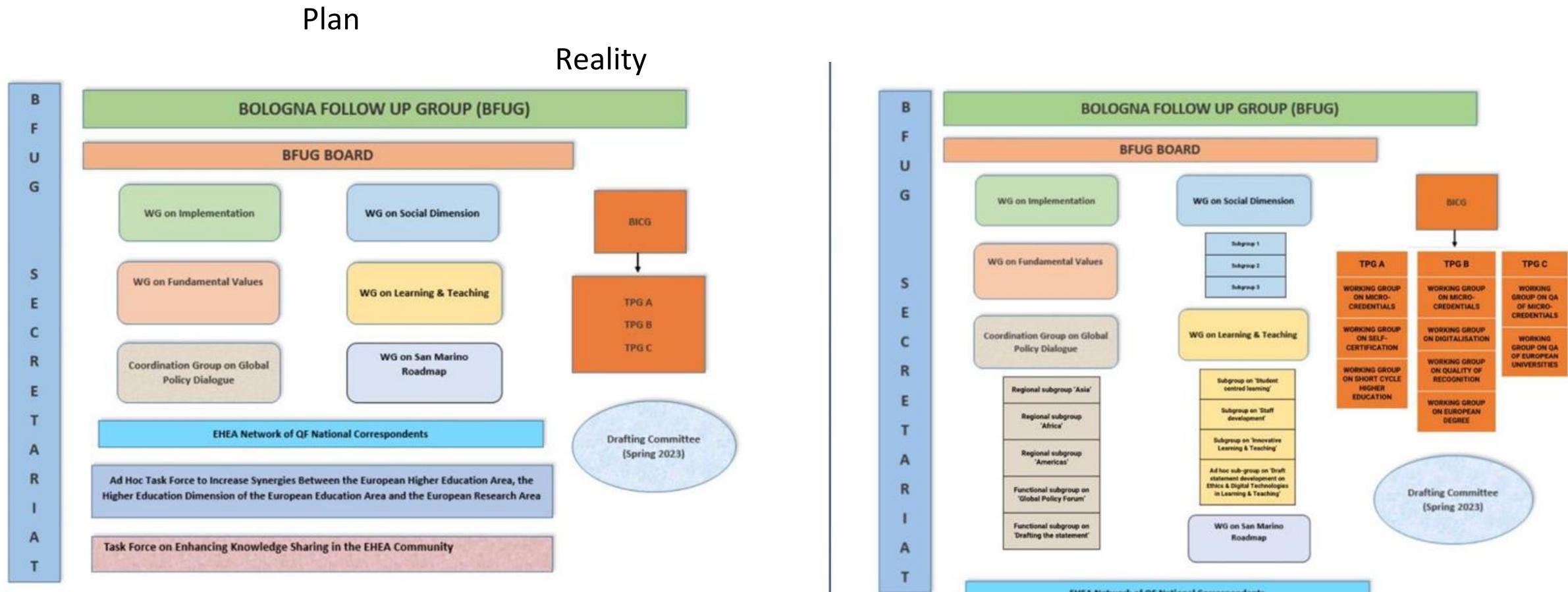


# Future of Bologna – Part II

Item 9 - BFUG Meeting XC  
11-12 April 2024

# BFUG structures (actual workplan)



What are the main topics the BFUG wants to focus on in 2024-2027 and that need to be supported by a sub-structure?

# Most important focus areas 2024-2027?



?

# EHEA - Future of Bologna?

Questions/comments (from the February BFUG meeting):

- Requirement of “added value” by the EHEA level
- Focus on themes before structures, prioritise
- Efficiency and quality > quantity; interconnect sub-structures
- Which governance structure do we want/need? Revision of Board/BFUG/working structures outline, of the EHEA secretariat structure?
- Guidelines for representation in working structures?
- How we work and interact together, in the working structures and beyond?
- Alignment of funding/projects with ToRs/mandates?

# Most important focus areas 2024-2027?\*

## Mobility?

benchmarks, transnational education,  
micro-credentials, recognition, brain  
drain, ...

Social Dimension?

AI? Innovation?

Quality (Assurance)?

Fundamental values?

...

?

Monitoring?

BICG/Implementation?

Global Dialogue?

Updating tools (ESG, ECTS)?

...

**Future of EHEA - 3 i's**

Added value of the  
EHEA level?

# Survey until 5 April 2024

- The current and incoming BFUG Co-Chairs, to prepare as well as possible the upcoming work program for 2024-2027, have asked the member/consultative member/co-chairs of our BFUG working structures for their **priorities and their ideas for synergies and better collaboration**.
- All were asked to propose **three focus areas** (maximum) for work in 2024-2027, along with the **expected output of that work** (e.g. report, recommendation, guiding documents etc) and to specify.
- Current co-chairs of working structures were also asked to **identify**, if applicable, **up to two other current working structures that they could foresee collaborating with** in working towards these priorities.

# Responses - Priorities

23 responses arrived, the answers can be grouped into three types of priorities given:

- A. Structural/governance considerations** – the Future of the BFUG and its governance/working structures;
- B. Topics/areas of work;**
- C. (Further) development of Bologna Processs tools and other instruments.**

➤ **Based on the EHEA vision (3 i's): Which area the BFUG should work on to achieve added value? <> how to work? <> with which tools?**

## A. Future of Bologna / the BFUG

- Find new ways to **better use the existing tools and structures**;
- Develop a **vision for 2040** and determine the **future direction** of the EHEA;
- Achieve an **efficient and effective structure** for the EHEA, including clarification of the **roles** of the actors (Board; BFUG; Secretariat; stakeholders; BFUG delegates; co-chair of sub-structures, etc.);
- **Ethics** in HE and in the BFUG work;
- Have regular/planned **thematic discussions** in the BFUG (meetings);
- Gain clarity about the way forward regarding the suggestion of changing to a long-term **Secretariat**.

## B. Topics / areas of work (I)

Top priority, deriving from 14 contributions:

### MOBILITY

Connected to mobility are seen the following areas:

- **Internationalisation** – including barriers to be identified and removed;
- Mobility **benchmark (%)**, Transnational education (**TNE**);
- Further proposals to focus within mobility on **automatic recognition** of foreign qualifications (including of refugees) and learning periods abroad, **of joint degrees**, and **transnational cooperation**;
- Mobility cannot be seen separate from the implementation of the **Key Commitments, Fundamental Values** and the **Social Dimension**, possibly also **Quality Assurance**.

## B. Topics / areas of work (II)

Further topics (much fewer times) mentioned were:

- Learning and Teaching, in particular:
  - What can governments/BFUG add on **student-centred learning**? Further focus on ecological transition, digitalization, AI);
  - **Flexible** learning pathways and **Life long learning** (for upskilling and reskilling).
- Fundamental values, in particular:
  - Promotion and protection of FV and focus on academic integrity.
- Social Dimension, linked with other policy areas, such as:
  - population changes and demand for studies, with an inclusion perspective (third country students, gender equality, green dimension) and
  - relations/links to L&T, lifelong learning, QA, UN SDG-4, research (SD WG).
- AI, in particular the **ethical use** of AI in HE and **links** with FV and to research.

## B. Topics / areas of work (III)

Further topics infrequently mentioned were:

- **Knowledge Sharing**, in particular on the Bologna Process, development & promotion, implementation of an effective communication strategy addressing all stakeholders;
- **Digital and green transition** into Society 5.0;
- **Synergies** between the EHEA, the HE Dimension of the **EEA** and the **ERA**;
- **Global policy coordination**, including the GPF/Statement and building dialogue with other countries and world regions and contacts between BFUG working structures and people interested in and working on similar themes in other parts of the world.

## C. Tools (that might be evaluated/further developed)

- The **Bologna Process Implementation** and its **monitoring (BPIR)**: Have a fit-for-purpose **BPIR** and **focus areas** (Key Commitments and Bologna Process tools, Social Dimension, Fundamental Values, ...);
- **Micro-credentials** and connected international cooperation;
- **Qualifications framework(s)/ECTS**: Compliance with the QF-EHEA and further development/updating of the **ECTS**;
- **Joint degrees**, including but not limited to the European degree/the European label and other forms of **joint programmes**;
- Define **guidelines**/develop **guidance** for BFUG members;
- Coordinate/provide platform(s) for **exchanging good practices** among EHEA member states.

# Follow-up?

