



DEVELOPMENTS AND FUTURE WORK IN THE BOLOGNA PROCESS

THE BOLOGNA PROCESS

- Europe of knowledge.
- Greater compatibility and comparability of the systems of higher education:
 - ✧ *promotion of European co-operation in **quality assurance** with a view to developing comparable criteria and methodologies*
 - ✧ easily readable and comparable **degrees**
 - ✧ two main **cycles**
 - ✧ system of **credits** (ECTS)
 - ✧ **mobility** for students and staff
 - ✧ European dimensions in higher education.

1988
Magna Charta
Universitatum

1998
Sorbonne
Declaration

1999
The Bologna Process
Bologna declaration
signed by 29 states

THE BOLOGNA PROCESS



- The Bologna Follow-Up Group (BFUG) is the executive structure supporting the Bologna Process in-between the Ministerial Conferences. BFUG membership is based on the membership of the European Higher Education Area (EHEA).
- The **BFUG / EHEA members** are **49 countries** and the **European Commission**.
- **Consultative members - non-voting category of members (8)** who represent **stakeholder organisations and other institutions** that have a European scope to their work and are instrumental in the implementation of the Bologna Process: Council of Europe (CoE), UNESCO, European University Association (EUA), European Association of Institutions of Higher Education (EURASHE), European Students' Union (ESU), **European Association for Quality Assurance in Higher Education** (ENQA), Education International (EI) and BUSINESS EUROPE.
- EQAR has a similar status to the consultative members (non-voting member of BFUG).

THE BOLOGNA PROCESS

- **Partners** are organisations (5) that wish to be associated with the Bologna Process/the BFUG but are not included in the Consultative member category: the **Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC)**, the **European Association for International Education (EAIE)**, the **Council of European professional and managerial staff (Eurocadres)**, **Eurodoc**, the **European Association for Promotion of Science and Technology (Euroscience)**. They can, upon request, attend BFUG events and may be invited by a WG/AG to send an expert who will participate to the work.
- **Further technical experts**, such as **Eurostat**, **Eurostudent** or **Eurydice** may be associated to the BFUG and invited to events upon specific request.

ROME COMMUNIQUÉ (2020)

Building the Future

- ➔ An Inclusive EHEA
- ➔ An Innovative EHEA
- ➔ An Interconnected EHEA

The **EHEA** in 2030 will:

- be an area where students, staff and graduates can **move freely** to study, teach and do research
- fully respect the **fundamental values** of higher education and democracy and the rule of law
- encourage **creativity** and **critical thinking**
- expand the opportunities offered by **technological development** for research-based learning and teaching
- offer all learners **equitability of opportunities** in accordance with their potential and aspirations
- offer up-skilling and reskilling opportunities in a **lifelong learning** perspective
- be a key actor in meeting the United Nations' Sustainable Development Goals (**SDGs**) by 2030

PARIS COMMUNIQUÉ (2020)

- We acknowledge the progress made in the development of **quality assurance systems** aligned with the ESG, and we commit to removing the remaining obstacles, including those related to the **cross-border operation of EQAR registered agencies** and the application of the **European Approach for Quality Assurance of Joint Programmes**. We commit to ensuring that our external quality assurance arrangements cover **transnational higher education in the EHEA with equal standards as for domestic provision**. In view of the need for increased flexibility and openness of learning paths, smaller units of learning and greater synergies among higher education institutions, we encourage **an enhancement-oriented use of the ESG to support innovation in higher education and its quality assurance**.

ROME COMMUNIQUÉ (2020)



Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA

Prepared by the BFUG Advisory Group 1 on Social Dimension



Statement on Academic Freedom



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

Prepared by the BFUG Advisory Group 2 on Learning and Teaching



The European Higher Education Area in 2020

*Bologna Process
Implementation Report*



Education,
Youth and
Culture
Executive Agency

The development of higher education quality assurance systems has been one of the most significant features and drivers of change in the EHEA.

WORK PLAN 2021 - 2024



ENQA is a member

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BOLOGNA FOLLOW UP GROUP (BFUG)

BFUG BOARD

WG on
Implementation

WG on Social
Dimension

BICG

WG on
Fundamental
Values ★

WG on Learning &
Teaching ★

TPG A
TPG B
TPG C ★

Coordination
Group on Global
Policy Dialogue ★

WG on San
Marino Roadmap ★

EHEA Network of QF National Correspondents

Ad Hoc Task Force to Increase Synergies Between the European
Higher Education Area, the Higher Education Dimension of the
European Education Area and the European Research Area

Task Force on Enhancing Knowledge Sharing in the EHEA

Drafting
Committee
(Spring 2023)

**WG on
implementation**

- 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.

**WG on
fundamental
values**



- 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 the EHEA.

**WG on social
dimension**

- 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 AGI on Social Dimension 2018-2020: *“Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA”*, which is annexed to the Rome Communiqué.

- To support the members of the EHEA in developing successful ways to improve strategies for the enhancement of 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], in particular Annex III of the Communiqué, thus, translating these into an operational action framework and – where possible – into measurable, qualitative indicators.
- In view of its establishment during the COVID-19 pandemic, this group aims also to strengthen the resilience of higher education system, with a focus on future skills, high quality learning, teaching, and assessment methods and strong links with research and innovation.

- **Topics:**

- Making student-centred learning a reality across the entire EHEA;
- Supporting staff development;
- Fostering innovative learning and teaching. These should ensure inter-disciplinary, inter-sectoral and experiential learning as outcomes. Innovations in learning and teaching should also contribute to opening up higher education to lifelong and non-traditional learners, for example through micro-credentials;
- Discussing assessment in higher education to encompass a wider set of learning outcomes, in addition to disciplinary knowledge, such as inter-disciplinarity and transversal, green and digital competences;
- Strengthening the capacity of higher education institutions and systems, to support the continuous improvement of learning, teaching and assessment;
- Developing international learning environments for the students, such as the inclusion of a mobility experience or access to internationalisation at home).

WG on San ★
Marino Road Map

- 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.

- 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 organisation of the 2024 Global Policy Forum and Statement, and where possible other appropriate events during the work period.

BICG

TPG A

TPG B

TPG C



enqa.

Bologna Implementation Coordination Group

- Facilitate a coordinated implementation of the three Key Commitments.
- Coordinates the work of the TPGs, facilitates an exchange of experience and best practice between the TPGs' co- chairs.
- 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.
 - ➔ Thematic Peer Group A on Key Commitment 1 (a three-cycle system compatible with the overarching **Qualifications Framework** of the EHEA and first and second cycle degrees scaled by ECTS)
 - ➔ Thematic Peer Group B on Key Commitment 2 (national legislation and procedures compliant with the **Lisbon Recognition Convention [LRC]**)
 - ➔ Thematic Peer Group C on Key Commitment 3 (**Quality Assurance** in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area)

EHEA Network of QF National Correspondents

- To exchange experience and offer advice in the development, implementation, and review of national qualifications frameworks.
- Further coherence between national QFs and the Overarching Frameworks of Qualifications of the EHEA (QF-EHEA).
- Further coherence between the QF-EHEA and the European Qualifications Framework for lifelong learning (EQF).
- Advice EHEA members and the BFUG on issues related to the QF-EHEA and national qualifications frameworks.

**Ad Hoc Task Force to Increase Synergies Between
the EHEA, the HE Dimension of the EHEA and
the European Research Area (ERA)**

- A proposal allowing for concrete synergies between the European Higher Education Area (Bologna context), the higher education dimension of the European Education Area (EU context) and the European Research Area (EU context), building on the respective cooperation structures.

Task Force on Increasing Knowledge Sharing in the EHEA

- Devise ways to enhance knowledge sharing within the EHEA, involving academic communities, stakeholder organizations, national authorities and the BFUG itself, in order to enable better understanding and closer collaboration in developing and implementing the EHEA policies.

- Drafting committee is a task force of the BFUG, entrusted with the task to prepare the draft communique for the upcoming ministerial conference.
- Drafting Committee is composed by the Co-Chairs of the last three semesters before the Ministerial Conference (Sweden, Bosnia & Herzegovina, Spain, Georgia, Belgium and Holy See) of the actual BFUG Work Plan, the Vice Chair and one consultative member.
- The consultative member is suggested by the consultative members and approved by the BFUG.
- The current Drafting Committee is foreseen to start its work on first semester of 2023, as the year that precedes the Ministerial Conference.



Albanian BFUG Secretariat
2021-2024

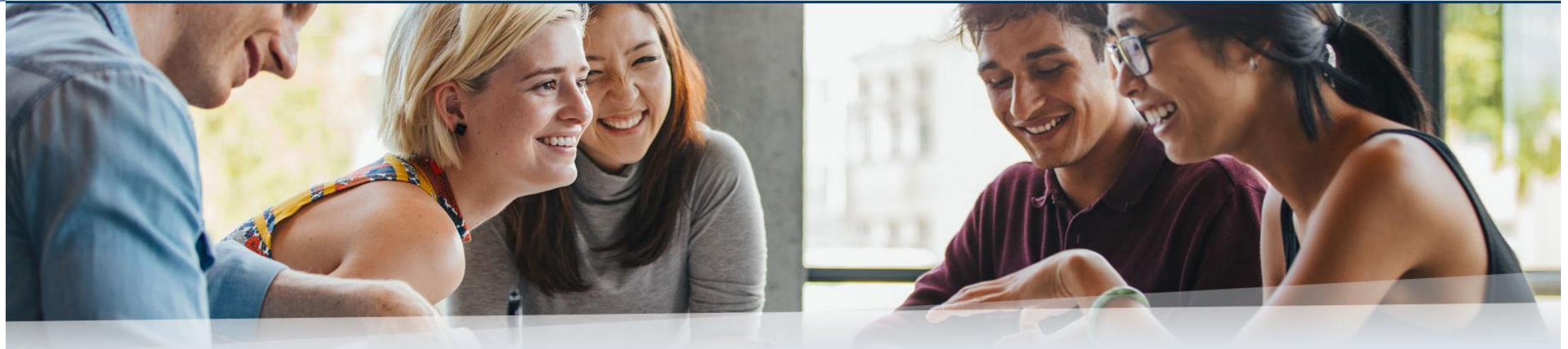
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EHEA

TOPICS

EVENTS



European Higher Education Area and Bologna Process

The European Higher Education Area (EHEA) is a unique international collaboration on higher education and the result of the **political will of 49 countries** with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: **structural reforms and shared tools**. These 49 countries agree to and adopt reforms on higher education on the basis of common key values– such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to **increase staff and students' mobility and to facilitate employability**. This official website of EHEA provides both general information on this process and detailed information for experts.