG

WG Meeting 11 December 2024

- Reviewed 2024 report, and the outcomes of the Tirana Conference
- Began preparation of (this) proposal for the future 2027 reporting

European Commission

2024 Report: positive points

Positive feedback on content / readability / usefulness of information

Tirana Communiqué well aligned with report findings

Findings now being used in policy-making, working groups (as well as by researchers)

Some countries have translated the report to ensure broad dissemination

2024 Report: negative points

Production process problematic…

- Too much information requested
- Deadlines not respected
- Resources over-stretched

-> Not sustainable to add more information for every report…

European Commission

Proposal: reduced-scope reporting model

➔Focus on the most essential content

➔Rotate some indicators (eg some updated in 2027/2032 others in 2030/35)

➔ Eliminate statistical data (collection) in light of EHESO

➔Potentially integrate some narrative text on work undertaken by Bologna working groups / European projects

Starting points for the proposal

1) Align reporting with the structure of working groups / current policy commitments..

-> Chapters on Degree Structures, Recognition, QA, Fundamental Values, Social Dimension, Internationalisation and mobility

2) Content of chapters to be worked out in consultation with working groups

Questions for BFUG

1) Do you agree that aligning with the BFUG wg structure is a good way to **focus on the most essential content**?

2) Do you agree with the **principle** of rotating some indicators between working periods?

European Commission

Questions for BFUG

3) Do you agree with the proposal to **refer to EHESO** for quantitative data?

   NB EHESO is currently using Eurostat data & Eurostat coverage (not all EHEA countries)

4) What is your view on including (some) narrative text on developments from working groups / European projects (also focused on implementation)?

European Commission

Next steps

On the basis of BFUG agreement, monitoring working group will:

- Pursue discussion with other wgs on content of chapters
- Meet in May (probably) to develop the proposal further
- Continue planning in autumn…
- For BFUG in Copenhagen, plans should be at an advanced stage (as data collection should take place from February/March 2026…)

European Commission

- Thanks for your attention…
- That’s it ☺

European Commission

Reporting for the BFUG XCV meeting
24-25 februari in Warsaw

Working Group on Internationalization and Mobility (WG I&M)

Name of the working structure	Working Group on Internationalisation and Mobility (WG I&M)
Work period	2024-2027
Co-chairs	David Akrami Flores – Germany (akrami@daad.de) Rodica Crudu - Moldova (rodika.krudu@gmail.com) Arthur Belle – Netherlands (p.belle@minocw.nl) Maryna Mruha – Ukraine (maryna.mruha@mon.gov.ua)
Composition	Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium – Flemish Community, Belgium – French Community, BusinessEurope, Croatia, Cyprus, Czech Republic, Education International – ETUCE, ENQA, Estonia, European Commission, EUA, EURASHE, ESU, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Ireland, Italy, Kazakhstan, Liechtenstein, Latvia, Republic of Moldova, Malta, Montenegro, Netherlands, Norway, Poland, Romania, San Marino, Slovakia, Slovenia, Spain, Switzerland, Türkiye, Ukraine, United Kingdom – Scotland, United Kingdom, UNESCO

Main goals	Develop an **EHEA action plan on Internationalisation and Mobility**, considering the experience of the 2012 action plan adopted at the Bucharest Ministerial Conference, that: ➢ Supports the EHEA members in developing and implementing **internationalisation policies** that enable all learners to acquire international and intercultural competencies. ➢ Fosters a **discussion of EHEA mobility targets** in light of greatly varying mobility numbers in different countries, between credit and degree mobility and different cycles, and **identify the barriers to mobility** as well as **offering recommendations for the removal** of these barriers. ➢ **Provide concrete recommendations** for member countries to develop or enhance policies that collectively strive for **1) more inclusive, 2) more balanced, and 3) greener mobility'.** ➢ **Includes a glossary** of the key terms in the area of internationalisation and mobility, to ensure common understanding of terminology.
Outcomes	The WG will deliver an EHEA Action Plan for internationalisation and mobility, to be submitted for approval to the BFUG and adopted by the Ministerial Conference in 2027.

1st WG meeting on 27-28 January Chișinău - Moldova

1. Presentation and discussion on the ToR

2. Dedicated sessions with targeted discussions on:
    a) Barriers to mobility
    b) Balanced mobility
    c) Inclusive mobility
    d) Green mobility

2nd WG meeting on 27-28 May
Bonn - Germany

1. Targeted discussion on Internationalisation

2. Discussion on First Draft of a Glossary on Internationalisation and Mobility

3. Combined with a PLA or Expert Hearing on 26th of May

WG I&M Work Plan 2024-2027

- WG Schedule:

Activities BFUG WG on Internationalisation and Mobility	2025												2026												2027											
	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
WG Meetings																																				
WG Meeting 1, Moldova																																				
WG Meeting 2, Germany (+PLA/Expert Hearing)																																				
WG Meeting 3, tbd (+PLA/Expert Hearing)																																				
WG Meeting 4, tbd (+PLA/Expert Hearing)																																				
WG Meeting 5, tbd																																				
WG Meeting 6, tbd																																				
Peer-learning activities / expert hearings																																				
Planning and hosting 1st PLA, Germany (in conjunction with WG Meeting 2)																																				
Planning and hosting 2nd PLA, tbd (in conjunction with WG Meeting 3)																																				
Planning and hosting 3rd PLA, tbd (in conjunction with WG Meeting 4)																																				

- WG Structure:
  - Subgroup drafting of the Glossary on Internationalisation and Mobility
  - Subgroup drafting of the EHEA action plan on Internationalisation and Mobility

WG I&M Work Plan 2024-2027 (2)

- Reporting to the BFUG

BFUG number	BFUG XCV	BFUG XCVII	BFUG XCIX	BFUG CI	BFUG CIII	BFUG CIV
Host	Poland	Denmark	Cyprus	Ireland	Lithuania	Lithuania
Period	February 2025	December 2025	Spring 2026	Autumn 2026	Early Spring 2027	Late Spring 2027
WG on Internationa-lisation and Mobility		Draft Glossary		Draft I Action Plan on Mobility	Draft Action Plan on Mobility II	

The work of the Coordination Group on Global Policy Dialogue

24/02/2025

Warsaw, Poland

bologna process

EUROPEAN
Higher Education Area

CG on GPD - Composition (2024-2027)

Co-chairs (3)

- Italy, Republic of Moldova, UNESCO

Members (21 – 14 countries; 6 consultative members; EC)

- Albania, Austria, Azerbaijan, EUA, Education International – ETUCE, ENQA, EURASHE, European Commission, ESU, France, Germany, Holy See, Italy (Co-chair), Kazakhstan, Republic of Moldova (Co-chair), Montenegro, North Macedonia, Norway, Romania, Slovakia, UNESCO (Co-chair)

bologna process

EUROPEAN Higher Education Area

Main Goals (ToRs)

In line with the Tirana commitments	Ensure **dialogue** and consolidate **trust** between EHEA and other macro-regions, countries, organisations
	Improve **relationship** with countries interested in cooperating with EHEA
	Draft the 2027 Global Policy Forum Statement and support the organisation of the 2027 Global Policy Forum
	Support the alignment on the three **Bologna Key Commitments**; **ethical principles** and values for i**nternational academic cooperation**
	Raise awareness on UNESCO **Recognition Conventions**
	Contribute to the **World Higher Education Conference III** follow-up implementation and to the achievement of **SDG 4.3**

Key topics (ToRs)

In line with the Tirana commitments	Bologna Key commitments with a special focus on recognition conventions, including recognition of refugees with insufficient documentation, and quality assurance
	Lifelong learning and micro-credentials
	Right to education and social dimension
	Digitalisation and artificial intelligence as transversal topics

Main activities (ToRs)

2 meetings per year	Introductory meeting (Part I) on 30 January 2025 (online) Introductory meeting (Part II) on 21 February 2025 (online)
Identification of stakeholders	Stakeholders at global and regional level, including stakeholders with a specific remit
Global Policy Forum	Draft of the - Global Policy Forum Statement 2027 - Agenda for the Global Policy Forum 2027

Outcomes(ToRs)

Global Policy Forum

2027 Global Policy Forum Statement and agenda

Increased participation

Cooperation

Enhanced coordination with interregional instruments/projects

Strengthened cooperation with other macro-regions

Recommendations

Topic specific recommendations from the open meetings with stakeholders

Working principles

- Addressing the three key committments in a holistic manner in addition to the other topics in line with the Tirana Communiqué

- Topic-based approach involoving all macro-regions

- Map out existing initatives and build on them

- Invite representatives of other BFUG structures to CG GPD

- Working in smaller groups of stakeholders and informing a larger group of progress and activities

Erasmus+ project (submitted under EHEA-NARIC call 2024)

Support for the CG on Global Policy Dialogue – GLOBAL 2030

Partners

	Country	Institution
1	Romania	UEFISCDI
2	Romania	MER
3	Moldova	MERO
4	Italy	CIMEA
5	International	EURASHE
6	International	UNESCO

Work packages

WP1: Project management and coordination
WP2: Supporting the organisation of the CG GPD Meeting
WP3: Increasing collaboration with other macro-regions and the alignment of policy tools
WP4: Organising the Global Policy Forum 2027
WP5: Dissemination activities

Thanks!

EHEA: Transforming Education Together

Taskforce on the Future of Bologna: Report

BFUG meeting XCV, Warsaw
24th – 25th February

I. TOR of the Taskforce on the Future of Bologna

II. Meeting of the Taskforce on the Future of Bologna, 29th January 2025

III. Selection of debate topic for BFUG Meeting XCV – *Lifelong Learning in the EHEA*

IV. Debate structure

I. ToR of the TF

To take up the the mandate of the Tirana communique by :

- Preparing and organising debates in the BFUG on topics relevant to the future of the Bologna Process.
- Setting up the debates so that the topics can be openly explored and result in clear conclusions that can be translated into actions by BFUG. This will enable the EHEA and the Bologna process to evolve its commitments, methodologies and tools to remain relevant and well prepared for the future.
- Develop a Report to the BFUG with the main findings of the task force and recommendations on the way forward, both on content and methods of the Bologna process

I. ToR of the TF

- Each debate will result in the recording of a conclusion by BFUG.

- As the BFUG debate series continues, a series of conclusions by the BFUG will grow iteratively.

- At the end these iterative conclusions will be drawn together into a Report, advice and inputs for the next communique, setting out:

- *a focussed set of relevant topics for the BFUG for the next decade, as an outcome of these discussions and debates in the BFUG and throughout its working structures, to be approved by the BFUG latest at the first BFUG meeting of 2027.*
- *an outline of the potential synergies with the European Education Area and European Research Area*
- *a conclusion on the relevance and further development of the suite of existing tools and methodologies and the potential for new tools*

- A reflection by the TF on the process that was facilitated for the BFUG, will be submitted to the BFUG latest by the first BFUG meeting of 2027

II. Meeting of the Taskforce on the Future of Bologna, 29th January 2025

- ❑ Update from Co-Chair on BFUG Meeting XCIV
- ❑ Survey of debate topics for BFUG Meeting XCV
- ❑ Discussion on debate topics
- ❑ Timeframe

III. Selection of debate topic for BFUG Meeting XCV

- ❑ Consensus of the group to select the topic of **Life Long Learning in the EHEA** as the first debate

- ❑ Starting with lifelong learning establishes a forward-thinking, inclusive, and relevant context for the series of debates

- Addresses the growing demand for flexible, continuous education.
- Promotes inclusivity by making education more accessible to diverse learners.
- Aligns with shared European goals like improving employability, social cohesion, and educational innovation.

IV. Debate Structure

- ❑ Short paper to facilitate discussion
- ❑ Questions posed to stimulate thought
- ❑ Discussion Method/Structure – World Café Method

Review of the ECTS Users' Guide

Update to the BFUG, 24 February 2025

EUROPEAN
Higher Education Area

bologna
process

European
Commission

First Advisory Group meeting 17/02/2025

- Key messages
  - Importance of ECTS as a transfer and accumulation system
  - Avoid overloading the Users' Guide, keep in mind what is covered elsewhere
  - No big need of "fixing" the Guide, it is well-established – but take account of developments in policy and practice across the EHEA

Relevant developments that should be addressed

- Micro-credentials and shorter units of learning
- Lifelong learning and recognition of prior learning (RPL)
- Use of ECTS in vocational education and training (VET) and private providers
- Automatic recognition
- Grade conversion
- Transnational cooperation (European Universities, joint learning provisions, embedded mobility)
- Digitalisation, virtual and blended mobility
- Global dimension, i.e. mobility beyond EHEA

Composition of the Advisory Group

Supported by:

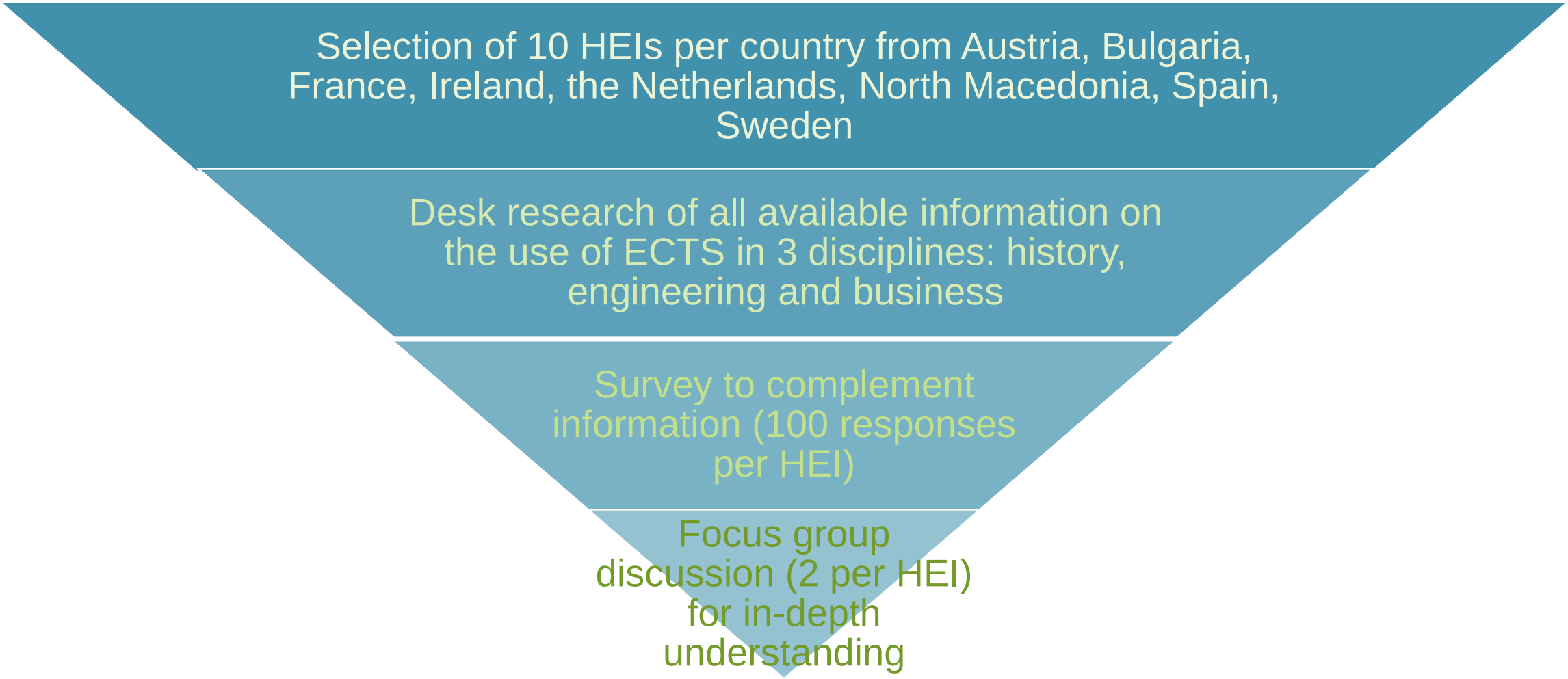
- a consultant
- experts participated at the previous revision
- different Commission services on specific topics

➢ 20 members

Research to inform the revision – topics

- Level of implementation of ECTS:
  - Key features such as learning outcomes, workload, etc.
  - Use of ECTS supporting documents (Course Catalogues, Learning Agreement)
  - Automatic recognition of credits, transfer of grades
- Challenges encountered by HEIs
  - In use of ECTS for "traditional" degree programmes
  - In relation to micro-credentials, short courses, joint programmes, blended learning, …
- Usefulness of the ECTS Users' Guide

Research to inform the revision – method



Tentative timeline

When	What	
17 February 2025	Advisory Group meeting #1	
24/25 February 2025	**BFUG**	**Update on the revision process**
February – May 2025	Desk research, surveys, focus groups	
April 2025	Advisory Group meeting #2	
June/July 2025	Advisory Group meeting #3	
September 2025	Advisory Group meeting #4	
November 2025	Advisory Group meeting #5 Consultation session(s)	
15/16 December 2025	**BFUG**	**Discussion of initial draft**
January 2026	Advisory Group meeting #6	
Q2 2026	**BFUG**	**Endorse final draft**
Q2 2027	EHEA Ministerial Conference (Moldova/Romania)	

Thank you!

EHEA: Transforming Education Together

Task Force on Establishing a Long-Term Secretariat

Call for Expression of Interest for the Hosting of a Long-Term Secretariat of the European Higher Education Area

BFUG, Warsaw
24 February 2025

Content

- Tasks and objective of the TF
- Application Process
- Criteria & principles
- Assessment

TASK FORCE SEC OBJECTIVE

Specific tasks

- Develop further proposals for a long-term Secretariat
- Call for hosting (expressions)
- Evaluation of applications including conditions
- A reasoned proposal for the arrangements and ToR for the Long-term Secretariat with a proposal for the hosting country / organisation
- Prepare a discussion and a decision making process within the BFUG including a decision on feasibility of the long-term secretariat in spring 2026
- Support implementation and introduction of the Secretariat arrangements including reflections in the Rules of procedure, selection of a director(if agreed)

Members

- Czech Republic (co-chair)
- EUA (co-chair)
- EQAR
- EC
- Hungary
- Iceland
- Italy
- Kazakhstan
- Romania
- San Marino
- Turkiye

Application process

- Launch the call asap (February, or beginning March)
- Deadline 12 June 12.00 CEST
- Analysis by TF:
  - 3 reviews per proposal
  - Analysis and discussion of the reviews in the TF, forming of an opinion
- Sep/Oct: BFUG receives
  - Results of the analysis: summative overview and analysis
  - All applications made accessible

Criteria, principles & scales

Criteria, principles

Criteria, principles	Weight
1. Independence & autonomy	20 %
2. Sustainability	15 %
3. Staff	15 %
4. Legal Environment	15 %
5. Non-Profit Principle	15 %
6. Envisaged costs of the Secretariat	5 %
7. Accessibility	5 %
8. Support (non-material)	10 %
Financial or in-kind contribution	bonus

Scales

Level	Score
does not meet requirements	1
partially meets requirements	2
fully meets requirements	3
exceeds the requirements and shows evidence	4

Timeline

Date	Item
Feb 2025	Call for expression of interest to host the long-term Secretariat
June 2025	Deadline for expression of interest. Start of TF analysis
Oct 2025	Task Force: Dissemination of results (applications, their summative overview & analysis) to the BFUG. Opportunity for further clarification (possible webinar)
Dec 2025	BFUG Denmark: BFUG Decision (selection or shortlisting of candidate/s)
< spring 2026	Clarification of details (re selected host or a shortlist)
Spring 2026	BFUG Cyprus. Go/no go decision. If Go, selection of the host
< summer 2027	Structure and capacity development for the secretariat (possible support by the Erasmus+ project). Following the roadmap proposed by the host, within the general roadmap.

REVISION OF THE ESG

BACKGROUND FOR THE BFUG DISCUSSION

24 FEBRUARY 2025

ANNA GOVER, ENQA DIRECTOR

ON BEHALF OF THE ESG REVISION STEERING COMMITTEE

enqa 25

CELEBRATING 25 YEARS

TIRANA COMMUNIQUÉ

- Reaffirmed the role of the three key commitments for the successful development of the EHEA.

- Gave the mandate for the revision of the ESG

"The application of the ESG promotes trust and transparency within and between higher education systems and facilitates accountability and enhancement. ***To keep them in line with ongoing developments, challenges and expectations, we invite the authors of the ESG to propose a revised version by 2026 to the BFUG, to be adopted by us at our 2027 Ministerial conference****, as well as an adjustment, where required, of the European Approach for Quality Assurance of Joint Programmes."*

REVISION STRUCTURES AND PROCESS

- ESG Steering Committee
  - Representatives of all ESG authors (ENQA, EUA, EURASHE, ESU, EQAR, Education International & Business Europe)
  - Coordinate the overall process, including main directions and consultations
- ESG Drafting Group
  - Representatives of primary ESG authors (ENQA, EUA, EURASHE & ESU)
  - Prepare drafts and identify issues for further discussion
- Consultation rounds with all key stakeholders, including BFUG
- Parallel revision of the European Approach for QA of Joint Programmes
- Final versions in autumn/winter 2026, ministerial approval in 2027

PREPARATORY PROJECT: 'QA FIT FOR THE FUTURE'

Aims

- Mapping the state of play of quality assurance in the EHEA
- Explore perspectives for the future of quality assurance
- Provide an evidence base of a future revision of the ESG

Activities

- Surveys to main stakeholder groups
- Focus groups and consultations
- Papers and webinars to present the results

Co-funded by the European Union

RESOURCES

Material from the QA-FIT project is available here:

https://www.enqa.eu/projects/quality-assurance-fit-for-the-future-qa-fit/

Including

- Papers from each stakeholder organisation mapping the state of play and perspectives for the future
- Paper on QA and internationalisation
- Paper on the future of the ESG
- Policy brief and key considerations for the revision of the ESG
- Webinar recordings

Co-funded by the European Union

CONSULTATION OUTCOMES: WHAT WORKS?

- ✓ Importance of a European QA framework
- ✓ Strong agreement that the ESG are still needed
- ✓ The ESG support development of L&T, trust in and recognition of qualifications, student mobility, quality culture
- ✓ The basic principles remain relevant

These points are agreed by all main stakeholder groups

CONSULTATION OUTCOMES: WHAT NEEDS CHANGING?

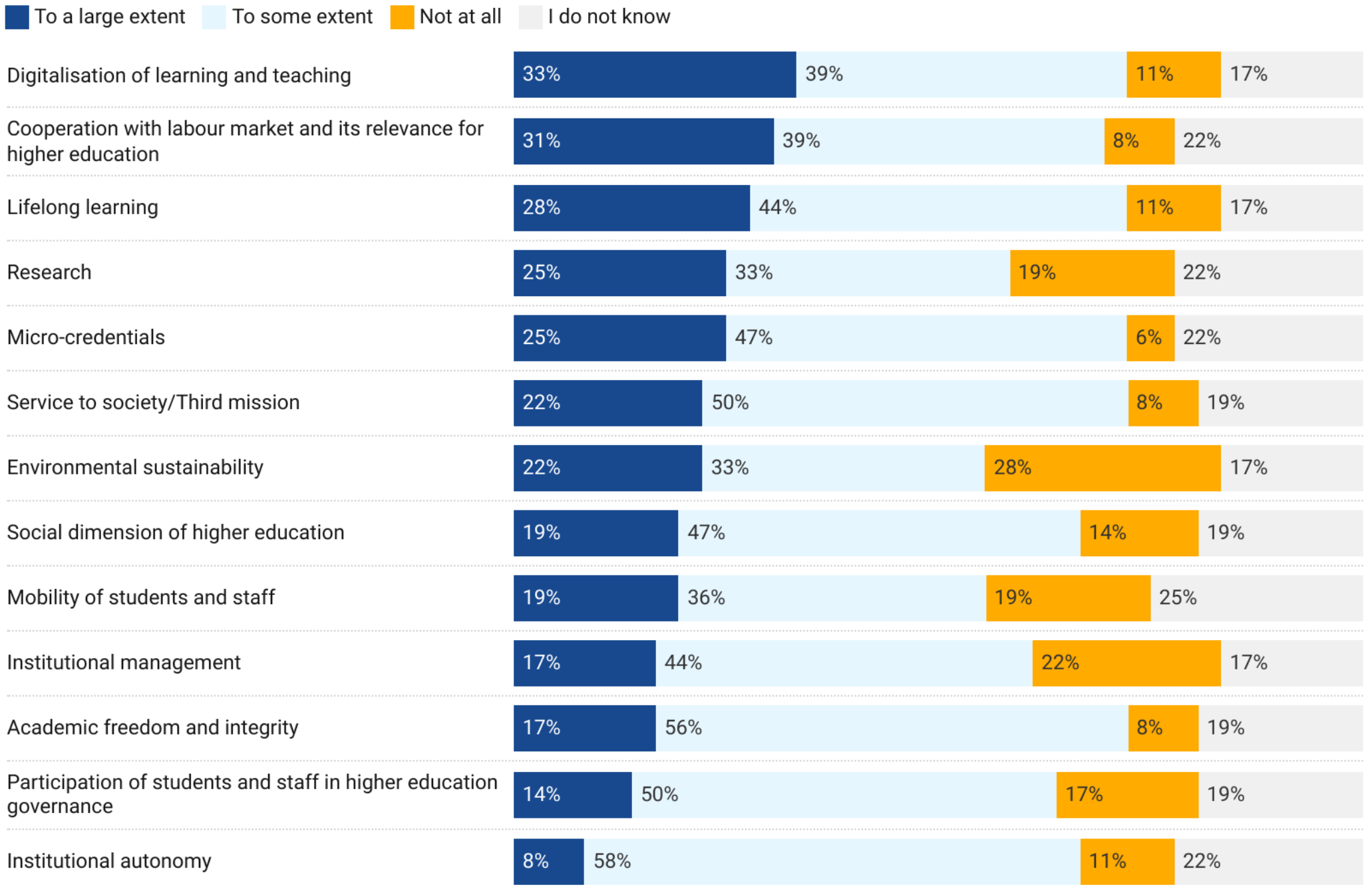
- Introduction: Update and make main concepts and messages clearer

- Internal QA: digitalisation, diversity of learners and academic staff, flexible learning pathways, links with other institutional missions, transversal topics (…)

- External QA: flexibility in QA methodologies while maintaining sufficient accountability (…)

If the scope of the ESG Part I were to be expanded, what should it cover in more detail?

(QA-FIT survey to ministries)



QA-FIT
Quality Assurance Fit for the Future

CONSULTATION OUTCOMES: KEY CONSIDERATIONS FOR THE ESG REVISION

- Recognise the existing purposes of the ESG as relevant and valid
- Maximise the added value of EHEA standards
- Celebrate the diverse contexts and cultures in higher education
- Situate the quality assurance of learning and teaching in its broader context
- Balance current issues with long term relevance

STEERING COMMITTEE PRELIMINARY CONCLUSIONS (1)

- Re-writing of introduction to update the context and make the key messages clearer
- The ESG should support different concepts of quality
- The ESG are standards for quality assurance and not for quality itself
- The ESG should remain focused on L&T, but with stronger reference to the links to the research and societal missions of HEIs (countries and agencies can include other aspects in their quality assurance procedures)
- Scope vs topics: questions over the expansion to broader topics within the scope L&T

STEERING COMMITTEE PRELIMINARY CONCLUSIONS (2)

- The ESG should maintain applicability to all types of higher education provision, but should there be more explicit references to "other/alternative providers" and to smaller units of learning smaller (e.g. micro-credentials)?
- The current structure should be maintained (introduction, 3 parts)
- There should be further work on ensuring that the standards are self-explanatory, while the guidelines support implementation in different contexts

FURTHER TOPICS OF RELEVANCE

- Digitalisation in/of L&T
- Lifelong learning
- Micro-credentials / short learning units
- Transnational education
- Degree recognition
- Environmental sustainability (sustainability as a broader term?)
- Social dimension
- Fundamental values
- Societal mission - relevance to the society/region/labour market
- Research

BFUG CONSULTATION: QUESTION FOR DISCUSSION

1. Which concepts should be defined by the ESG as being related to the scope of the document? Are the definitions for quality and quality assurance sufficient?

2. Should learning and teaching and the relevant links to research still remain the main focus of the ESG?

3. To which types of institutions and programmes should the ESGs apply?

4. Does the current structure of the ESG adequately support the implementation of the Bologna Process key commitment in quality assurance?

+ Reflections on links to further topics of relevance

On behalf of the

ESG Revision Steering Committee

THANK YOU

enqa.

SCHULAMT
FÜRSTENTUM LIECHTENSTEIN

Higher Education in Liechtenstein and the upcoming co-chairmanship in the BFUG

Belgin Amann
BFUG Representative

SCHULAMT
FÜRSTENTUM LIECHTENSTEIN

Liechtenstein at a glance

- The fourth-smallest state in Europe
- a doubly landlocked country between Switzerland and Austria
- 40’000 Inhabitants
- Area: 160 square kilometres
- National border: 76 km
- Language: German

Higher Education in Liechtenstein

SCHULAMT
FÜRSTENTUM LIECHTENSTEIN

- a full member of the Bologna Process / European Higher Education Area since 1999
- a founding member of the EQAR association
- Bilateral agreements with Switzerland & Austria
- 1 public university (800 students from 40 countries), 1 private university

SCHULAMT
FÜRSTENTUM LIECHTENSTEIN

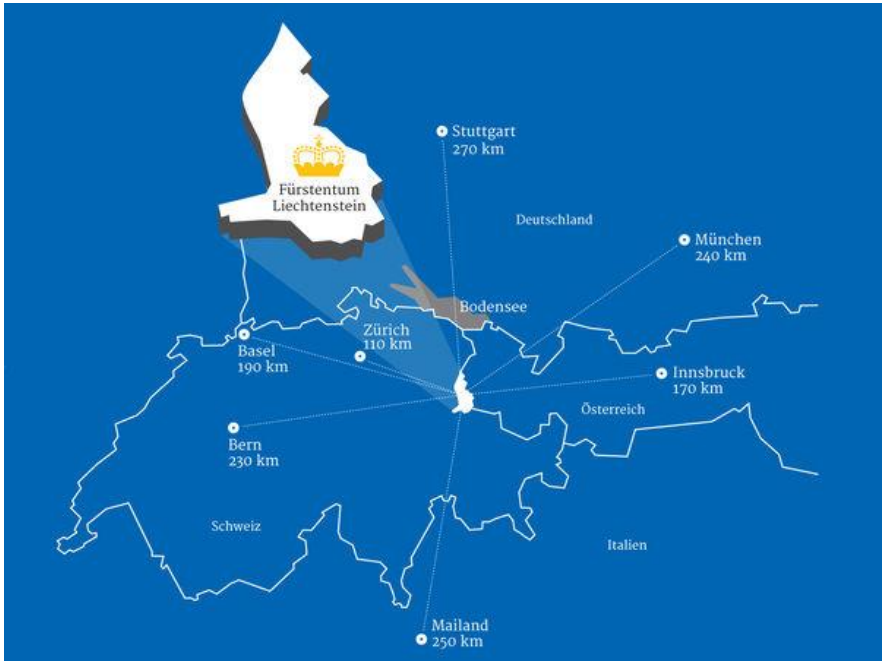
Higher Education in Liechtenstein – Education Strategy 2025+

- Further securing the connection to the Swiss education system and to universities in the European education area
- Expanding part-time study and further education opportunities
- Maintaining and expanding cross-border partnerships and collaborations for the mutual use of synergies in order to maximize the diversity of education and training opportunities
- Bringing science closer to the general public through educational programs for all stages of life and generations (science to public)
- Optimize the coordination of research funding

BFUG Board Meeting XCVI

SCHULAMT
FÜRSTENTUM LIECHTENSTEIN

Vaduz, 4th November 2025
Welcome Dinner, 03rd November 2025
Location Vaduz



The nearest airport to Liechtenstein Zürich-Kloten (Switzerland):

(Same entry regulations to Liechtenstein as those to Switzerland)

From Zurich train to **Sargans/Chur**.

From Sargans bus to **Vaduz**

7 things you have to know about Liechtenstein

https://www.youtube.com/watch?v=USfw9OF-Xt4

Ministry of Higher Education and Science Denmark

The Danish Presidency of the Council of the European Union

1 July – 31 December 2025

Draft priorities in the field of education & training (tbc)

- Making vocational education and training (VET) more attractive

- **Student mobility – fostering personal and professional development (Erasmus+)**

- Education and the lives of children and youth in the digital age

Presidency events

High Level Group on Education and Training
7 July 2025 – 8 July 2025

DG Higher Education
4 September 2025 – 5 September 2025

DG Vocational Education
9 September 2025 – 11 September 2025

Informal ministerial meeting (focus on VET)
11 September 2025 – 12 September 2025

Informal Erasmus+ DG meeting
15 September 2025 – 18 September 2025

DG Schools and Presidency Conference
24 September 2025 – 26 September 2025

Standing Group on Indicators and Benchmarks (SGIB)
17 November 2025 – 18 November 2025

EYCS Council (Education & Youth)
27 November 2025

Attaché Trip (education)
10 December 2025 – 12 December 2025

Bologna Follow Up Group (BFUG)
15 December 2025 – 16 December 2025

All dates to be confirmed.