Task Force on Enhancing Knowledge Sharing in the EHEA Community

FINAL REPORT

MAY 2024

EHEA: Transforming Education together

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I.   Introduction

The Task Force on Enhancing Knowledge Sharing in the European Higher Education Area Community (TF) was created to address the widespread concern that the "stakeholders" (higher education students, staff, institutions, employers and society at large) are often not aware (or correctly informed) about the Bologna Process and the European Higher Education Area (EHEA), their values, areas of work, accomplishments, impact on higher education systems in the member countries and how their goals can best be achieved in the future.

The Rome Communiqué states:

"We commit to building a more closely connected and sustainable higher education community, which fosters inclusion, communication, cooperation, and solidarity, essential for the relevance and excellence of the future EHEA. To accomplish this, we commit to keeping our national higher education sectors informed about and involved in EHEA developments, and to working closely with student and higher education associations and networks on the development and implementation of national reforms. We recognise the importance of the broad consultations carried out to identify priorities for the future of the EHEA and ask the BFUG to organise EHEA events such as transnational seminars, workshops and hearings involving the wider higher education community (students, academic staff and external stakeholders), to discuss present and future goals and explore collaborative ways to address them."

In response to this commitment, the BFUG created a "Task Force" to develop and implement an action plan (Annexe 1). Sixteen countries and organisations joined the group (Albania, the Flemish Community of Belgium, Germany, Italy, Malta, Montenegro, The Netherlands, Romania; Ukraine, United Kingdom; EQAR; ESU; ETUCE, EUA; EURASHE, European Commission). Albania, Italy and Romania co-chair it. The name of the members representatives is presented in Annexe 2.

The specific tasks of the TF, as set by the terms of reference (Annexe 3), were:

1) Map national approaches and practices of collaboration and sharing knowledge related to the development and implementation of Bologna policy goals, to identify successful actions (such as Bologna experts, seminars, collaboration with different actors and stakeholder groups);

2) Explore how 'Bologna' and the EHEA are perceived by the various stakeholders in the national contexts;

3) Propose to the BFUG ways to make the Bologna Process and its reform goals better understood and more transparent at national, institutional and individual level; as well as innovative ways of knowledge sharing, attractive and accessible for all, encouraging the sector to contribute proactively to the process;

4) Identify measures to enhance collaboration between individual countries and groups of countries that enable them to learn from and support each other in sharing knowledge more effectively within the EHEA community;

Organize events or initiatives aiming at spreading information and creating dialogue about the Bologna process and/or support members in organizing such events at national or transnational level.

II.   TF meetings

The TF has had 11 meetings:

I. 11 October 2021, online	- Defining the task - Presentation of the Report "Bologna with student eyes" - Involvement of Experts
II. 18 January 2022, online	- Presentation of the *"Bologna Teacher"* Gala - Discussion on the draft action plan ✓ *Questionnaire related to activities and resources relevant for TF tasks*
III. 14 March 2022, online	- Defining the task - Presentation of the IN-Global project - Discussion on the draft action plan
IV. 07 December 2023, online	Revision of the action plan
V. 16 February 2023, online	- Update on the IN-Global project *Implementation of the action plan* - Discussion on the preliminary contribution to the Tirana Communiqué
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VII. 10-11 July 2023, Bucharest	- Visit to EURONEWS Romania headquarters, Vodafone Innovation Hub, National University of Science and Technology POLITECHNICA Bucharest Campus - Discussion regarding the communication strategy between the TF members, INGLOBAL project consortium and the BFUG Secretariat - Action plan implementation - Report on Focus Group 1 and organisation of Focus Groups 2 and 3 in September 2023

	- Preliminary results of the Survey for the Analysis of stakeholders' perceptions of the EHEA at the national level - Organisation of break-out sessions within the BFUG - Development of key messages to be delivered for different topics - General layout for podcasts - Modular video script - Event series proposal - Website suggestions for improvement; social media accounts 1st Newsletter content - Bologna experts networks/hubs - Collaborate with other organisations at national/regional level
VII. 9 – 10 October 2023, Tirana	- Action plan implementation - Report on Focus Groups 2 and 3 (September 2023) - Preliminary results of the Survey for the Analysis of stakeholders' perceptions of the EHEA at the national level - Development of key messages to be delivered for different topics (Digitalisation, Fundamental Values, Social Dimension) - Podcasts series concept - Video series concept - Event series guideline - Concept of side event for the BFUG meeting February 2024 - Website suggestions for improvement; social media accounts activity - Regional events: 10 October, Tirana, Albania: regional event dedicated to NCR and HERE experts form the Western Balkans with the participation of the TF members 19-20 October 2023 Belgrade, Serbia: Bologna Hub Conference in the Western Balkans Sharing Knowledge – Building Networks, organised by DAAD - Bologna experts networks/hubs - Report on 1st Newsletter, preparation of 2nd - Contribution to the Tirana Communiqué - Report of the Task Force
IX. 9 November 2023, online	- Draft Recommendations for BFUG members to encourage active involvement of the academic community in the sharing of knowledge about EHEA goals and explore collaborative ways to address them - Contribution to the Tirana Communiqué
X. 8-9 January 2024, Malta, hybrid	- Action plan implementation - Draft Report on the results of the Survey for the Analysis of stakeholders' perceptions of the EHEA at the national level - Guidance for activating Bologna experts' networks and for starting national and local level Bologna hubs

	▪ Recommendations for BFUG members to encourage active involvement of the academic community in developing and addressing EHEA goals ▪ Developing the concept and organising sessions and side events during the BFUG meetings, related to the dialogue about the Bologna process 19 – 20 February, BFUG meeting, Brussels 29 – 30 May, Ministerial Conference, Tirana ▪ Contribution to the Tirana Communiqué ▪ Report of the Task Force
XI. 17 March 2024, online	▪ Recommendations for BFUG members to encourage active involvement of the academic community in developing and addressing EHEA goals ▪ Contribution to the Tirana Communiqué ▪ Report of the Task Force
XII. 24 April 2024, online	▪ Recommendations for BFUG members to encourage active involvement of the academic community in developing and addressing EHEA goals ▪ Contribution to the Tirana Communiqué ▪ Report of the Task Force

III.   Implementation of the Action plan

The TF proposes the slogan:

EHEA: Transforming Education together

for dissemination and promotion activities and tools related to the Bologna Process. This can be used as a distinctive feature, together with the logos, for all BP-related knowledge-sharing initiatives.

The TF has also developed a dedicated logo for the 25th anniversary of the Bologna Process, which is included in the header of this document.

In the following, the activities undertaken by the TF according to the Action Plan and their outcomes, are presented.

A1. Development of recommendations for BFUG members, including practical and hands-on guidance, destined to encourage active involvement of the academic community in the sharing of knowledge about the present and future goals of the EHEA and exploring collaborative ways to address them

The TF developed a set of Recommendations[1] based on the knowledge and experience of TF members as well as the following:

- the results of a 2018 survey and 2019 consultations regarding the vision for the EHEA after 2020[2],
- data from three focus groups with HE stakeholders,

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[1] https://ehea2024tirane.al/recommendations-for-bfug-members-to-encourage-active-involvement-of-the-academic-community-in-developing-and-addressing-ehea-goals

[2] https://www.ehea.info/page-governance-thematic-priorities-after-2020

- the results of the 2023 survey focusing on stakeholders' perception of the BP, and
- consultations with the BFUG members.

These are:

1st. To promote greater, consistent engagement of higher education stakeholders with the BFUG working structures and activities, it would be helpful for member states to establish national implementation plans reflecting national priorities related to the Bologna Process (BP) reforms and tools.

2nd. To support effective implementation of the objectives to which members have agreed in the Communiqués they should consult with and use national Higher Education Bologna experts and consider establishing Bologna hubs.

3rd. To achieve the EHEA objectives adequate, sustainable resources are necessary. Member states should seek to identify, within their budgets, appropriate resources for this purpose, and stakeholders should be active in seeking funding opportunities.

4th. To ensure continuity in information, knowledge sharing, development and effective implementation in the evolving Bologna process, a coordination group drawing on the experience of the Task Force should be established within the BFUG.

5th. To widen and enhance knowledge, understanding, engagement with the EHEA and the Bologna Process diverse, contemporary, means of communication, such as those developed by the Task Force, should be exploited pervasively and consistently.

☑ *Analysis of the material resulting from the BFUG 2019 consultation on "The Future of the EHEA" and of specific literature about how the Bologna Process is perceived and understood.*

The analysis of the material from the BFUG 2019 consultation on "The Future of the EHEA" reviews the data supplied by each reporting country on how it carried out the consultation, how many persons (and of what profile) were involved. (Annexe A1.1)

The main consultation formats identified were:

- most countries began their consultation using email or on-line questionnaires. After the first round, the results were gathered and summarised by the ministry personnel or discussed in more focused meetings, often at the Rectors' conference and the student union or associations, sometimes in a meeting comprising representatives of other stakeholder organisations,
- a few countries had established Bologna groups or structures - national BFUG, national Bologna experts with whom to discuss and complete the questionnaire,
- one country organised 8 one day fora, over a year, dedicated to various topics and stakeholder groups, creating a possible model for 'Bologna seminars',
- one country carried out in-depth interviews with 30 individuals it thought would be informed and committed.

☑ *Analysis of stakeholders' perception of the EHEA at the national level*

The aim of the survey was to ascertain stakeholders' perceptions and level of knowledge about the Bologna Process in order to inform the TF's deliberations on proposals for additional activities or communication tools to enhance collaboration between countries and all stakeholders with a view to making the Bologna Process better understood and more effective.

The survey was drafted in consultation with the TF EKS and had a broad, inclusive target audience: the survey addressed all members of the higher education community – students, academics, staff, managers, leadership – as well as outside stakeholders – e.g. employers –, regardless of whether they are active in a stakeholder organisation, higher education institution governing body or not. The survey was open both to individuals responding in their personal capacity as well as respondents completing the survey officially on behalf of an organisation (e.g. higher education institution, stakeholder organisation).

The survey was distributed via the BFUG email list and various EHEA email lists to contacts gathered specifically for the IN-GLOBAL project and via social media (LinkedIn, X/then Twitter, Facebook). It was open from 23 June until 11 September 2023.

The survey attracted 2587 responses – 1930 full and 657 partial responses, which were discarded for the analysis. While academics and students are – not surprisingly – the two largest groups of respondents (see Figure 2), here too imbalances can be observed: while academics made up a large share of respondents everywhere, a large number of students participated from 4 countries (Ukraine, Hungary, Romania, Slovenia), while not more than 5 students responded from any other country.

The results of the survey are included in Annexe 1.2. The main conclusions are:

✓ Stakeholders have a positive perception of the Bologna Process' impact, even though there are some voices that articulate strong criticism – concerning the goals of the Bologna Process and the way it is implemented.

✓ The results suggest that respondents are best aware of the Bologna Process' core missions – promoting international cooperation and facilitating mobility. These goals have clear support of the community, even though their realisation in practice continues to raises a series of questions and issues.

✓ While the Bologna Process' impact is most positively perceived with regard to these core missions, the results show that the EHEA is lagging behind on issues such as promoting inclusiveness, social dimension and flexible learning paths. These topics are less well-known as policy areas addressed by the Bologna Process and its impact on those is perceived less positively.

✓ The responses show that the perceptions of the Bologna Process' impact differ most strongly with regard to quality of education. Even though judged positively on average, in a few countries stakeholder felt that the Bologna Process had a detrimental impact on quality of education. Other areas with important differences are relevance of education/skills, institutional autonomy and academic freedom.

✓ The survey showed a strong need to intensify efforts and activities geared to spread information and allow discussion on EHEA tools, in particular with local academics and students. There is a broad, diverse range of topics that stakeholders wish to see addressed, including established Bologna reforms/EHEA tools as well as a desire for Bologna to address current societal challenges such as artificial intelligence (AI) or to focus more on new and deeper forms of transnational cooperation, such as piloted through the European Universities initiative of the EU.

☑ *Analysis of the existing good practices, tools and projects related to EHEA*

This activity consisted of three stakeholder focus groups:

1st.governments (5 May 2023): representatives of Austria, Azerbaijan, Finland, Moldova, Sweden, Ukraine, UK, as well as TF co-chairs and representatives from the IN-GLOBAL project coordinator. The countries were selected based on the *BFUG 2019 consultation report,* and by consulting the TF members. The meeting benefited from a presentation by Austria, about their national BFUG and other Bologna process-related activities (network of experts, consultation visits at the HEI, Bologna days events). (Annexe A1.3);

2nd.   recognition, QA and promotion agencies (11 September 2023): representatives from 10 countries – 5 QAA (Armenia, France, Norway, Kazakhstan, Spain) 2 QAA and ENIC-NARIC (Azerbaijan, Latvia), 3 ENIC-NARIC (Greece, Turkey, Bosnia Herzegovina) (Annexe A1.4);

3rd.   HEI and students (22 September 2023): NCR, HEI and students federations representatives from 10 countries – 3 students (Italy, Slovakia, Germany), 4 HEI (Czech Republic, Georgia, Germany, Poland), 3 NCR (Estonia, Hungary, Ireland) together with EUA and ESU representatives members of the TF (Annexe A1.5).

The discussions were moderated by the IN-GLOBAL HE expert, tackling the following issues:

▪ national/regional approaches and good practices of collaboration and knowledge sharing related to the development and implementation of Bologna policy goals
▪ wider HE community engagement in ensuring the implementation and the understanding of the Bologna Process and its goals
▪ categories of HE stakeholders involved in the activities related to sharing information and their needs
▪ dedicated group/national agency leading the work on knowledge and information sharing and operational model (ad hoc basis or it is an established/permanent group)
▪ bodies in charge for informing/connecting with each stakeholder group in a systematic way, if any
▪ measures/activities taken that enhance collaboration and dialogue between different HE stakeholder groups
▪ successful actions and good practices related to knowledge and information sharing at country/region level
▪ main challenges in sharing information with the HE stakeholder groups
▪ ways in which information/conclusions from the stakeholder consultations feed back into discussions (at national/regional/EHEA level) about the Bologna Process

▪ measures/activities to enhance collaboration between individual countries and groups of countries to enable them to learn from and support each other in sharing knowledge more effectively within the EHEA community.

The findings of the discussions are outlined in the report of each meeting included in annexes A.1.3 – A.1.5. They helped the Task Force to map national approaches, practices of collaboration and knowledge sharing, identify successful actions and good practices as well as the challenges and needs of various stakeholder groups and identify measures to enhance collaboration and dialogue.

☑ *Organising break-out sessions within the BFUG meetings to collect best practices and opinions from members and consultative members*

The TF activities were the focus of a thematic session at the BFUG meeting held between February 19 and 20, 2024. While the participants have appreciated the recommendations and the tools proposed by the TF, they clearly expressed the need for prioritisation and adaptation at the national context.

A2. Development of dissemination tools as videos and messages with EHEA visual identity, to be presented at the national/regional level and used for awareness-raising campaigns

For the development of dissemination tools, the following topics were selected:

- History and main features of the Bologna Process

- Present: <u>fundamental values of HE</u>, mobility, flexible learning, <u>recognition</u>, inclusion, quality and relevance (+ *the European Approach for the Evaluation of Joint Programs*), <u>social dimension</u>

- Vision for the future: microcredentials, <u>digitalisation</u>, internationalisation

- Why Bologna matters to you?*

- How the BFUG works?

The TF members developed concise descriptions for the topics of the fundamental values of HE, digitalisation, social dimension, and Why Bologna matters to you? The script was elaborated for the topic of Recognition, while a video was produced for the History and main features of the Bologna Process. The scripts are available in Annexe A2.

A3. Series of TV/radio reportages /podcasts on topics related to the Bologna Process

Podcasts are digital audio recordings available for download or streaming over the internet. They are typically distributed as a series of episodes, each of which focuses on a particular topic or theme. A well-produced podcast can inform, entertain, and inspire listeners, making it a powerful tool for content creators and marketers.

A draft *Concept of a podcast series* dedicated to enhanced knowledge sharing in the European Higher Education Area community and increased dialogue on higher education values, policies and reforms within EHEA and beyond was developed (Annexe A3.1).

Of the podcast types available (the interview, the solo podcast or the narrative podcast), the best basis for increasing dialogue on higher education values, policies and reforms within EHEA

and beyond is the roundtable podcast. However, for exploring in-depth knowledge about a subject or getting a unique perspective from an expert, the interview-type format is advisable. These two types of podcasts are defined, and benefits and challenges are presented. The recommended equipment for a podcast can vary depending on the specific needs and budget, basic recommendations are provided.

The concept of a podcast series entitled "The EHEA: Transforming Education Together" was developed, including description, structure, host introduction, proposals of topics and outline of the first three episodes:

1. Qualifications Frameworks compatible with the QF-EHEA
2. ECTS
3. Lisbon Recognition Convention.

A draft *Concept to develop videos series* dedicated to enhanced knowledge sharing in the European Higher Education Area community was also produced ([Annexe A3.2](#)).

The proposal delineates three content types to enhance knowledge sharing about the EHEA through a video series: short-form video, interviews, and feature presentations. Short-form videos are easy to consume, mobile-friendly, and highly shareable. Short-form videos can increase engagement, boost brand awareness, help to stay informed, and connect with others. Video interviews capture personal experiences, insights, and success stories in the EHEA, fostering relatability and authenticity. The feature format provides an in-depth exploration of specific themes, offering a cohesive narrative that delves into the impact and benefits of the EHEA. Together, these content types contribute to a versatile and engaging video series that promotes dialogue, awareness, and participation in the European Higher Education Area community.

Each type of video is defined and examples of topics that are best tackled through each of them are provided.

A Feature video Example with the theme "Building Bridges: Connecting Higher Education Communities" is described, including introduction, core ideas, script template, structure and duration.

Three video interviews have been produced and are available on [EHEA Youtube channel](#) comprising the views of an expert, students' unions, and a mobility student. These are being promoted on social media too.

A4. Development of guidelines for the BFUG members to organise events, at national, regional or international level, including ideas of topics and formats

A draft Event series guidelines and proposals was developed, to provide guidelines and ideas for one or multiple events at the national, regional, and international levels. The purpose is to promote the objectives, priorities, and policies of the Bologna Process, enhance collaboration between member countries, and expand the Bologna Process principles beyond its borders. ([Annexe A4)](#)

Several topics were proposed. To develop a full event description, one was chosen: "Empowering Education: Micro-credentials and the Digital Learning Revolution".

It includes:

- mission and objectives,
- planning phase, including suggestions for planning team roles & responsibilities,
- format,
- programme,
- date,
- target audience(s) and their needs,
- promotion and dissemination,
- post-event monitoring and evaluation,
- event planning task list (15 weeks prior - up to a week after the event).

A5. Developing the concept and organising sessions and side events during the BFUG meetings, related to the dialogue about the Bologna process

Interviews with the participants at the meeting were organised, as follows:

- Linda Pustina, BFUG vice-chair, Albania;

- David Croisier, EC-Eurydice;

- Cezar Hâj, co-chair WG on Fundamental Values, Romania;

- Luca Lantero, BFUG representative Italy and President of the Lisbon Recognition Convention Committee, and Chiara Finocchietti, President of ENIC Network;

- Horia Onita, ESU president, co-chair Drafting Committee and WG on the Social Dimension of HE;

- Ann Katherine Isaacs, Co-chair WG on Global Dialogue and Bologna Implementation Coordination Group.

A panel discussion was organised with the E4 representatives: Hannes Raffaseder- EURASHE President; Douglas Blackstock- ENQA President; Iris Kimizoglu – ESU Vicepresident; and Michael Gaebel – Director of Higher Education Policy EUA. All videos are available on EHEA Youtube channel.

The concept of the event is included in Annexe A5.

The TF is also reflecting on side events to be organised at the Tirana Ministerial Conference and for the celebration of 25 years of the Bologna Process in 2024.

A6. Developing a section within the EHEA website or/and social media destined to specific information for students, teachers, staff, researchers or the general public, which might include a frequently asked questions section

This activity is developed in close coordination with the BFUG Secretariat, dedicated meetings taking place regularly, with the participation of TF co-chairs, the head of the BFUG secretariat and the communication team, IN-GLOBAL project consortium representatives, communication expert.

A draft proposal for enhancing the website functionalities was developed, that includes chatbot, forum and data collection techniques implementation (Annexe A6). The feasibility of such functions is to be analysed. The TF is constantly supporting the BFUG Secretariat for the revision of the current website.

The Twiter[3] account used by the Italian Secretariat was transferred to the BFUG Secretariat. Accounts for Facebook[4] and LinkedIn[5] were also created. All these social media tools are used regularly to publish materials that are relevant for the Bologna process and the EHEA – text and photos - to illustrate the work of the BFUG, BFUG working groups, or its members and consultative members. They are produced by the BFUG secretariat or are contributions from the BFUG members and consultative members.

The TF prepared a call for materials to be published on social media, that the BFUG Secretariat sent to the BFUG members.

A7. Collaborate with other organisations at national/regional level and/or organise common initiatives to promote the Bologna Process and the implementation of the key commitments at national/regional level

Two events were organised by the TF or by TF members:
- 10 October, Tirana, Albania: regional event dedicated to NCR and HERE experts from the Western Balkans countries with the participation of TF members,
- 19-20 October 2023 Belgrade, Serbia: Bologna Hub Conference in the Western Balkans Sharing Knowledge – Building Networks[6], organised by DAAD Germany.

A8. Guidance for activating Bologna experts' networks and for starting national and local level Bologna hubs, as well as to collaborate with existing Higher Education Reform Experts[7]

The TF is proposing that each EHEA member state establish a team of experts on a consultative basis according to specific country priorities and needs. The experts would constitute an international network of Bologna/EHEA experts that would join appropriate thematic networks which might be broadly subject-oriented or focused on the implementation of specific Bologna instruments. The experts will be a national and international resource assisting the EHEA process.

The objectives of the Bologna experts should inter alia be:

- to spread knowledge and understanding of the EHEA objectives and tools

- to assist, monitor, enhance, meaningful implementation of the EHEA objectives

- to liaise with and support Ministries and other stakeholders

- to train trainers in HEIs to be a Bologna oriented institutional resource

- to provide mentoring support

- to promote best practice

- to engage in peer-to-peer learning

- to participate in the international and thematic networks.

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[3] https://twiter.com/BFUGsecretariat
[4] https://www.facebook.com/EHEA.info/
[5] https://www.linkedin.com/company/european-higher-education-area/
[6] https://eu.daad.de/service/veranstaltungen/2023/de/84983-bologna-hub-conference-in-the-western-balkans-sharing-knowledge--building-networks/
[7] https://eua.eu/resources/projects/584-here.html

The TF suggests that 'Bologna hubs' could be established at national and HEI levels to include students, academics, researchers, HEI management and administrative staff, national authorities, Bologna expert teams and HEREs.

Through the activities of such hubs, participants could:

- share information,

- debate the objectives of the BP, the implementation of its commitments at national and HEIs levels,

- determine common actions and propose recommendations for the EHEA member country.

Being part of such a hub will empower the national-level HE stakeholders through support and guidance from the HE education authority and other relevant experts, institutions and organisations.

More guidance on establishing networks of experts and Bologna hubs is available in the *Recommendations for BFUG members to encourage active involvement of the academic community in developing and addressing EHEA goals.* [8]

A9. Newsleter related to important events and developments within the Bologna process

A draft concept and structure were developed, using Mailchimp, an open-source software.

The first newsleter was distributed in September 2023[9], the second one in December 2023[10]. Guidelines for newsleter contributions were developed and are available in Annexe A9.

IV. The IN-GLOBAL project

The work of the Task Force has been considerably enhanced through "Enhancing Internal Knowledge and Global Dialogue of EHEA (IN-GLOBAL)" a project funded by the European Union within the ERASMUS+ programme for a period of three years, starting in May 2022. The project's coordinator is CIMEA – Italy, and the partners are the Romanian Ministry of Education and National University of Science and Technology POLITEHNICA Bucharest. The Prime Minister's Office of Albania is an associated partner.

The project supports specific activities of the Task Force:

- travel expenses to join the TF meetings and for organization of meetings and regional events;
- three experts to support the TF work: higher education, data analysis, communication experts;
- organising activities;
- website (www.in-global.eu) and Twitter account (@IN_GLOBAL_EHEA): agenda with BFUG and stakeholder events + interesting events outside the EHEA, link from EHEA website; promote BFUG and EHEA events and retweet activities;

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[8] https://ehea2024tirane.al/recommendations-for-bfug-members-to-encourage-active-involvement-of-the-academic-community-in-developing-and-addressing-ehea-goals
[9]   htp://ehea.info/Upload/document/newsleter/Newsleter_September_2023.pdf
[10] htp://ehea.info/Immagini/Newsleter-_December_24.pdf

- interviews on the Bologna Process and the European Higher Education Area;
- translations of the 2020 Rome Communiqué in the languages of the EHEA;
- contact lists to promote activities: National EHEA stakeholders (Rectors Conference, Higher Education Representation, QA Agency, Students Representation or Union, Teachers Union, ENIC-NARIC, HE reforms experts, Bologna experts/centre/hub etc.), list of international HE stakeholders (other regions' national competent authorities, networks, etc.), list of agencies for promotion of HE systems;
- questionnaire and Report on the EHEA's stakeholders' perception of the Bologna Process.

V.   Proposal for the Tirana Communiqué

The TF members proposed the following text to be included in the Tirana Communiqué:

Ministers recognise the need for more effective collaboration between the policy level and the higher education community.

Consultations regarding perceptions of the Bologna process, highlighted that enhanced dissemination of knowledge and strengthened dialogue about ongoing work and new perspectives developed by the BFUG and its working groups should be achieved. Communication and dissemination tools that have proved to be effective should be used more systematically to enhance knowledge sharing within our countries and across national borders. We commit to embedding these tools and extending their use in the coming work period.

We indicate as a priority for all EHEA countries the development of national action plans to put into practice the EHEA reforms and tools. These should include organising and supporting national and international groups or networks of well-informed experts who are able to share knowledge about the Bologna Process, support the implementation of higher education policies and reforms and cooperate across national borders and with the BFUG.

ANNEXES

ANNEXES

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Annexe A1.2: Stakeholders' Perceptions of the Bologna Process. Survey Analysis

Annexe A1.3: Notes Focus group 1

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Annexe 1 Action Plan

Introduction

The Task Force on Enhancing Knowledge Sharing in the EHEA Community (TF) was created to counter the widespread concern that the "stakeholders" (higher education students and staff, employers and society at large) are often not aware (or correctly informed) about what the Bologna Process and the EHEA are, what their values are, what areas they address, what they have accomplished, what impact they have had and have on higher education systems in the member countries and how their goals can best be addressed today. The impression in many countries is that the BFUG and the EHEA is or has become a 'bubble' that does not spread knowledge of the important work it does, and is not sufficiently interested in gathering (or able to gather) input from the rich and varied experience of actual practitioners in the higher education world.

The need to address this issue is clearly recognised in the Rome Communiqué, which states: "*We commit to building a more closely connected and sustainable higher education community, which fosters inclusion, communication, cooperation, and solidarity, essential for the relevance and excellence of the future EHEA. To accomplish this, we commit to keeping our national higher education sectors informed about and involved in EHEA developments, and to working closely with student and higher education associations and networks on the development and implementation of national reforms. We recognise the importance of the broad consultations carried out to identify priorities for the future of the EHEA and ask the BFUG to organise EHEA events such as transnational seminars, workshops and hearings involving the wider higher education community (students, academic staff and external stakeholders), to discuss present and future goals and explore collaborative ways to address them.*"

In this passage, the Communiqué also indicates specific paths along which to develop a closer and more positive relationship with the stakeholders.

To take up this commitment, the BFUG decided, in its meeting on 13 - 14 April 2021, to create a "Task Force". This was understood to be an agile and active working group that would address the needs identified. 15 countries and organisations joined the group (Albania; the Flemish Community of Belgium; Germany; Italy; Malta, The Netherlands, Romania; Ukraine; United Kingdom; EQAR; ESU; ETUCE; EUA; EURASHE; European Commission), and it is co-chaired by Albania, Italy and Romania. Furthermore, at its 1-2 December 2021 meeting, the BFUG decided that the TF would develop an action plan.

The words "Enhancing Knowledge Sharing" in the name of the Task Force emphasise emphasises the dialogic nature of its proposed activities: these are not to focus on top down 'communication' about the Process, but rather on an organised attempt to ensure better knowledge flows in all directions, so that the stakeholders and the Bologna structures (BFUG and working groups of all denominations) can share accurate knowledge, and build it together.

The ultimate aspiration is to enhance quality in education and research, to increase the mobility of staff and students (physical or online) and to foster cooperation between HEIs, countries and regions.

The Project (IN-GLOBAL)

The Enhancing Internal Knowledge and Global Dialogue of EHEA (IN-GLOBAL) project is funded within the ERASMUS+ programme for a period of three years, starting May 2022. The coordinator of the project is CIMEA – Italy, and the partners are the Romanian Ministry of Education and the University "POLITEHNICA" of Bucharest. The Prime Minister's Office of Albania is an associated partner.

Funds are available within the IN-GLOBAL project to support specific activities of the task force, as underlined in the table below.

Specific tasks, proposed activities and timelines

The Rome Communiqué lists actions or activities to be implemented, which set an initial agenda for the Task Force. The Communiqué mentions the need to 'inform' and 'involve' the higher education sector in developments; it refers to working 'closely' with higher education and student organisations.

The reference to 'involvement' in development as well as implementation points clearly to building a new relationship with the higher education community.

The Communiqué refers to the 'importance' of the 'broad consultation' which was carried out in the first semester of 2019, which suggests that the TF might review the very interesting material gathered at that time on "priorities" and perceptions of the Bologna Process and the EHEA.

The Communiqué indicates 'events' (exemplified by, but not limited to, "transnational seminars, workshops and hearings") with the stakeholders, and mentions that these activities should aim at beter ways to address future goals in a collaborative manner.

Most importantly, the Communiqué indicates that these actions and activities relate to the present and future goals of the EHEA and collaborative ways to address them.

Coordination with the work of other working structures will be a priority, especially with the Global Policy CG. After all, the EHEA is unique in its form and results and may serve as an example for global cooperation and dialogue.

The TF will assess the implementation of the proposed activities, and inform the BFUG, if adaptations are necessary.

The following table specifies the activities of the TF, describes steps to implement each activity and sets indicative timelines. All task force members will be involved in reviewing the outcomes of different activities. Some members are coordinating or are directly involved in the implementation of a specific action. Depending on the allocation of tasks, task force members are mentioned in the column *Countries/Organisations involved*. Moreover, it is specified if support from experts hired within the IN-GLOBAL project is available.

No. crt.	Activity	Methodology	Timeline	Countries / Organisations involved (leader in bold)
1.	Development of recommendations for BFUG members, including practical and hands-on guidance, destined to encourage active involvement of the academic community in the sharing of knowledge about the present and future goals of the EHEA and exploring collaborative ways to address them	The recommendations will include a communication strategy for national and cross-border activities, suggestions for how to activate academics and students to contribute to the EHEA development, guidelines for the BFUG members to organise events, guidance for activating Bologna experts' networks, starting national and local level Bologna hubs, as well as to collaborate with existing Higher Education Reform Experts. ✓ Analysis of the material resulting from the BFUG 2019 consultation on "The Future of the EHEA" and of specific literature about how the Bologna Process is perceived and understood. *TF members – UK, Italy* *April 2023*	March/April 2024	Albania, Italy, Romania, UK

No. crt.	Activity	Methodology	Timeline	Countries / Organisations involved (leader in bold)
		✓ Analysis of stakeholders' perception of the EHEA at the national level Drafting and sending questionnaires to BFUG members and consultative members to gain an understanding of the perception of the Bologna Process; and elaboration of a report based on the outcomes. *Data analysis expert (IN-GLOBAL)* *Draft questionnaire – April 2023, report – September 2023* ✓ Analysis of the existing good practices, tools and projects related to EHEA Organising focus groups with different stakeholders to collect information on good practices, tools and projects; and drafting a Report on the information collected. *Higher education expert (IN-GLOBAL) and project coordinator* *End 2023* ✓ Organising break-out sessions within the BFUG meetings to collect best practices and opinions from members and consultative members. A proposal to organise such break-out sessions will be submitted to the BFUG co-chairs for the meeting in May 2023. A concept paper, including questions to be debated, will be prepared, as well as a report with the outcomes. *TF co-chairs* Based on the documents and reports elaborated, the *higher education and communication experts (IN-GLOBAL)* will draft the recommendations.		
2.	Development of dissemination tools such as videos and messages with EHEA visual identity, to be presented at the national/regional level and used for awareness-raising campaigns	Small capsules (one with an overview on the BP, another one on QA, and other topics) will be developed. The *communication expert (IN-GLOBAL)* will draft the scenarios based on input from the TF members, and videos/recordings will be realised with the support of IN-GLOBAL consortium partners.	November 2023	Italy, Romania
3.	Series of TV/radio reportages /podcasts on topics related to the	The draft concept of such a series will be developed by the *communication expert (IN-GLOBAL)*. The BFUG	2023 – 2024	Albania, Italy, Romania, Germany, ESU

No. crt.	Activity	Methodology	Timeline	Countries / Organisations involved (leader in bold)
	Bologna process	members might support the realisation of such reportages in their own countries.		
4.	Development of guidelines for the BFUG members to organise events, at national, regional or international level, including ideas of topics and formats	The Guidelines will be drafted by the *communication expert* in collaboration with the *higher education expert (IN-GLOBAL)* and will be part of the reccomandations developed under Activity 1.	November 2023	Italy, Romania, Albania, UK, ESU
5.	Developing the concept and organising sessions and side events during the BFUG meetings, related to the dialogue about the Bologna process	These sessions will include bottom-up aspects, e.g. how to involve stakeholders at the national level in a meaningful and constructive fashion. The concept will be developed by the TF members, while the co-chairs, supported by the Secretariat, will be involved in organising such sessions.	2023 – 2024	Albania, Italy, Romania **BFUG Secretariat**
6.	Developing a section within the EHEA website or/and social media destined to specific information for students, teachers, staff, researchers or the general public, which might include a frequently asked questions section	The *communication expert (IN-GLOBAL)* will develop a proposal to enhance the attractivity of the EHEA website, by giving it a more human touch and making the information more accessible. The opportunity to set up a FB/Linkedin/Twitter account will be investigated.	July 2023	Albania, Italy, Romania, ESU, ETUCE **BFUG Secretariat**
7.	Collaborate with other organisations at national/regional level and/or organise common initiatives to promote the Bologna Process and the implementation of the key commitments at national/regional level	The *IN-GLOBAL consortium partners* will prepare a mailing list with different relevant organisations. The *Communication expert (IN-GLOBAL)* will support the organisation of such events, using the Guidelines developed in activity 4.	2023-2024	Albania, Italy
8.	Guidance for activating Bologna experts' networks and for starting national and local level Bologna hubs, as well as to collaborate with existing Higher Education Reform Experts[11]	The need for continuation or for a new version of Bologna experts' networks is felt in many countries. Focus groups and BFUG consultations will be organised, to examine different possibilities. Recommendations will be developed, including on how to interact with projects and groups in place, as for example, the Higher Education Reform Experts (HERE). "Bologna hubs" are a framework where students, teachers, HEI	2023 – 2024	Albania, Germany, Italy, The Netherlands, UK **EUA**

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[11] https://eua.eu/resources/projects/584-here.html

No. crt.	Activity	Methodology	Timeline	Countries / Organisations involved (leader in bold)
		management, national authorities and Bologna experts' could debate the objectives of the Bologna process, its implementation at the national or HEI level, determine common actions and propose recommendations for the respective EHEA member country. In this way, the local level actors will be empowered through support and guidance from the HE education authority and other relevant experts, institutions and organisations. The Guidelines will be part of the recommendations developed under Activity 1.		
9.	Newsletter related to important events and developments within the Bologna process	A more effective way to disseminate information would be the creation of a newsletter, that those registered would receive periodically in their inbox. In this way, there would be no need for those interested to access a website or the social media. A format will be developed with the *communication expert (IN-GLOBAL)* involvement, using an open-source software, and information will be gathered with the support of the Secretariat from the BFUG members, consultative members and partners, the different working structures etc. The *IN-GLOBAL consortium partners* will develop a distribution list of email addresses that will be used to invite stakeholders to register to receive the newsletter. A registration facility will be designed within the website if technically possible. Depending on the content received will be decided upon the periodicity of the newsletter.	2023 - 2024	Albania, Belgium Flemish Community, Italy **BFUG Secretariat**

Annexe 2: TF members

Country/Organisation	Name
Albania	Bizena Bijo
Belgium (Flemish Community)	Liesbeth Hens
EQAR	Magalie Soenen
ESU	Tamara Ciobanu
ETUCE	Petri Mantysaari
EUA	Michael Gaebel, Gohar Hovhannisyan
EURASHE	Pascale de Groote
European Commission	Svein HULLSTEIN
Germany	David Akrami Flores, Tim Maschuw
Italy	Ann Katherine Isaacs, Vera Lucke, Teresa Morales de la Fuente
Malta	Adam Liwak
Montenegro	Milica Kavedzic
Romania	Cristina Ghitulica
The Netherlands	Robert Wagenaar
UK	John Reilly
Ukraine	Kateryna Suprun

Name of the Working Group
Task Force on Enhancing Knowledge Sharing in the EHEA community
Coordination
Albania, Italy, Romania
Composition
Albania; Belgium Flemish Community; Germany; Italy; Romania; United Kingdom; EQAR; ESU - European Students' Union; EUA - European University Association; EURASHE; European Commission, ETUCE - EI
The Task Force can invite, as appropriate, relevant experts to collaborate in its work.
Purpose and/or outcome
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.
Reference to the Rome Communiqué
"We commit to building a more closely connected and sustainable higher education community, which fosters inclusion, communication, cooperation, and solidarity, essential for the relevance and excellence of the future EHEA. To accomplish this, we commit to keeping our national higher education sectors informed about and involved in EHEA developments, and to working closely with student and higher education associations and networks on the development and implementation of national reforms. We recognize the importance of the broad consultations carried out to identify priorities for the future of the EHEA and ask the BFUG to organize EHEA events such as transnational seminars, workshops and hearings involving the wider higher education community (students, academic staff and external stakeholders), to discuss present and future goals and explore collaborative ways to address them."
Specific tasks
5) Map national approaches and practices of collaboration and sharing knowledge related to the development and implementation of Bologna policy goals, to identify successful actions (such as Bologna experts, seminars, collaboration with different actors and stakeholders groups);
6) Explore how 'Bologna' and the EHEA are perceived by the various stakeholders in the national contexts;
7) Propose to the BFUG ways to make the Bologna Process and its reform goals better understood and more transparent at national, institutional and individual level; as well as innovative ways of knowledge sharing, attractive and accessible for all, encouraging the sector to contribute proactively to the process;

8) Identify measures to enhance collaboration between individual countries and groups of countries that enable them to learn from and support each other in sharing knowledge more effectively within the EHEA community;

9) Organize events or initiatives aiming at spreading information and creating dialogue about the Bologna process and/or support members in organizing such events at national or transnational level.

Working method

Working meetings will be held in presence or virtual, as appropriate, and possible; online and email consultation will be ongoing within the Task Force (details and roadmap to be agreed within the Task Force).

Reporting

Regular progress reports will be presented to the BFUG. After one year the Task Force will present its interim proposals. At the end of the work period, a final report with recommendations will be prepared.

Minutes of Task Force meetings will be made available by the BFUG Secretariat.

Annexe A1.1: Brief Draft Report to the EKS Task Force on the 2019 Consultation

In the Action Plan for the Task Force on Enhancing Knowledge Sharing, the first point refers to the development of recommendations for BFUG members to encourage knowledge sharing with the academic community: there are references in the methodology to the stakeholders (evidently included in the academic community), to national and local 'Bologna hubs', Bologna experts, networks and the existing Higher Education Reform Experts. Point 8 refers to reactivating such hubs and such networks. Obviously such organizations can be important for the success of EKS.

In this perspective, a brief survey has been carried out in line with the first part of Activity 1, which is described thus in the Action Plan:

✓ *Analysis of the material resulting from the BFUG 2019 consultation on "The Future of the EHEA" and of specific literature about how the Bologna Process is perceived and understood.*

The consultation on "The Future of the EHEA" aimed to provide information about the ideas of the HE stakeholders in the EHEA countries regarding the future of higher education and their priorities for action to be decided by the Ministers. The consultation process gave rise to several reports: those reports are available and are still of great interest.[12]

The present analysis has a different aim. It consists of rereading the material produced during the consultation, not in order to repeat the analyses already carried out and which fed into the Rome2020 Ministerial Communiqué, but rather to review the introductory data supplied by each reporting country on **how it carried out the consultation, and how many persons (and of what profile) were involved in it**.

The findings are quite simple and do not require an elaborate presentation. Some (few) countries carried out their consultation only with ministerial personnel, evidently not a procedure which can be taken as a basis for TF EKS recommendations.

Some countries combined the BFUG consultation with their own **specific consultation campaigns** about the future of HE in their country. The resulting data are not very relevant with respect to what the TF EKS might recommend – In those cases the BFUG consultation was 'tacked on' to a larger national endeavor, which had been decided and organized independently. In one case, the on-going national consultation **comprised 8 one day fora**, spread out over a year, these were organized thematically and dedicated to various topics and stakeholder groups, thus creating a possible model for 'Bologna seminars'.

One country decided to select 30 individuals they thought would be informed and commited, and to carry out in depth interviews with each of them.

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[12]These can be found online at the following links:

1. Governance and Thematic priorities after 2020 Outcomes of the online survey (presented at the Bucharest BFUG)

2. BFUG WORK ON VISION AND THEMATIC PRIORITIES AFTER 2020 Summary of the current state of affairs (June 2019) – used as the background paper for the national consultations

3. Future of the EHEA -Thematic discussion on vision and priorities Outcomes of the online survey (presented at the Helsinky BFUG)

By the time of the report, 18 of the 30 interviews had been completed; although the results from the remaining 12 were promised, probably they were never sent.

Most countries organized at least an initial phase of their consultation using **email**, or **on-line questionnaires**. After the first round, the results were either gathered and summarized by the ministry personnel, or discussed in more focused meetings, often of the Rectors' conference and of the student union or associations, sometimes in a meeting comprising representatives of other stakeholder organizations as well.

There are some instances in which established Bologna groups or structures are mentioned; these seem to be examples of surviving good practice and, as **consolidated "Bologna" bodies**, may be of interest to the TF EKS: the countries that involved such bodies in the consultation are Austria, the Netherlands, Finland, Sweden and the UK.

Austria has a '**national BFUG**' which meets fairly often and provides a good connection with the HEI community. In the consultation materials the procedure appears much like of other countries; an online phase is followed by discussion at a meeting of the 'National BFUG'. The difference is that for Austria this is an established body which already carries out its work of connecting the EHEA with the academic community, rather than an ad hoc body convened for the occasion[13].

The **Netherlands** continues to have its **national Bologna experts**: in the consultation materials it is stated that "We have consulted the association of universities, the association of universities of applied sciences and the student unions, and we have asked our group of Bologna experts. They are from various institutions in the Netherlands and they provide some insight in how Bologna principles work in practice". Thus, again, the actual process does not appear to be vastly different from what was done in other countries, rather the continued existence of a group of national Bologna experts stands out.[14]

In the case of **Finland**, the consultation documents refer to an '**unofficial Finnish BFU**G', about which further information has been requested.

Sweden distributed the consultation documents to its "**Swedish National Bologna Reference Group**", which 'consists of representatives from the Swedish Council for Higher Education, the Swedish Higher Education Authority, the Swedish National Union of Students, the Association of Swedish Higher education institutions and the Swedish Association for University Teachers and Researchers". It is 'summoned' by the Swedish Ministry of Education and Research.

The **United Kingdom** states that it has "**a long-standing Bologna Stakeholders Group**" which was involved in the electronic consultation over the summer of 2019, and which then was convened for a meeting in London in September, after a follow up consultation took place.[15]

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[13] At present Dept. IV/11 of the Austrian Ministry is in charge of European BFUG and national BFUG (national implementation of Bologna process). The ÖAD (OEAD) has a supporting function (Bologna Service point) for the process, as described here:

Guidance and implementation | OeAD, Austria's Agency for Education and Internationalisation

[14] https://erasmusplus.org.ua/wp-content/uploads/2020/11/Bologna%20ProcessBy%20Experts.pdf for a description writen in 2018 of the functions and the relevance of the NL Bologna experts.

[15] The Bologna Stakeholder Group comprises "higher education organizations (The Russell Group, Guild HE, University Alliance), academic experts on the Bologna Process, Quality Assurance Agency, British Council, representatives of the Devolved Administrations (Scotland, Northern Ireland and Wales), Universities UK (Rectors' Conference), the Observatory for Borderless Higher Education, the Association of UK Higher Education European Officers (HEURO), the National Union of Students, UK Eurydice Unit, the Scottish Credit and Qualifications Framework, UK NARIC".

There is also a Scottish Bologna Stakeholders Group, which includes representatives of HEIs, QA, 'student body' and 'select academic experts'.

To conclude, we may mention the importance of the **Higher Education Reform Experts** in several of the countries that reported on their consultation: Azerbaijan, Russia and Ukraine.[16]

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[16] It must be mentioned that the results were sent by 33 members (countries) and three consultative members: a substantial number of countries did not communicate their results.

Annexe A1.2: Stakeholders' Perceptions of the Bologna Process. Survey Analysis
Colin Tück, February 2024

CONTENT

1. Introduction

As part of the work programme of the BFUG Task Force on Enhancing Knowledge Sharing in the EHEA community (TF EKS, https://www.ehea.info/page-Enhancing-Knowledge-Sharing-in-the-EHEA-community) and supported by the IN-GLOBAL project (https://www.in-global.eu/), a survey was conducted to gain insights into different stakeholders' perception of the Bologna Process and the European Higher Education Area (EHEA).

The aim of the survey was to ascertain stakeholders' perceptions and level of knowledge about the Bologna Process in order to inform the TF's deliberations on proposals for additional activities or communication tools to enhance collaboration between countries and all stakeholders with a view to making the Bologna Process better understood and more effective.

The survey was drafted in consultation with the TF EKS and had a broad, inclusive target audience: the survey addressed all members of the higher education community – students, academics, staff, managers, leadership – as well as outside stakeholders – e.g. employers –, regardless of whether they are active in a stakeholder organisation, higher education institution governing body or not. The survey was open both to individuals responding in their personal capacity as well as respondents completing the survey officially on behalf of an organisation (e.g. higher education institution, stakeholder organisation).

The survey was distributed via the BFUG email list, various EHEA email lists, to contacts gathered specifically for the IN-GLOBAL project and via social media (LinkedIn, X/then Twitter, Facebook). It was open from 23 June until 11 September 2023.

The survey was anonymous, but allowed respondents to leave their contact details for follow-up questions and to remain informed of the results.

1.1.   Survey Structure

The survey was structured in the following parts:

A) Information about the respondent

B) Knowledge of the Bologna Process

C) Impact of the Bologna Process

D) Needs and priorities for future activities

E) Contact details

The substantial chapters of this report mirror parts B – D of the survey.

1.2. Known Limitations

The desired broad and open target audience led to limitations or caveats that should be borne in mind when considering the survey results:

1. While respondents were asked to indicate whether they respond personally or on behalf of their organisation, there was no possibility to check whether those responding on behalf of their organisation actually did, i.e. submitted a coordinated response.

We can neither rule out that an individual simply chose that option, nor that several people from the same organisation submitted responses declared as "organisational". (And that these answers may have differed in substance.)

Some cases suggest that there are inaccurate responses indeed, e.g. there are several organisational responses from the ministry of education in a country that is not known to have several ministries. Hence, in most of the analysis no difference was made between individual and organisational responses.

2. Similarly, there was no way of validating the basic information provided by respondents about themselves (section A of the survey).

3. We registered a large number (ca. 500) of incomplete responses. These are most likely from individuals who filled some of the initial pages and then dropped out. After considering whether to include those responses, they were eventually omitted to avoid distorting the results by including possible duplicates or test responses.

4. Some of the survey questions, e.g. on the impact of the Bologna Process, de facto required a minimum of knowledge or exposure to EHEA tools to provide meaningful responses. There was no "protection" to prevent respondents from answering without any knowledge.

This aspect was also critiqued in comments about the survey as such, which some respondents left:

The questionnaire is way too optimistic if it was really designed for such a wide audience - it assumes that people would know much about EHEA, although this is not the case. It is more like you either know everything about it because you work on this field, or haven't even ever heard about the name EHIEA. Questions were a bit like asking people what do you know about, for example, East Timor as a country? What is your opinion about the weather there? Do you agree with the government's policies? What do you think about their school system? Is it good enough? Do you like the people and their traditions on the island? - You either know everything about East Timor, or nothing at all. In the second case, you have no opinion, no comment, nothing, because you have no idea. You were lost already starting from the first question. I believe you will get lots of invalid answers from people who have no clue about what they are filling in. [HEI management or administration, Finland]

Unfortunately, some comments suggest that this might have indeed happened:

I am not equipped to answer this questionnaire due to me not being very familiar with the main topic of it. Our university randomly chose 5 students to fill this out. [Student, Hungary]

Im not old enough to be able to judge what difference it makes that the bologna system was implemented in universities 10+ years ago and its kind of weird you expect me to have an informed opinion on this [Student, Hungary]

As not everyone would have mentioned this in their comments it would be impossible to single out responses that were submitted without any knowledge about the Bologna Process.

At the same time, the survey also gathered a large number of detailed, well-articulated comments, suggesting that a large number of persons with a good insight took part.

5. Finally, the broad target group allowed huge imbalances to occur, as described below.

1.3. Data Cleaning

Before processing the data, a few data cleaning steps were performed:

1. Several respondents chose "other" as their main role or affiliation, but were clearly academics, students or staff of a higher education institution. Where their actual role was unambiguous – based on their contact details or comments – and fitted one of the provided categories, they were re-assigned accordingly.

2. Organisational responses indicating the wrong level of the organisation were re-assigned if the mistake was evident and the correct level could be determined, e.g. from the comments or contact details. As an example, several respondents clearly representing higher education institutions or a national organisation chose "European" as the level at which their organisation operates.

3. To simplify aggregation by respondent profile, roles/affiliations (as presented in the survey) were merged into a smaller number of broader groups for further analysis:

Broader role/affiliation	Narrower role(s)/affiliation(s)
Students	- Students
Working in HEIs	- Academic - Higher education institution (HEI) leadership - HEI management or administration (unless working for a national or European organisation)
Working in ministries, agencies	- Ministry responsible for higher education - Quality assurance (QA) agency - National recognition information centre (ENIC-NARIC) - Agency/organisation for internationalisation or international promotion + previous row, when working for a national or European organisation
Others	- Other ministry or governmental agency/organisation - Private/profit-oriented company - Other non-governmental and not-for-profit organisation

1.4.   Respondents

Excluded: respondents that indicated to work for a European organisation (45)
Map: Colin Tück • Source: IN-GLOBAL survey • Created with Datawrapper
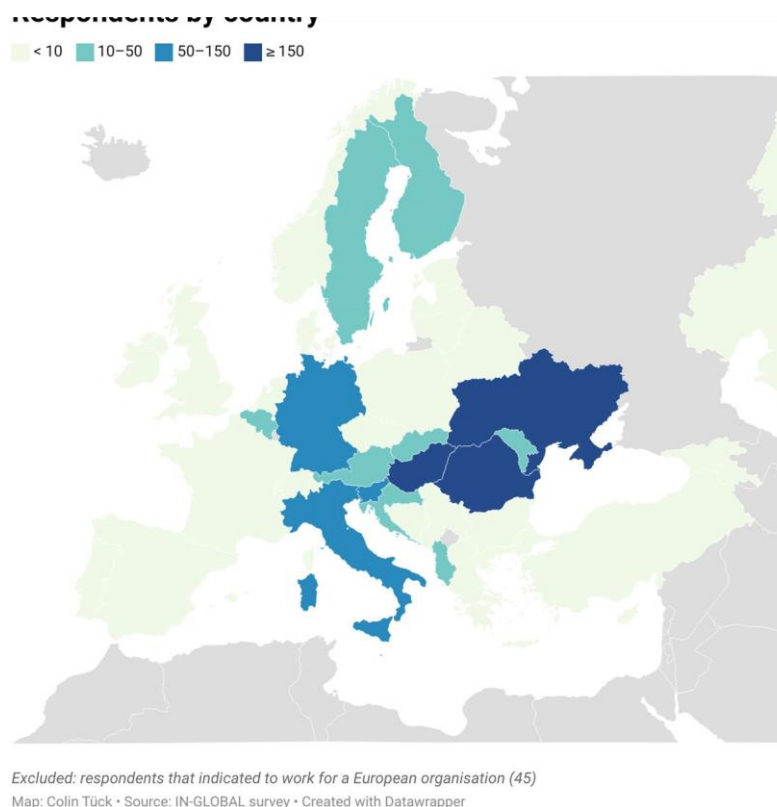
Figure 1: Respondents by country

The survey atracted 2587 responses – 1930 full and 657 partial responses, which were discarded for the analysis (see above).

The survey analysed in this report was open to respondents from EHEA countries only. A parallel survey was open to respondents from beyond the EHEA.

The open and broad nature of the survey led to imbalances, especially in the number of respondents by country, see Figure 1.

While academics and students are – not surprisingly – the two largest groups of respondents (see Figure 2), here too imbalances can be observed: while academics made up a large share of respondents everywhere, a large number of students participated from 4 countries (Ukraine, Hungary, Romania, Slovenia), while not more than 5 students responded from any other country.

Student   Academic   HEI management or administration
Higher education institution (HEI) leadership   Ministry responsible for higher education
Quality assurance (QA) agency   National recognition information centre (ENIC-NARIC)   Other

"Other" includes: agency/organisation for internationalisation, other ministry or governmental agency/organisation, private/profit-oriented company, other non-governmental and not-for-profit organisation

Chart: Colin Tück • Source: IN-GLOBAL survey • Created with Datawrapper
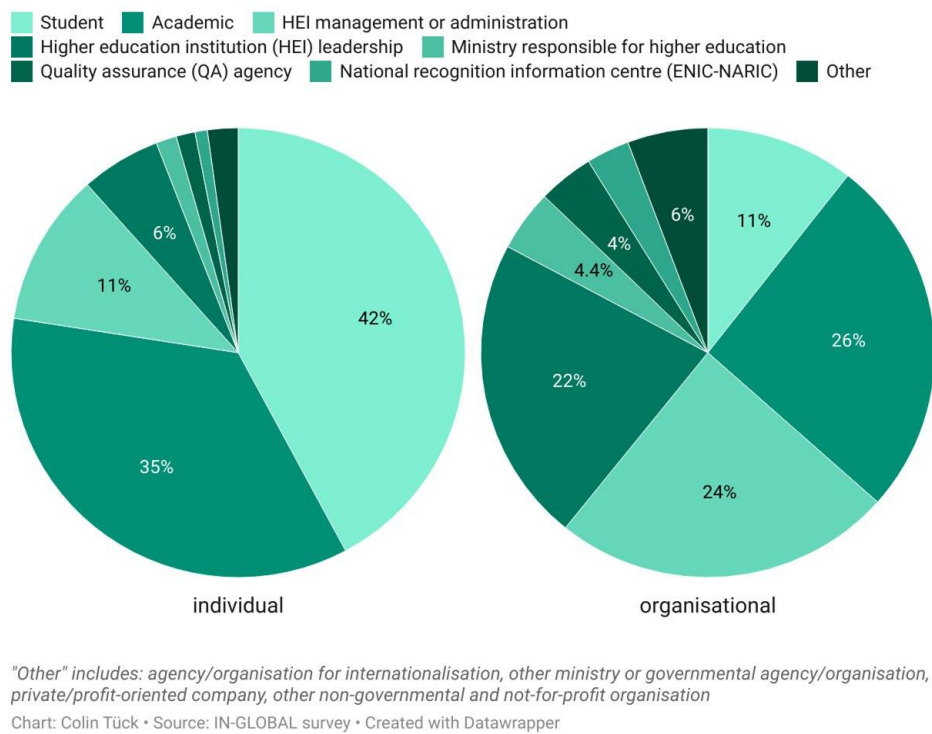
Figure 2: Profile of respondents

Considering these imbalances and the lack of a substantial number of responses from many countries, the analysis focuses on discussing differences, e.g. between stakeholder groups or between the perception of different tools, rather than conclusions from absolute numbers.

Considering the dominance of the top-3 countries of respondents (Ukraine, Hungary, Romania), responses from those three countries were checked to ascertain whether they had a major influence and biased results. In addition to those three countries, aggregates at country level – and comparisons between countries – were only made for those 13 countries with more than 15 responses.

2. Knowledge of the Bologna Process

I have no idea what this whole thing is about and I've attended 2 universities before
[Student, Hungary]

2.1. Tools

The knowledge of the Bologna tools, policies and principles varies strongly: the three-cycle structure and ECTS are rather well-known, for example. Some tools are less well-known, for example the Qualifications Framework for the EHEA (QF-EHEA) or the goal of fair recognition procedures of qualifications and periods of study from abroad (in line with the Lisbon Recognition Convention, LRC).

(average by country/group)

● Rest   ● Top-1 (UKR)   ● Top-2 (HUN)   ● Top-3 (ROU)

0 = not aware that this is a goal/tool of the Bologna Process / 1 = heard of this goal/tool, but know no or little details / 2 = familiar with this goal/to how it is addressed by the Bologna Process

Chart: Colin Tück • Source: IN-GLOBAL survey • Created with Datawrapper
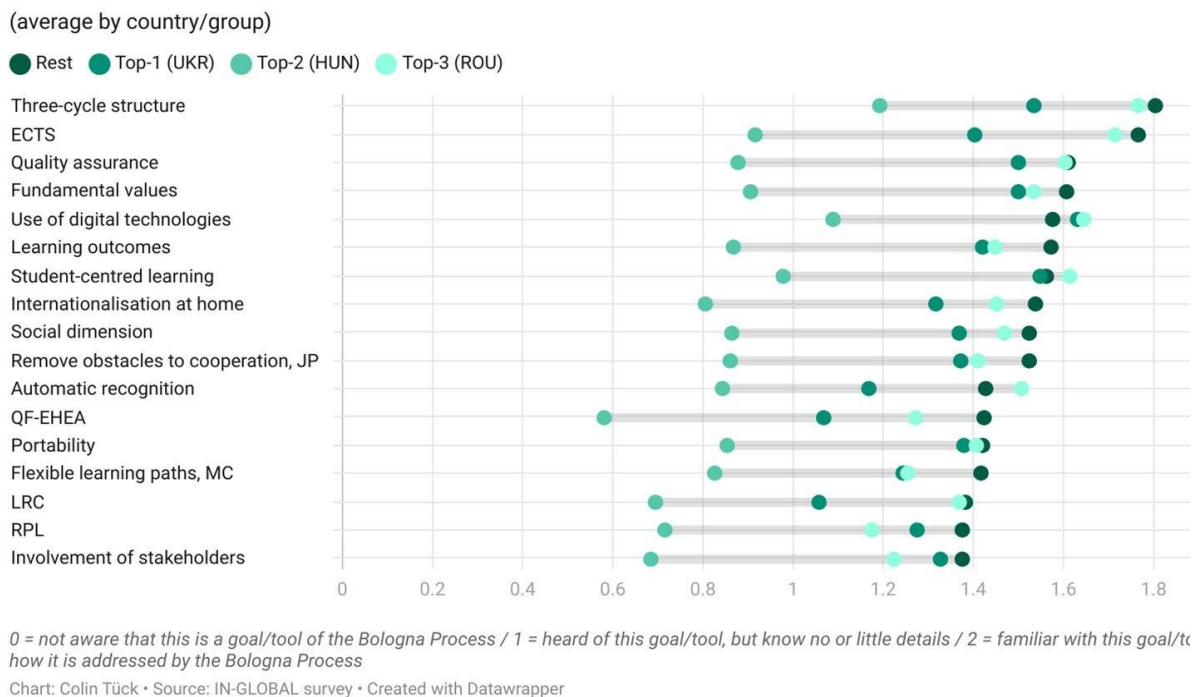
Figure 3: Knowledge of EHEA tools and policies

This is not surprising where some tools have larger importance at system/structural level than for individual students or academics. At the same time, this suggests that the importance and relevance of the tools needs to be better explained and disseminated – especially for those tools that students and academics are not directly in touch with in their day-to-day-work. The lack of knowledge that stakeholder involvement is an EHEA goal is particularly concerning.

The differences between the top-3 countries (see Figure 3) show that the survey was completed by a large number of respondents, especially from Hungary, who were less-well informed about the Bologna Process. This became visible in the answers to various questions – for example, there is a much larger share of "don't know / cannot tell" responses from Hungary than from other countries. It should be noted that this does not indicate that the Hungarian higher education community is less knowledgable about the Bologna Process, but simply that less well-informed people took the survey.

2.2.   EHEA Website and Logos

The EHEA website is visited frequently by ministries, agencies responsible for internationalisation and ENIC-NARICs: nearly half of those visit the website at least once a month. Approximately half of the QA agencies and HEI leadership/administrators/management visit the EHEA site at least once or several times a year, while more than 80% of students and academics visit it less often than once a year.

These results clearly suggest that the EHEA website is mostly an internal communication tool for people who are involved in the EHEA structures (at European or national level).

Bologna and EHEA Logos

Legend:
- Yes, know what it stands for
- Seen it before, but don't know exactly
- Not seen this logo before

Bologna Logo

	Yes, know what it stands for	Seen it before, but don't know exactly	Not seen this logo before
Students	19%	28%	54%
Working in HEIs	53%	21%	26%
Working in ministries, agencies, etc.	80%	12%	8
Others	48%	26%	26%

EHEA Logo

	Yes, know what it stands for	Seen it before, but don't know exactly	Not seen this logo before
Students	15%	31%	54%
Working in HEIs	35%	28%	37%
Working in ministries, agencies, etc.	73%	14%	13%
Others	38%	33%	29%

Chart: CT • Source: IN-GLOBAL • Created with Datawrapper

Figure 4: Knowledge of the Bologna Process and EHEA logos

A majority of respondents from HEIs, ministries and other organisations have seen the Bologna Process logo and know what it stands for (see Figure 4). For students, the opposite is true: the majority has not seen the logo before.

The EHEA logo is clearly less well-known by people working in HEIs, even though it seems similarly well-known by people working in ministries or organisations.

3. Perception of the Bologna Process' Impact

3.1. Impact by Areas

Respondents generally assess the Bologna Process' impact positively, see Figure 5. The areas where impact is considered most positive include some of the original and most direct goals of the Bologna Process, namely international cooperation as well as both incoming and outgoing mobility of students.

It must be noted that cooperation and mobility were not only advanced by the Bologna Process, but also by other policies and programmes, such as the EU Erasmus+ programme. There are many overlaps, such as ECTS being a "Bologna tool" with original roots in the Erasmus programme, or the co-existence of two overarching European qualifications frameworks covering higher education. This makes it difficult to "isolate" the distinct impact of the Bologna Process itself, separate from policies and programmes sharing similar goals. Moreover, stakeholders at national and institutional level might not always be able to separate which developments have been induced by the Bologna Process and which by other European-level policies and programmes.

The positive ratings in these areas are the most consensual, i.e. variations by country or stakeholder group are the smallest in those areas.

The Bologna Process' impact is rated least positive in quality of education, relevance of education/skills, accessibility of education, recognition of prior learning, creation of flexible learning paths and institutional autonomy – yet, also in those areas the majority of respondents consider impact positive.

It should be noted that, together with academic freedom, these are also the areas where the biggest differences can be observed as to how the Bologna Process' impact is assessed by different respondents from different countries.

Legend: ■ strongly positive ■ somewhat positive ■ mixed results ■ strongly negative ■ somewhat negative

Outgoing mobility of students	54%	31%	12%
Incoming mobility of students	53%	32%	13%
Joint programmes	49%	34%	14%
International cooperation	49%	34%	14%
Digital technoloogies	48%	33%	15%
Academic freedom	47%	31%	16%
Student-centred learning	43%	33%	19%
Automatic recognition	41%	36%	19%
Institutional autonomy	41%	33%	19%
Quality of education	36%	33%	23%
Flexible learning paths	36%	38%	21%
Recognition of prior learning	36%	36%	23%
Relevance of education/skills	32%	39%	22%
Accessibility of education	34%	37%	24%

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

Figure 5: Impact of the Bologna Process

It is noteworthy that 18-25% of respondents chose "cannot tell" in the top-3 countries, compared to 5-17% of respondents from the remaining countries. This confirms the initial observations that there were a large number of respondents with little or only basic knowledge from those countries.

While there are differences between countries, they do not reveal an entirely different picture, but nuances. There are noteworthy exceptions: the Bologna Process' impact on institutional autonomy is badly perceived in Slovenia and Sweden (see Figure 6). Slovenian respondents – predominantly academics and students – also had a negative perception of the Bologna Process' impact on quality and relevance of education.

This is mirrored in numerous critical or ambivalent comments about the Bologna Process, its goals, tools and their implementation. Recurring topics include:

- Over-bureaucratisation in implementing Bologna reforms;
- Lack of EHEA tools and policies being fully embraced by all academics;
- Lack of real flexibility and possibility for student choice, too rigid curricula;

- Questions related to the relevance of education and sufficient focus on knowledge;

- Questions about the suitability and feasibility of the agreed three-cycle structure for all disciplines, especially regulated professions;

- Concerns about the changed default length of programmes – in both directions, i.e. complains about shortening as well as complains about prolonging the duration of studies;

- Lack of holistic education, regretting a departure from the traditional, "Humboldtian" type of universities;

- Lack of critical reflection on the aims and approach of the Bologna Process as such;

- Decrease of academic freedom and institutional democracy due to a more managerial and commercialised approach.

Some of these comments might reflect disagreement with what the Bologna Process actually intended, but the majority of comments suggest that there is a need to enhance information and understanding to align national/local implementation better with the actual goals of the Bologna Process.

(average by countries with >15 respondents)

ALB AUT DEU FIN HRV HUN ITA MLT ROU SVK SVN SWE UKR

2 = strongly positive / 1= somewhat positive / 0 = mixed results / -1 = somewhat negative / -2 = strongly negative / "no impact" and "don't know / c judge" not counted

Chart: CT · Source: IN-GLOBAL survey · Created with Datawrapper
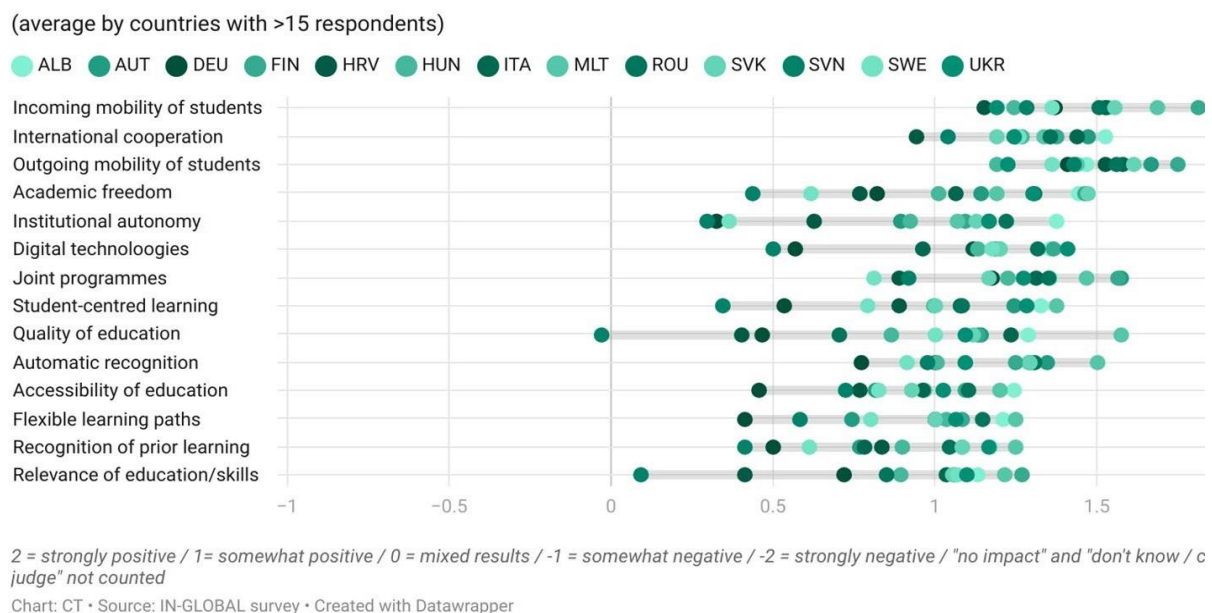
Figure 6: Impact of the Bologna Process (by countries)

3.2. Familiarity with Communication Activities

In terms of communication activities, respondents are most familiar with conferences, workshops, trainings and peer-learning activities, organised at both national and European level (see Figure 7). Initiatives such as Bologna Experts, Bologna Promoters or Bologna Hubs are known to fewer respondents, as is the case for the EHEA governing structure.

Familiarity with activities, communication tools

	familiar/participated	heard of it	not familiar
Conferences, workshops, trainings	35%	36%	29%
Europe-wide events	26%	39%	35%
Peer-learning activities	23%	38%	39%
Social media	21%	37%	42%
Projects	18%	39%	43%
Dedicated website	17%	35%	47%
Media or newsletters	17%	34%	49%
Bologna Experts, Promoters, etc.	16%	38%	47%
EHEA governing structure	14%	37%	49%
Bologna Hub or similar	11%	37%	52%
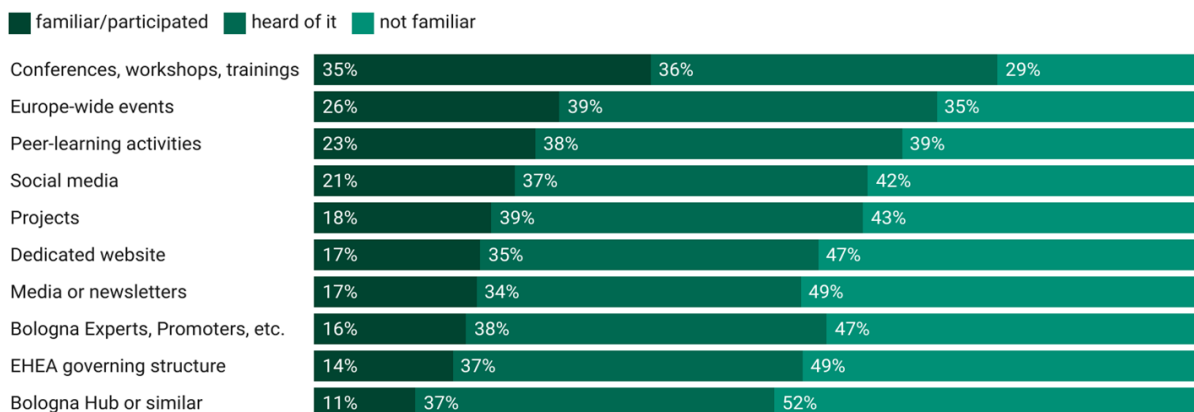
Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

Figure 7: Familiarity with activities and communication tools

There are no major variations by country, except for a slightly higher familiarity with social media in Ukraine – this might be an effect of more active use of social media by the ministry or other national bodies. The general level of familiarity with the listed activities is lower in the top-3 countries, especially in Hungary. This reinforces the observation (see section 6 above) that a large number of respondents had limited or no effective knowledge of the Bologna Process.

The level of familiarity does not vary much between different stakeholder groups, except that respondents from ministries, national agencies and organisations – unlike other – are well familiar with the EHEA governing structure.

Additional respondent comments highlighted a range of formats or initiatives as good practices. Frequently mentioned examples included:

- Regular internal meetings and discussions in higher education institutions;

- National annual conferences and support projects, e.g. teams of Bologna Experts;

- Peer-learning activities were described as particularly useful, but require thorough preparation and budgetary support;

- Showcase success stories and information in visually attractive and accessible ways;

The comments mentioned challenges, such as the relatively low participation from South-Eastern Europe, due to a lack of funding, or the HEI not granting their academics sufficient time to engage, sometimes even forcing people to engage during their time off.

3.3. Consultation and Representation

Respondents' perception of how well they feel represented in the EHEA structures and implementation of Bologna reforms are worrying: only about half of students and respondents working in HEIs feel consulted (either adequately or with room for improvement,

see Figure 8) directly or through their representative bodies. A large number of respondents consider consultation insufficient, although many students found themselves unable to answer.

Do you feel adequately consulted – either as organisation or, as individual, through your respective representative organisa in the national follow-up and implementation of the Bologna Process, e.g. through a national follow-up group or a similar consultative body?

■ adequately consulted ■ room for improvement ■ insufficient ■ not consulted

Respondent profile

Working in HEIs	18%	33%	28%	21%
Students	23%	25%	23%	29%
Working in ministries, agencies, etc.	38%	37%	21%	
Others	31%	27%	27%	15%

Country group

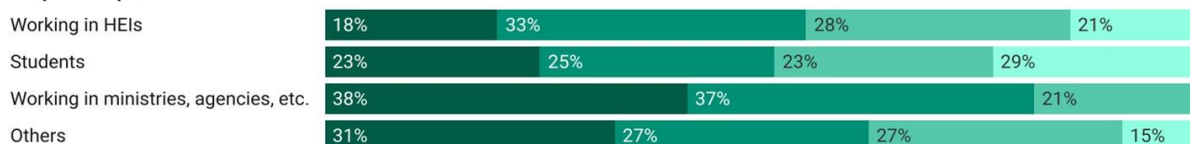|				
Rest	25%	33%	24%	18%
Top-1 (UKR)	26%	34%	27%	13%
Top-2 (HUN)	19%	24%	26%	32%
Top-3 (ROU)	15%	29%	25%	31%
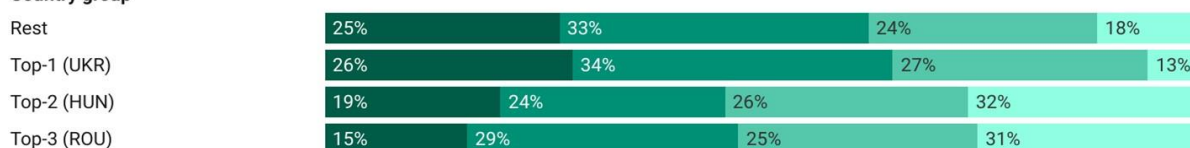
"don't know/cannot tell" not shown
Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

Figure 8: Consultation and representation

The additional comments identified national good practices and challenges. Recurring topics included:

- The importance and relevance of "national BFUGs" and similar consultation or coordination structures, bringing together the main stakeholders. Where they do not exits, respondents have criticised their absence;

- Need for the EHEA and national-level structures to be more transparent and democratic;

- Importance of reaching out to local academics and students;

- Lack of time for academics to engage in existing structures;

- Lack of available and accessible information, including language barriers;

- Importance of dialogue with employers and stakeholders outside HEIs.

4. Needs for Future Activities

4.1. Topics of Interest

Most respondents consider that sufficient information is available about the agreed EHEA concepts, policies and tools, 46% considering it about right or more than enough. 24% however consider that information could be better and 11% deem it insufficient (remainder:

don't know / cannot tell). It is clear from the response that respondents with better knowledge tend to consider the currently available information sufficient, and vice-versa.

Survey respondents were asked to rank the topics they consider most interesting and relevant for future dialogue and exchange. The options presented here were the same as those presented in the question on knowledge of EHEA tools and policies.

The most-ranked topics interestingly coincide with the topics most well-known by respondents overall, the top priority topics are three-cycle structure, quality assurance and student-centred learning. This suggests that even in the "well-known" there is a continuing need for sharing knowledge to enhance implementation. It might also be a result of a perceived priority, for example due to the fact that some of these topics have been "core" Bologna policies for long and have been considered as EHEA Key Commitments since the 2015 Paris Communiqué.

In turn, as there is imbalanced "demand", it would thus be necessary to specifically prioritise the currently less well-known policies and topics in work programmes and plans at EHEA and national level, if the EHEA's ambition is to make further progress in those areas.

The topic priorities vary significantly between countries, see Figure 9, much more than between different stakeholder groups. This suggests that the topics of interest are highly dependent on the national context and national priorities.

Average priority assigned by respondents (countries with > 15 respondents)
Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper
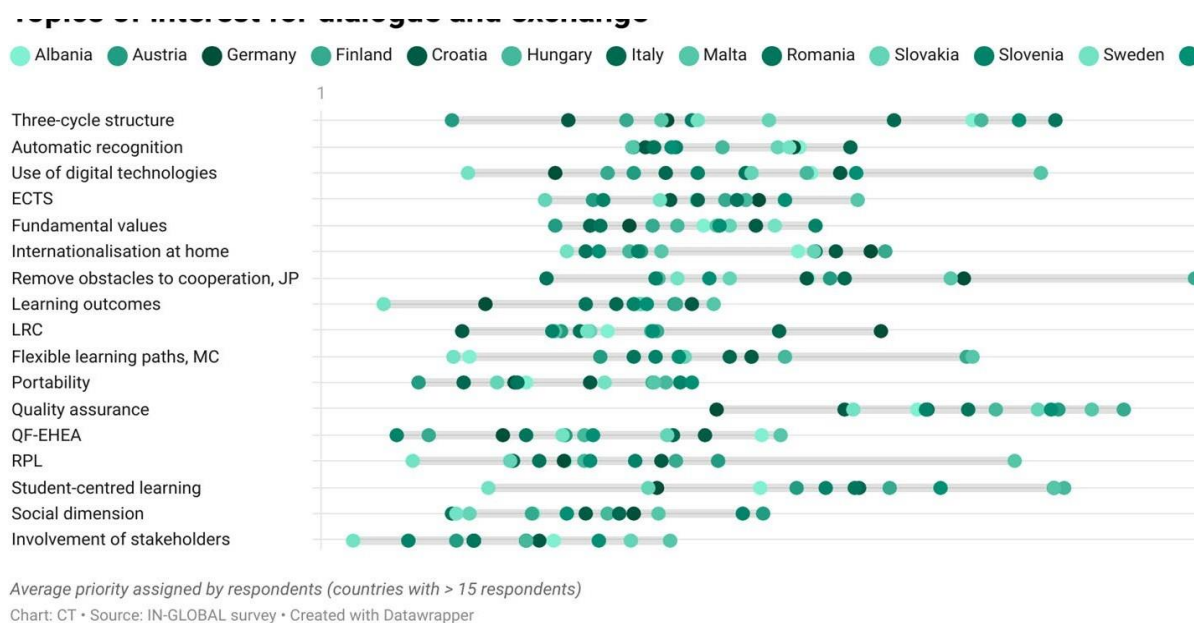
Figure 9: Topics of interest for dialogue and exchange

A large number of additional topics for attention were mentioned in the comments. The most frequently mentioned topics were:

- EU policies, namely the European University Alliances, together with the proposal for a European Degree (label) and a European legal status for alliances;

- Artificial Intelligence (AI), its potential use in higher education as well as its impact;

- Preventing corruption and upholding academic integrity, including issues such as diploma mills, plagiarism, ghost writing and adverse use of AI;

- Addressing social inequality and devising policies to increase social mobility;

- Joint programmes and their quality assurance;

- Cooperation and dialogue between higher education and businesses;

- Staff development and working conditions of staff in higher education.

4.2.   Priority Goals from the Rome Communiqué

The three priority goals formulated in the Rome Communiqué are largely not considered achieved yet. This is not surprising as the goals are relatively new and were formulated as ambitious long-term goals.

It is interesting that respondents consider the interconnected goal ("the shared frameworks and tools facilitate and enhance international cooperation and reform, exchange of knowledge and mobility of staff and students") closer to being achieved than the other two goals: 28% consider this goal closed to achieved or even achieved already, compared to 22% for the other two goals. This might reflect that the interconnected goal enshrines some of the original goals of the Bologna Process, while the inclusive and innovative goals are newer and more ambitious.

The top-3 countries do not show major differences to the overall responses, although Ukrainian respondents seem to have a slightly more "optimistic" view and more respondents consider the three goals "closed to achieved" than elsewhere. Mirroring earlier observations, the share of "cannot tell" answers was particularly high among Hungarian respondents with up to 40%.

Comparing the results by the main stakeholders groups, there are no major differences, except for a larger share of "cannot tell" answers among students.

4.3.   Formats of Activities

Less is often more [Higher education institution (HEI) leadership]

Respondents were asked to rank activities for communication and dialogue on the Bologna Process and EHEA tools and policies according to relevance for them.

The most "popular" formats are peer-learning activities, conferences/workshops/trainings (at both policy maker and practitioner level, and at both European and national/local level) and staff exchanges or mobility opportunities, the latter specifically amongst respondents working in HEIs.
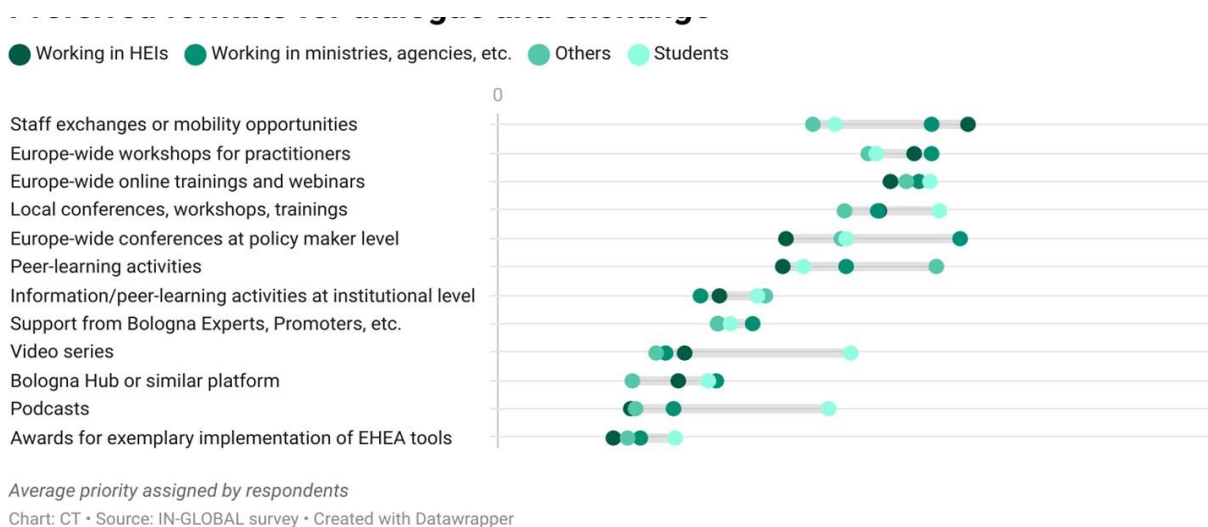
Preferred formats for dialogue and exchange

● Working in HEIs ● Working in ministries, agencies, etc. ● Others ● Students

Staff exchanges or mobility opportunities
Europe-wide workshops for practitioners
Europe-wide online trainings and webinars
Local conferences, workshops, trainings
Europe-wide conferences at policy maker level
Peer-learning activities
Information/peer-learning activities at institutional level
Support from Bologna Experts, Promoters, etc.
Video series
Bologna Hub or similar platform
Podcasts
Awards for exemplary implementation of EHEA tools

Average priority assigned by respondents

Chart: CT • Source: IN-GLOBAL survey • Created with Datawrapper

Figure 10: Preferred formats for dialogue and exchange

On formats of activities, variations are greater between stakeholders groups than between countries (that is, the opposite to topics, see above). Students, for example, attach higher relevance to podcasts and video series, and have a preference for local conferences, workshops, trainings over similar European activities, see Figure 10.

Several comments addressed the format of future activities. The issues raised include:

- Organise activities in a more "bottom-up" way to engage local academics and students;

- Simplify activities and reduce complexity, focus on priorities instead of creating an overwhelming offer – less is more;

- Provide information in several languages to improve accessibility, especially the EHEA site and Communiqués.

5. Conclusions

Stakeholders have a positive perception of the Bologna Process' impact, even though there are some voices that articulate strong criticism – concerning the goals of the Bologna Process and the way it is implemented.

The results suggest that respondents are best aware of the Bologna Process' core missions – promoting international cooperation and facilitating mobility. These goals have clear support of the community, even though their realisation in practice continues to raises a series of questions and issues.

While the Bologna Process' impact is most positively perceived with regard to these core missions, the results show that the EHEA is lagging behind on issues such as promoting inclusiveness, social dimension and flexible learning paths. These topics are less well-known

as policy areas addressed by the Bologna Process and its impact on those is perceived less positively.

The responses show that the perceptions of the Bologna Process' impact differ most strongly with regard to quality of education. Even though judged positively on average, in a few countries stakeholder felt that the Bologna Process had a detrimental impact on quality of education. Other areas with important differences are relevance of education/skills, institutional autonomy and academic freedom.

The survey showed a strong need to intensify efforts and activities geared to spread information and allow discussion on EHEA tools, in particular with local academics and students. There is a broad, diverse range of topics that stakeholders wish to see addressed, including established Bologna reforms/EHEA tools as well as a desire for Bologna to address current societal challenges such as artificial intelligence (AI) or to focus more on new and deeper forms of transnational cooperation, such as piloted through the European Universities initiative of the EU.

As regards the survey, the broad approach – targeting organisations and individuals at all levels, with different levels of knowledge and insight – probably caused more challenges than advantages. For future reference, it might be preferable to consider separate surveys. Especially for survey(s) aiming at a broad group across Europe, strong dissemination efforts are needed to reach a balanced sample of respondents.

List of Figures

Table of Figures

Annex

The following sections contain the full text comments made by survey respondents for reference. Please note that these comments are not necessarily representative, as only a minority of respondents have provided free-text comments. A digest of the comments received is contained in the main body of the report.

Comments: impact, implementation and critique

Fundamental values such as academic freedom, institutional autonomy, democracy and the rule of law -- are opposite of the stakeholders, Americanisation, commercialisation of Humboldt type of universities. [Academic, Slovenia]

3 years for Bachelor and 3 for PhD is crowded and insufficient. [Student, Romania]

I cannot say too much good. The credit system of the process offers glass beads with the price of taking away the predictability and the efficient use of resources. Transfering credits does not work in natural sciences, due to the combined rigidity european and local decision makers. This basically killed the Erasmus project. The Bologna Process was extended to PhD programs that was a fatal mistake. It greatly increased the bureaucracy and weakened both the autonomy and the market values. [Academic, Hungary]

Critique: Too much hype around the institutional form of teaching and too less care on the content and scientific rigour of learning content. [Academic, Hungary]

Bologna was supposed to shorten the duration of BA to three years, yet in Slovenia, anyone can remain a student for the fourth year ("absolvent"), rendering the reform completely moot. Study programmes were not actually reformed, they usually just crammed four years' worth of courses into three years and watered them down a bit. The result is a noticable drop in quality of higher education. [Student, Slovenia]

The Bologna structuring process of the higher education system did not prove to be very efficient. All the quality-assurance procedures and protocols are fine but, in reality, functional illiteracy grew bigger and young people's motivation for higher learning and learning in general has dramatically decreased. So, I think the EHEA coordinates should be somehow changed or restructured. [Academic, Romania]

Our educational programs are all structured based on the Bologna model, it's generic now, so you don't think about it as a problem any longer in need of further specific information or 'training'. As to flexibility, student-focus and many other aspects mentioned, we had it already before the implementation of the Bologna model, so it could not improve it, only restrict it by more regulations. [Academic, Sweden]

I feel that this process of innovation has just begun and still a long way to go for a general implementation, especially towards older educators. [Academic, Italy]

The Bologna process is a complex issue and has, in many ways, fostered positive developements. However, I fear that it also led to over-bureaucratization and over-regulation in many cases and hence brought changes to higher education which had negative effects on mobility and the quality of education. I have the impression, that the developement of one framework (e.g. ECTS, study cycles etc.) for different academic cultures is not effective when it comes to achieving the per se positive Bologna goals. Interoperability of different systems is a fruitful goal, but not the replacement of different academic cultures and mindsets with one system. [HEI management or administration, Germany]

I loved the idea when it was first introduced, but it was not introduced properly in our country (Slovenia). At our faculty (Faculty of Arts) they have made the studies even longer, they make it hard for students from other faculties to study here - offering very little options for them, or making it hard to continue with their studies on the 2nd level (giving them maximum number of differential exams). [Academic, Slovenia]

Although I am critical of Bologna, I still believe in the autonomy of institutions, academic freedom in the humanities, democracy and the rule of law. It is a pity that universities and faculties are run by non-academics, it is a pity that universities are Americanised, bureaucratised, commercialised and turned into economic institutions. The EU must develop its specific difference - Humboldt-type universities (academic

freedom, institutional autonomy, democracy, rule of law) and develop a new humanism in a neoliberal age. I am sorry that this survey is also based on the neoliberal concept of self-expression, individualism and competence. [Academic, Slovenia]

I would prefer if buraucratic discourse was replaced by academic and more broadly understood language. [Academic, Slovenia]

Bologna process did not fulfill the expectations in the filed of regulated professions (e.g. human medicine, veterinary medicine, nursing,..) [Academic, Slovenia]

Create flexibility in learning paths e.g. when student wants to gain work experience or experience abroad during their studies it should be supported by the system and recognized as much as possible as part of their studies. Also, although the three-degree structure is followed in most countries, it is not the same. The level of a Bachelor can significantly differ among countries. Also I wonder if Bachelor level makes sense in certain fields. During my studies, I feel like I have 'lost' a whole semester of my studies in order to prepare a bachelor thesis and pass the final exam, when I could have received more education through classes or practice and continue straight to finishing my Master degree. [Student, Slovenia]

Education should not be a business. Universities should not be running according to profit-oriented rationales. The Bologna Process has introduced Anglo-American ways of looking at education, with its neoliberal outlook, and should rather think of a European solution to higher education. This will, in essence, need to be more focused on tackling social inequalities, the promotion of critical-hyperreflexive thinking and personal development beyond market-preparation. This requires fundamental rethinking of the role of education in the knowledge-based economy. [Student, Netherlands]

What Bologne reform accomplished at University of Ljubljana in the past decade is to transform generations of students who used to graduate and become thinking men and women with clear set of priorities and the ability to see big picture, to become mass of idiots, as the word was used in the Ancient Greek. They know nothing, they see nothing, they understand nothing, but still believe they are the all-knowing, all-understanding, and all-seeing. [Student, Slovenia]

I would be happy with the stronger regulation of the autonomy higher education through countries in EU, because the situation in for example Hungary is unacceptable! [Student, Hungary]

I think a grave issue with the B. process is, for the free movement between institutions/programmes and quick production of degrees/diplomas, training cycles of relatively short periods (3 yrs -- standard BA period; 2 yrs -- usual MA period) had to be introduced. At the same time, to widen the social population that can enter the higher education system, entry requirements were relaxed and student numbers raised. (And in practice, in many fields there's no real in-training filtering of capable students bc institutions are financed acc. to student numbers; the leadership explicitly prohibits or limits fails in many places. Drop-outs are mainly only by student decision.) As a result, now a wider student mass with mixed training background has to be catered for within a flash period of 2-3 years. No wonder the quality of outcoming graduates has gone down. [Academic, Slovakia]

Separating BA and MA courses has had a detrimental effect on study programmes that naturally attract fewer students (i.e., courses have disappeared because, understandably, hardly anyone pursues more specialised discliplines since they cannot earn a living with such degrees; consequently, the diversity of available fields of study is decreasing). It has also increased the number of students who actually have no interest in higher education at all and who are only there due to societal pressure, thereby lowering the quality of study and, gradually, that of teaching as well. Commitment and determination are no longer necessary to enter higher education, which only leads to more unemployed people with BA degrees. [Student, Hungary]

Education must be not for a working system, but for preparing student for a work in real life. And understanding what student can do. [Student, Ukraine]

Bologna process has tendency to slow down and limit its impact on national levels, so there is a need to rethink it. The presence of ministers during ministerial events is not a guarantee that reforms are properly implemented on national level which are very different. I think that even Implementation report do not

reflect the real situation with the Bologna process in member countries. [National recognition information centre (ENIC-NARIC), Armenia]

In Romanian higher engineering education system, the Bologna process had been brutally implemented without a global legal system support (laws). For example the Bachelor degree graduates have the same professional legal rights as the Master degree graduates. It makes the graduates to wonder what could be the (legal) advantages to get Master degrees. Of course, professional associations could do something about (as in US or UK). However, professional associations are weak because the legal system do not give them any influence in the professional regulations with a few exceptions (as the architects associations). [Academic, Romania]

I find Microcredentials being a problematic concept that needs to be handled with care. We know that time at university means education in the terms of knowledge and competences but in addition something else happen - minds mature and learn to question, critical thinking. There is a German word Bildung and a book by professor Sverker Sörlin, "To the defence of Bildung", that try to catch what Bildung and university education might be in the modern world. Microcredentials can be a way to reward knowledge in small pieces, but do not mistake many small pieces gathered to a "knowledge puzzle" for being equal to the process of spending time at uni, when the uni education is of high quality. [Higher education institution (HEI) leadership, nan]

From my point of view Bologna Process is good but very badly implemented. In Romania the most disadvantageous it was the reduction of Bachelor program from 4 to 3 years and students lost lot of lectures and classes. [Academic, Romania]

I would so enjoy spending more time with these issues, but as an ERASMUS+ coordinator I spent 95% of my time working with EU tools that do not work properly, are difficult to administer and are time-consuming and energy draining. This leaves me no time to actively learn more about the processes and even less time to actively participate. [HEI management or administration, Germany]

The whole Bologna Process has not improved anything in higher education. It is based on a misunderstood understanding of learning outcomes and an outdated pedagogical paradigm. Obviously, the experts do not volunteer information on what the original ideas are based, but it is so obvious. [Academic, Poland]

HEI administration is not improving fast enough. Students are very aware of digital solutions and there are many options/solutions for improvement, but for financial reasons and lack of proficiancy of administration employees or the non-availabibilty of decent programmes makes the admin body very slow and old fashioned. [HEI management or administration, Germany]

The main problem I see is that there used to be a 4-year study to get "diploma", and now you have to study for 5 years to get equivalent education. Instead of shortening the study they have prolonged it. And if you only finish 3 or 4 years of study, you have no chances to get a job in your field. [Academic, Slovenia]

I think the system is too close to school. I would love to work with my (ERASMUS-)students without grading them for every move that they do. The requirement of giving students grades for every class destroys the learning relationship between teacher and students and creates an environement of stress and fear. There is too much grade relevant workload for the students. [Academic, Germany]

The European dimension is not enough, but a fundamental important first step. [HEI management or administration, Germany]

It is a semblance of academic freedom, institutional autonomy, democracy and rule of law. [Academic, Slovenia]

Inflation of useless degrees. Current academic sphere allows for too many students to waste time on the degrees that are serving no purpose. The students are not employable inside their branch of studies. Most of the guilty parties are found in social sciences and humanities. While those disciplines are necessary, most of the professions their graduates end up doing do not require a degree of any sort. Thus what is instead accomplished is wasting the student's time in belief that he'll be employable, while he could actually work or study something to be employable. [Student, Slovenia]

I think it is merely a top-down project, which increasingly loses its meaningfulness until it hits the bottom level. [Academic, Slovenia]

Less marketing, more quality standards in detailed descriptions of study programmes, contents, modules and exams, please. [HEI management or administration, Germany]

Higher education in Hungary is in a turmoil. Also, high-school education here has to be radically improved, and higher-education institutions have to take note of this fact. The international frameworks do help, but there are huge problems to solve autonomously in this country. [Academic, Hungary]

I don't know what the Bologna Process was supposed to change, but I can tell from experience, that when it was implemented thing went for worse. The subjects at University were translated to Bologna system by brute force. The first and only measure they cared about was ensuring the professors keep all their working hours, study process be damned. Consequently, what was supposed to be a higher education became fragmentary lessons akin to grade school. No space for free thought, exploration or exchange of ideas. In that time there was also a proliferation of bureaucratic processes, and actually closing of the Faculties that were supposed to be open to all. On paper, they remain open, in practice, every Faculty hides its schedules of classes from public view. This leads to only those who are willing to deal with the unnecessary paperwork to finally wring out the answers from the paper-pushers when and where certain classes are held. Meaning 99.9% of people who actually attend class are the ones from the programme. Meaning, 99.9% of the student body consists of drones that rarely know to think independently, because the skill is not expected or desired of them. [Student, Slovenia]

I think that the goals, the mission, are euphemistically formulated, but they are not realised. Academic freedom, autonomy, democracy, rule of law are just empty letters on paper. It is a pity that polls like these are empty gestures and serve more to keep up appearances than to change the situation. [Academic, Slovenia]

The problem is executing the rules accepted by any government. Everything can sound great on paper, but if the rights don't reach those justified, then they have no rights and the rules lose all value. I strongly recommend, whatever the rule will be considered, to additionally take into account how the rule is going to be executed. Above all, I think the hierarchy of any rule infrastructure should be build on strong foundation, i.e. the rule of law. If this is not taken care of, then all the derivative rules are pointless, as they can be subjected to manipulation, avoidance, disregard, and disrespect. [Student, Slovenia]

Yes, the aim and senselessness of the whole framework - as it seems to have lost its focus on the most important thing - knowledge - and people who are required for it! HE today with Bologna system is far worse than the old one in many respects! Not only it gives the students the feeling anyone can do anything (which we all know is not true), it is also much too frustrating for all involved (eg. teachers, administration), too complicated and way too bureocratized! In recent years we focus on idiotic bureocratic requests instead of our teaching and research, and thus lose valuable time and energy! Stop this nonsense! We/You don't see the forest because of the trees! This survey is another proof of it - you ask about the silly little details, instead of asking if all of this still makes sense! As it is, it does not! You should be asking if the employers are on board (and why not - in my country they are not), do the teachers still see any sense in what we do, can we find time to update our knowledge (and why not), do pedagogical conditions enable quality teaching (and why not), what can be done about this - those things! Not if we have enough information or what we would like to talk about, please! [Academic, Slovenia]

Comments: good practices

(only specific comments with clear references to initiatives)

The best practices to ensure that the contents of the Bologna Process are actually implemented throughout the EHEA are peer learning activities. However, only if they are really well organised and the case studies presented are well chosen. There cannot be enough PLAs for different target groups (from the national administration to specific experts at individual universities). One problem here is the relatively

low participation from (South) Eastern Europe, which is perhaps also due to the expensive travel costs. Therefore, there should probably be more online PLAs, but they must be even better (didactically) organised. Many years ago, there was the CEDEFOP study visits programme in the area of VET (https://www.cedefop.europa.eu/en/projects/study-visits-programme) and also predecessor programmes. Such a programme for HE, adequately funded for hundreds of events per year, would help the implementation of the Bologna Process a lot. [Other non-governmental and not-for-profit organisation, Austria]

Annual public conference organised by Czech ministry (https://www.msmt.cz/vzdelavani/vysoke-skolstvi/dny-vzdelavaci-cinnosti-2022) [Student, Czech Republic]

A good practice is to show success stories, not just to 'inform' by the formal slide-showing, as some officials often do. [Academic, Ukraine]

[...] 2. Present complex information and statistics in a visually engaging manner using infographics and data visualization tools. This can help stakeholders grasp key points more effectively. [HEI management or administration, Poland]

Bi monthly meeting for ECHE holders [Higher education institution (HEI) leadership, Malta]

Our University organizes meetings for academics, students, and staff about current information on the Bologne system twice a year. During the meeting, we discussed how we may apply new approaches and enhance the learning process. We invite entrepreneurs for such meetings. The last event was devoted to challenges in education in relocation during the War condition. [HEI management or administration, Ukraine]

- Austrian EHEA Implementation Report in German and Englisch (https://www.bmbwf.gv.at/Themen/HS-Uni/Europ%C3%A4ischer-Hochschulraum/Bologna-Prozess/EHR-UB.html) - Website of the Austrian Ministry of Science, Education and Research (https://www.bmbwf.gv.at/Themen/HS-Uni/Europ%C3%A4ischer-Hochschulraum.html) - Austrian Bologna follow-up Group (https://www.bmbwf.gv.at/Themen/HS-Uni/Europ%C3%A4ischer-Hochschulraum/Bologna-Prozess/Stakeholder.html) - ministerial newsletter (https://www.bmbwf.gv.at/Themen/HS-Uni/Europ%C3%A4ischer-Hochschulraum/EHR-update.html) - EHEA policy support project coordinated by the OeAD (https://oead.at/de/expertise/europaeischer-hochschulraum/3-in-at-plus-2022-2024) - Bologna Service point at the OeAD and Bologna coordinators at each higher Education institution: https://oead.at/en/expertise/european-higher-education-area/guidance-and-implementation - national Team of EHEA Experts (https://oead.at/de/expertise/europaeischer-hochschulraum/3-in-at-plus-2022-2024/ehr-experts-2022-2024) [Agency/organisation for internationalisation or international promotion, Austria]

https://eu.daad.de/programme-und-hochschulpolitik/bologna/bologna-hub/de/ https://eu.daad.de/programme-und-hochschulpolitik/bologna/bologna-hub-peer-support/ [Agency/organisation for internationalisation or international promotion, Germany]

Sapienza QuID Teaching Enhancement Work Group https://www.uniroma1.it/it/node/24369 [Academic, Italy]

https://www.msmt.cz/vzdelavani/vysoke-skolstvi/bolonsky-proces-2 https://www.csvs.cz/aulawiki/bolonsky-proces/ [Student, Czech Republic]

https://oead.at/de/expertise/europaeischer-hochschulraum/bologna-prozess [HEI management or administration, Austria]

QAA continues to support the UK sector's engagement with the Bologna process overall. For example, QAA supports the development of the Bologna Scoreboard every two years, by providing the latest information on quality assurance and enhancement practices across the UK nations. [...] [Quality assurance (QA) agency, United Kingdom]

DEQAR CONNECT Microcredentials linked to the Bologna Key Commitments (Microbol) Quality Assurance Fit for the Future (QA-FIT) [Other non-governmental and not-for-profit organisation, Latvia]

https://lehr-studienservices.uni-graz.at/de/lehrservices/ https://international.uni-graz.at/de/internationales-profil/ https://arqus-alliance.eu/ [HEI management or administration, Austria]

Explicative texts when adapting a specific law in this context. Website of the ministry or the rector's conference with easily accessible information. [Ministry responsible for higher education, Switzerland]

https://uefiscdi.gov.ro/chestionar-cdi [Higher education institution (HEI) leadership, Romania]

Internationales Zentrum Clausthal (IZC), https://www.izc.tu-clausthal.de/ und https://dokumente.ub.tu-clausthal.de/servlets/MCRFileNodeServlet/import_derivate_00000270/imw-34-26.pdf [Academic, Romania]

Being also active in the Italian Professional Association of Credential Evaluators, we have devoted a section of the reserved area for our members to resources related to the EHEA and the Bologna Process (https://www.apice-italia.it/EN/pagina-fonti) [National recognition information centre (ENIC-NARIC), Italy]

https://www.vlor.be/adviezen https://www.vlaamsehogescholenraad.be/nl/ https://www.chain5.net/ https://www.arteveldehogeschool.be/nl/bij-ons-studeren/tijdens-je-opleiding/internationaal [HEI management or administration, Belgium (Flemish Community)]

[…] 1. The launch of a publication series called "My Erasmus+ Story," where students, teaching, and administrative staff could share their experiences to share their experiences upon returning from a mobility program. 2. Regular Bologna Information Days for university staff and students, where we discussed updates on the Bologna Process, our university's Erasmus+ programs, and potential mobility opportunities. 3. The development and implementation of internal university procedures on student mobility, approved by the Academic Council. These procedures covered all aspects of mobility, including provisions for incoming and outgoing students and the process for recognizing study periods abroad and transferring credits. [Higher education institution (HEI) leadership, Armenia]

https://www.bmbwf.gv.at/en/Topics/Higher-education---universities/European-Higher-Education-Area/Bologna-Process/Stakeholders.html [HEI management or administration, Austria - individual]

A joint Brussels office together with five other universities. The coordinators provide seminars and a weekly newsletter "Seen, Happened and Heard in Brussels". At our university people working with internationalisation gather and go through it at Friday- afternoon coffee but a lot of employee also just have it as a weekly news e-mail. https://larosatensyd.se/bryssel/ [Higher education institution (HEI) leadership]

Resolution on the National Agenda for Higher Education 2030 https://www.gov.si/zbirke/projekti-in-programi/resolucija-o-nacionalnem-programu-visokega-solstva-do-leta-2030/ [Higher education institution (HEI) leadership, Slovenia]

- Eurograduate project: https://www.gov.si/zbirke/projekti-in-programi/evropska-pobuda-spremljanja-diplomantov/ - The preparation of the Slovenian Higher Education Strategy in cooperation with other Slovenian HEI and the Ministry - The involvement of our HEI in the Slovenian National Strategy fot the Internationalization. [Higher education institution (HEI) leadership]

Bologna experts and Bologna promoters made the difference during the first stage (first 10 years) of the Bologna Process. I think the work undertaken at interministerial level is somehow less known in the last few years, from Yerevan up until now [HEI management or administration, Italy]

https://www.edu.ro/cadrul_european [Academic, Romania]

geo.uniud.it [Higher education institution (HEI) leadership, Italy]

https://www.vlor.be/about-the-vlor [HEI management or administration, Belgium (Flemish Community)]

http://www.nefmi.gov.hu/felsooktatas/tudastar/europai-felsooktatasi (outdated) [HEI management or administration, Hungary]

www.priorlearning.ie Learning Outcomes NFQs [Higher education institution (HEI) leadership, Ireland]

https://tka.hu/ https://www.nefmi.gov.hu/ [Academic, Hungary]

https://www.mab.hu/mab-nemzetkozi-kapcsolatok/, https://eua.eu/118-uncategorised/836-bwse-for2030-peer-learning-activity-%E2%80%9Ctowards-an-inclusive-ehea-by-2030%E2%80%9D.html [Academic, Hungary]

https://profformance.eu/ Professionalism and high performance in Higher Education - Enhanced PROFFORMANCE toolkit for 21st century teachers - PROFFORMANCE+ project (2022 – 2025) [...] [Agency/organisation for internationalisation or international promotion, Hungary]

The Eurydice publications are very useful. [Ministry responsible for higher education, Ireland]

http://real.mtak.hu/57864/1/11_EPA00011_iskolakultura_2010-09.pdf https://mek.oszk.hu/19800/19821/19821.pdf https://education.ec.europa.eu/hu/education-levels/higher-education/inclusive-and-connected-higher-education/bologna-process https://mta.hu/data/dokumentumok/egyeb_dokumentumok/2021/BolognaiFolyamat_Keszei_2020.marcius16.pdf https://mek.oszk.hu/19800/19820/19820.pdf [Academic, Hungary]

https://eitrawmaterials.eu/project/proskill/ https://eurogeologists.eu/proskill-be-an-engineer-of-the-present-with-the-most-prized-skills-of-the-future/ [Academic, Hungary]

[...] Since that year, the University has been concerned with the meaning of the Bologna process and with the transmission of these meanings to the interested stakeholders - students, teaching staff, employers. So that every year meetings are organized with representatives of the business environment : https://www.feaa.uaic.ro/intalnire-cu-angajatorii/ Also, a series of projects aimed at increasing the relationship between UAIC and the business environment were implemented : https://www.uaic.ro/competentele-viitorului-pe-piata-muncii-skills-up/ , https://corp.finante.ro/ [HEI management or administration, Romania]

The European Student Union collects data from each National Union of Students for its own publication, Bologna with Student Eyes. This has been a working practice to engage national student stakeholders into the subject. [Student, Finland]

https://www.haaga-helia.fi/en/ects-system-and-diploma-supplement [HEI management or administration, Finland]

https://tka.hu/nemzetkozi/9920/europai-szinten-harmonizalt-felsooktatas http://www.kreativnyelvicoaching.hu/nemzetkozi-projekt-a-minosegi-nyelvtanulasert/ https://vialto.hu/nemzetkozi-projektek-vezetese/ https://pk.kre.hu/index.php/1911-lezarult-a-nemzetkozi-quill-projekt EIT KIC RAW MATERIALS PROJEKTEK AMIR-RIS - Master on Advanced Materials Innovative Recycling extended by a RIS OpESEE - Open ESEE-Region Master for Maintenance Engineering REEBAUX - Prospects of REE recovery from bauxite and bauxite residue in the ESEE region ESEE Education - ESEE Education initiatives DIM ESEE - Dubrovnik International ESEE Mining school MineTALC - Backfill Mining Optimisation for Low- and Medium- Strength Deposits ProSkill Development of a Skill Ecosystem in the Visegrád Four countries RM@Schools - ESEE TrainESEEv.2 - Training trainers in East and Souteastern Europe UNEXUP - UNEXMIN Upscaling MOBI-US - Structured mobilities for ESEE raw materials master programs ENGIE - Encouraging Girls to Study Geosciences and Engineering https://mfk.uni-miskolc.hu/nemzetkozi-projektek [Student, Hungary]

"Strengthening of Higher Education in BiH III", (2009 - 2011) "EU Support for Higher Education Reforms in BiH", (2009 – 2011) "Building Institutional Capacities in the Process of Recognition of Foreign Diplomas in Bosnia and Herzegovina", (2009-2010) "Strategic Development of Higher Education and Qualification Standards" (2012-2014) Building ENIC Capacity (2012-2014) "Strengthening the Capacity for the Development of Human Resources in Bosnia and Herzegovina" (2011 - 2013) Twinning Project "Building Institutions and Capacities for the Implementation of the EU Directive on Regulated Professions" (2013-2015) JOINEU-SEE>PENTA (2013 - 2017) Tempus Project "BiH Qualification Framework for Higher Education (BHQFHE)" (2014 - 2017). Strengthening Internationalization at Higher Education Institutions in Bosnia and Herzegovina " (STINT PROJECT) (2015 - 2018), Twinning Project "Strengthening of Institutional Capacities for the Recognition of Higher Education Qualifications in Bosnia and Herzegovina", (2018 - 2019), EPER Project –Effective Partnership for Improved Recognition (2019-2021) OCTRA – Online Availability of Study Program Catalogs and Databases for Transparency and Recognition (2020 - 2022), PARTISH – Development of Part-time and Short-cycle Studies at Higher Education Institutions in Bosnia and

Herzegovina (2021-2024). TST Project – Support and Increasing the Role of ENIC/NARIC Centers [National recognition information centre (ENIC-NARIC), Bosnia and Herzegovina]

Milestone Conference: One- or two-days conference organized by DOSZ (Association of Hungarian PhD and DLA Candidates), every year, traditionally in November. [...] The conference provides an opportunity for participants to give their views on current issues also related to the Bologna process, scholarships and different programs, while also contributes to the development of leadership and communication skills. [...] DOSZFest – Free University: Three-days professional event organized by DOSZ (Association of Hungarian PhD and DLA Candidates), every year, traditionally in August or September. [...] [Other non-governmental and not-for-profit organisation, Hungary]

activities of the Hungarian Rector's Conference RECOVERY AND RESILIENCE TOOL (RRF) https://www.palyazat.gov.hu/evaluation thematic conferences on project results (e.g. MICROBOL) EU-OECD collaboration projects (e.g. on digitalization in Hungarian HE) [HEI management or administration, Hungary]

szocialismunka.hu was a good source, but unfortunately it ceased to exist at the end of 2022 [Academic, Hungary]

[...] 2. Present complex information and statistics in a visually engaging manner using infographics and data visualization tools. This can help stakeholders grasp key points more effectively. [HEI management or administration, Poland]

Bi monthly meeting for ECHE holders [Higher education institution (HEI) leadership, Malta]

Our University organizes meetings for academics, students, and staff about current information on the Bologne system twice a year. During the meeting, we discussed how we may apply new approaches and enhance the learning process. We invite entrepreneurs for such meetings. The last event was devoted to challenges in education in relocation during the War condition. [HEI management or administration, Ukraine]

https://mon.gov.ua/ua/news/prioritetami-bolonskogo-procesu-do-2030-roku-mayut-stati-zbalansovana-akademichna-mobilnist-ta-posilena-rol-vishoyi-osviti-u-dosyagnenni-cilej-stalogo-rozvitku-yegor-stadnij [HEI management or administration, Ukraine]

http://dig2eco.eu/ https://inter.kpnu.edu.ua/uk/project-hub/ https://www.instagram.com/kpnu_international/ [HEI management or administration, Ukraine]

https://khai.edu/ua/university/normativna-baza/polozheniya1/polozhennya-yaki-regulyuyut-poryadok-zdijsnennya-osvitnogo-procesu/polozhennya-pro-organizaciyu-osvitnogo-procesu/ [Academic, Ukraine]

UTS - https://ukrteenscience.com.ua [Student, Ukraine]

http://vnz.org.ua/bolonskyj-protses [Ministry responsible for higher education, Ukraine]

https://ksada.org/pdf1/Presentation_%20Programa%20mobilnosty_2k%20DS_%20Yampolska%20P..pdf https://ksada.org/pdf1/Presentation_Programa-mobilnosty_2k-DS_Sambul%20M...pdf https://ksada.org/pdf1/A-GLASS_Ugoda%20pro%20spivrobitnytstvo_2022.pdf [Academic, Ukraine]

A good practice is to show success stories, not just to 'inform' by the formal slide-showing, as some officials often do. [Academic, Ukraine]

Round Table on the topic: "Implementation of European Standards and Guidelines for Quality Assurance in Higher Education of Montenegro" was organized by the Agency for Control and Quality Assurance of Higher Education in April 2019. On this occasion, all the key stakeholders in the system of quality assurance for higher education, in Montenegro, as implementers of European standards and guidelines, gathered in one place. [...] https://akokvo.me/en/support-of-european-institutions-in-the-process-of-improving-the-quality-of-higher-education-in-montenegro/ https://www.enqa.eu/projects/supporting-european-qa-agencies-in-meeting-the-esg-seqa-esg/ http://www.iesp.ucg.ac.me/ [Quality assurance (QA) agency, Montenegro]

https://mon.gov.ua/ua/news/prioritetami-bolonskogo-procesu-do-2030-roku-mayut-stati-zbalansovana-akademichna-mobilnist-ta-posilena-rol-vishoyi-osviti-u-dosyagnenni-cilej-stalogo-rozvitku-yegor-stadnij [Higher education institution (HEI) leadership, Ukraine]

https://erasmusplus.org.ua/news/znajomtes-proyekt-yes-erazmus-mastis-stvorennya-suchasnoyi-magisterska-pidgotovka-z-informacijnyh-system-establishing-modern-master-level-studies-in-information-systems/ [Academic, Ukraine]

https://erasmusplus.org.ua/wp-content/uploads/2020/11/Bologna%20ProcessBy%20Experts.pdf [Academic, Ukraine]

https://erasmusplus.org.ua/ [Academic, Ukraine]

e.g. Simulation Centre ART3 - Academy of Arts Banska Bystrica https://www.aku.sk/sk/univerzita-au/simulacne-centrum.html [Academic, Slovakia]

Diia Osvita (Ukraine): https://osvita.diia.gov.ua/ [Student, Ukraine]

https://www.aneca.es/participacion-en-el-espacio-europeo-de-educacion-superior https://www.crue.org/2022/05/conferencia-final-del-proyecto-bologna-hub-peer-support-resultados-y-futuras-lineas-de-colaboracion/ [Ministry responsible for higher education, Spain]

Annual Ukrainian conference on Bologna process run in collaboration by multiple stakeholder (Ministry of Education and Science of Ukraine, National Erasmus plus Office, Academy of Educational Sciences of Ukraine, universities etc) [Ministry responsible for higher education, Ukraine]

Frontex agency platform Virtual Aula [Academic, Ukraine]

Comments: consultation and involvement

==Please apply care when opening any links, they have not been checked against possible malicious ones.==

Many times most staff are not involved / made aware of opportunities. it would be up to the individual to find and take initiative. [...] [Academic, Malta]

I appreciate that you ask such questions - more questions should be included in the survey which also allow for views and solutions that are alternative or contrary to Bologna process [Ministry responsible for higher education, Slovenia]

I am very happy that students and their teachers can often participate in various professional activities at several universities in the countries of the European Union, during which they can gain a lot of useful experience. [Academic, Hungary]

I am an EHEA expert, so not fully appropriate. Otherwise, there is much space for improvement for establishing direct links with scholars and HEIs. [Academic, Austria]

We don't have any cooperation with BFUG of BiH. Some cooperation exists with Higher Education Reform Expert group (HERE) BiH through our representative but they are not so active in a recent few year. [Ministry responsible for higher education, Bosnia and Herzegovina]

Improved contact with students and academics [Higher education institution (HEI) leadership, Romania]

Lots of opportunities, but not time to participate - the workload heavy enough without conferences and meetings with no/poor results [Academic, Finland]

Awareness of the importance of the Bologna Process is not adequately shared by Italian academics, therefore we lack a consultive body or a similar follow-up group. If consulted, only a minority of the academics respond, the majority has no interest in these matters. [Academic, Italy]

I am working at the international office for the development of joint programmes, but I don't know the national follow-up and implementation team of the Bologna Process. The gap between international and the academic affairs offices is too large. [HEI management or administration, France]

In Hungary, only the NER has a say in education policy [Student, Hungary]

There are national consultations, but participation is limited to a group of 'experts'. [HEI management or administration, Austria]

HEIs are not involved and informed as well as they could be [Higher education institution (HEI) leadership, Austria]

There is a lack of information both in academia and in the society (families, etc.) about this process. [Academic, Italy]

My knowledge of the Bologna Process is based on my personal research for information about it. More involvment of and information for stackeholders would help to improve knowledge in handling the practices/tools offered by this Process. [Academic, Italy]

The level of consultation with quality agencies can be variable. QAA is keen to ensure it contributes to policy discussions affecting quality and standards. [Quality assurance (QA) agency, United Kingdom]

I don't know about a national follow-up group or similar regarding the implementation of the Bologna Process. For this, in the country where I am working, the Process is misunderstood; for example, the 4 years' system implemented before the Bologna Process, evolved in a 3 years' system most than in a 3+2 years' system [HEI management or administration, Romania]

The procedure of information lack on specific administration procedure. It is not the same everywhere and nobody informs us about it. It works very well in Germany, but it is very unfair in Italy. [Academic, Albania]

Bologna Process is imposed and not way to chose. [Academic, Romania]

German as a language of the EU is not regularly used for information and as well here. That is not acceptable. [HEI management or administration, Germany]

Not enough staff for internationalization to be more involved. [Higher education institution (HEI) leadership, Germany]

All members of the teaching staff of the medical university must be part of these consultations. Those consultation need to be more often for all stakeholder of the university. [Academic, Albania]

There should be more structural coordination for the implementation of Bologna on national level, ie via Bologna teams [National recognition information centre (ENIC-NARIC), Netherlands]

There are few, though important, activities (co-)organized by the Ministry of Education, in which participation is only possible through select few representatives, usually one or two. Yet, fairly little, if anything at all, is organised at an institutional level to disseminate information. [Higher education institution (HEI) leadership, Albania]

While consultation with private universities has improved, private universities feel less heard in comparison with public universities. [HEI management or administration, Austria]

The Flemish Education Council had a working group dedicated to international follow-up, which included a representative from the Ministry of Education specializing in internationalization. However, this position is no longer being filled, and the working group on internationalization at the Flemish Education Council has ceased to convene. [HEI management or administration, Belgium (Flemish Community)]

Armenia lacks a national follow-up group or any similar consultative body dedicated to the Bologna Process. Over the past five years, universities have received some consultation from the National Erasmus+ Office. Before this, the Ministry of Education and Science also organized regular consultation meetings and workshops with National HERE experts' participation. [Higher education institution (HEI) leadership, Armenia]

As an Arts University there is not always enough room for our special needs within the national processes. On an European level though there is a stronger advocacy through AEC and ELIA. [HEI management or administration, Austria]

dedicated associations on ULLL should be directly involved in the EHEA [Other non-governmental and not-for-profit organisation, Spain]

I honestly cannot tell at what level we are consulted as higher institution because I am not aware. [HEI management or administration, Italy]

There has been a change last years from supporting Higher education with excellent tools to improve in our own pace, to steering Higher education. As a vice chancellor I think the administrators and politicians have not listened enough to academia. In the long run this threatens Academic integrity and Academic freedom. All countries are not the same and there is a great risk that we loose bottom-up creativity - the essence for excellence. The EUI creates new, but in some parts forced upon, cooperation while long lasting and well working alliances are seen as less important and now risk to be scattered when individual members need to prioritise their resources towards their EUI [Higher education institution (HEI) leadership, nan]

no such group or body at the national level at the moment, I am consulted though when it comes to issues involving ministry [HEI management or administration, Slovenia]

It would be great if the NA DAAD could share the most important things to know with the HEIs e.g. via Erasmus-Forum. [HEI management or administration, Germany]

The Bologna reform was, at least in my country, a highly directive process. We had no voice and could not continue with some practices that were working well prior to the reform. Comparing the previous system and what we have today, it did not go in the direction of increasing the quality of higher-education system, not at all. [Academic, Slovenia]

There was absolutely no information provided regarding the Process, it was only available to select few who knew the right people and only told the people they wanted furthered. [Student, Slovenia]

The Agency is not always directly informed about the EHEA initiatives [Quality assurance (QA) agency, Italy]

the institution I work in does not involve us - or a selected few [Academic, Malta]

We don't know enough about the Bologna process. Also, our country or at least University of Ljubljana does not allow us to change between programmes freely (eg. Studying biotechnology i cannot do masters od molecular biology without some differential subjects, which would cost me at least 700 €) [Student, Slovenia]

Often lack of time for national and HEI:s feedback/comments, because of processes and planning on European level. [Higher education institution (HEI) leadership, Sweden]

mostly through the Hungarian Rectors' Conference [HEI management or administration, Hungary]

Since we are one of the German organisations involved in BFUG working groups, and are also member of the national working group on the Bologna Process, we are adequately consulted and we do adequately consult. [Agency/organisation for internationalisation or international promotion, Germany]

I knew about the changes of higher education and the Bolognese convention but never had the chance to familiarise with it or even get acquainted on any level. I completed my first degree before that came about and when I lived in the UK I completed higher ed courses through my employment. [Student, Hungary]

It has been imposed on the Universites as a bureocratic measure, without any relevant consultation. [Academic, Hungary]

I think the state does not provide enough information on this, considering that most higher education institutions in Hungary are in the hands of the government (I think its the biggest problem for the autonomy of these Institutions) [Student, Hungary]

They tell us to research it, they do not give us the means to, and also most of our educators and the leaders of the university are not familiar with the system. Although we have to take into consideration that our university focuses on arts, therefore many aspects of the system cannot be entirely followed. [Student, Hungary]

At our university, the Bologna process not as widely known, as this questionnaire indicates, based by the questions. In my opinion, awareness and promotion should be a higher priority. [Student, Hungary]

Some consultation is available, but only at the minimum level. [Academic, Hungary]

We are regularly informed on the current issues of Staff and Student mobility Programmes. [Academic, Hungary]

I'm not sure where in the hiearchy is the blame but i often feel inadequate and afraid to ask, but if i do people above me most of the time have no information to give me but will just not phrase it that way...causing me to keep pulling out half-informations from them by a flippin towtruck :D [Student, Hungary]

There is a team that is new to the service and has not followed up on previous consultations. [National recognition information centre (ENIC-NARIC), Portugal]

More Information and Discussion on these Topics are neccessary - esp. for the non teaching staff. [HEI management or administration, Germany]

Always room for improvement - dialogue is creative [Higher education institution (HEI) leadership, Malta]

The war situation in Ukraine makes the University agile to changes in the educational process. It is essential for us to know more about how to follow the Bologna Process in relocation. Some methodological guidelines would be very helpful for us. [HEI management or administration, Ukraine]

The number of surveys conducted has decreased in recent years, and their results do not affect anything. [Student, Ukraine]

the national observation group is interested in identifying learning deficiencies and providing recommendations for their elimination [Academic, Ukraine]

We felt adequately consulted before the war time. Still we can receive the information from the EHEA sites or consult the national representative. [Academic, Ukraine]

We need more consultation on up-to-date information [Higher education institution (HEI) leadership, Ukraine]

Ministry of education is not using sufficiently the possibilities that there are to make the ownership of Bologna process common also for the academic community as a whole. [Other non-governmental and not-for-profit organisation, Slovakia]

Nothing has been explained to me through all my years of education. [Student, Ukraine]

Consultation is in place but individuals influencing decisions being taken do not necessarily own a wide experience that covers Higher Education institutions beyond those governmentally funded, hence private institutions are often at a disadvantage when it comes to fair competition to access the education market. [Higher education institution (HEI) leadership, Malta]

We obey the respective documents of our Education Ministry. [Academic, Ukraine]

Ministry organises periodical meetings with all the persons involved in the Bologna working groups and peer groups [Quality assurance (QA) agency, Netherlands]

Comments: future priorities

<mark>Please apply care when opening any links, they have not been checked against possible malicious ones.</mark>

Since the Sorbonne Declaration, Bologna has been very much a top-down process (ministers, civil servants, university leaders) that has a long way to go before it reaches the lecture halls. It is time to start an additional bottom-up process: many local initiatives of practitioners (incl. stakeholders, especially students) who are internationally networked, learn from each other and develop new ideas. There is so much happening locally at the universities, but hardly anyone knows about it (often not even their own rectors), so a lot of work is done locally based on trial and error. An international platform would be helpful here. BUT the biggest shortcoming of all is that there is virtually no impact research on almost all Bologna topics. What really works? What contributes to real improvements? The whole EHEA is quite blind

here and therefore often just stumbles along. [Other non-governmental and not-for-profit organisation, Austria]

The Bologna Process needs to be revitalised at both European and national levels, as it is losing relevance at European level and national higher education systems are increasingly revising the basic Bologna principles. The following suggested methods of work should be enhanced again like they were in the first decade of the Bologna process:. · Europe-wide conferences or dialogues at policy maker level · Europe-wide conferences, workshops, trainings for practitioners from HEIs · Europe-wide online trainings and webinars · Conferences, workshops, trainings (in your local language) · Peer-learning activities [HEI management or administration, Slovenia]

Engagement with countries outside the European Higher Education Area to build comparable systems [Agency/organisation for internationalisation or international promotion, Kazakhstan]

Corruption in HE, Diploma Mills, Plagiarism, Ghost Writing, Falsified Research Results Didactics for a Post-AI World: What and especially how should be learned at universities when AI takes over more and more (routine) activities? Creativity, critical thinking, innovative teaching and learning concepts - nice buzzwords, but how to implement them? How to implement these across the whole EHEA, given the many schooled "universities" and the prevailing model of one person talking and all the others are only supposed to memorise what is said? [Other non-governmental and not-for-profit organisation, Austria]

And social mobility is still a big issue in many countries: only the financially advantaged can afford to attend higher education (in fact, in such family backgrounds, the diploma is a kind of null hypothesis, an automatic requirement) while in families where there's no tradition of schooling, even the very idea that their children could target secondary and then tertiary education cannot arise. Education is not part of the thinking, the mindset in such social contexts. I think this social issue should be addressed more emphatically, esp. in terms of the education of young women. [Academic, Slovakia]

Early career scholars, their working conditions and employability. [Academic, Austria]

Joint quality assurance reviews that could enhance international collaboration and trust towards national HE systems across EHEA, along with enhancing independence and objectivity of QA systems. [Quality assurance (QA) agency, Georgia]

In my opinion the joint degree and double diploma need more attention at the level of European policy because there are major differences between HEI systems in EU countries, mostly regarding the necessity of achieving 180/240/360 ECTS for each specialization. [Academic, Romania]

Accreditation of transnational joint programmes [Other ministry or governmental agency/organisation, BEL]

How Higher education contributes to a sustainable development [Ministry responsible for higher education, Belgium (French Community)]

reversal of brain drain [Ministry responsible for higher education, Greece]

Using of artificial intelligence in Higher Education. [Ministry responsible for higher education, Bosnia and Herzegovina]

Internationalisation at home and Internationalisation of the curricula please do not forget about the very roots of the Bologna Process: Mobility (and all its factes including blended/ virtual mobility) and recognition what is the EHEA in a nutshell after 25 years? [Agency/organisation for internationalisation or international promotion, Austria]

Impact of artificial intelligence [Agency/organisation for internationalisation or international promotion, Germany]

strategies for designing cost-neutral / efficiency curricula (with interdisciplinary possibilities, with integration of technology, with active student participation), focus on the implementation, updates in the tools with new insights designing curricula (high quality level and cost-efficient) [Higher education institution (HEI) leadership, Belgium (Flemish Community)]

Better interconnection with the European Research Area and the European Education Area (both EU). [Other non-governmental and not-for-profit organisation, Belgium]

Let´s encourage networks such as RUN to further merge and compee agaimts US/AUS/Asian universities, but at the same time allow small, efficient units (that are experts in their field) to continue on their path. [Academic, Finland]

Cheating the system and ways to prevent it. European Projects written only to receive the grants while the content of it is useless. [HEI management or administration, Finland]

Diploma Supplement, especially digital Diploma Supplement, and other documentation of studies and (study) mobility [National recognition information centre (ENIC-NARIC), Finland]

Inclusion of minorities [Academic, Finland]

Standardization of degrees has been incredibly beneficial for the portability of degrees to other labor markets. This is good. But competition is the key long-term driver of high quality at the top (as in the 50 or so leading universities of the world). Bologna's greatest contribution has been to raise competition for faculty and students in Europe. The positive effects of this competition will be most felt in the leading schools. But comparing to the U.S., mobility is much lower, and hence competition remains lower. This is especially true for BSc level degree programs. Measures to increase mobility could include: advancing English as language of instruction; make tuition rules similar across Europe (e.g. require each country to allow universities to charge tuition). [Higher education institution (HEI) leadership, Sweden]

Another important issue is faculty development, i.e. the continuous improvement of the quality of teaching and the professional skills of European academics. The adequate use of learning outcomes in the design and delivery of study programmes as well as student-centred learning are possible only through the enhancement of teaching skills. Academics must achieve a sense of their role as educators. [Academic, Italy]

Education for Climate and Sustainable Environment. [Academic, Romania]

How to overcome the differences in the organisation of an academic year between countries in Europe ? [HEI management or administration, France]

Research [Quality assurance (QA) agency, Spain]

Embracing artificial intelligence for learning, role of data analytics for employment , funding issues [National recognition information centre (ENIC-NARIC), Armenia]

Removal of obstacles to participation in higher education (as student, academic, researcher, or management) [HEI management or administration, Austria]

I think there are too many activities & policies initiated by the EU thereby weakening their impact - less would be more and the funding streams could be better focused - the documentation tends to be too verbose, this puts people off. The peer learning cross-EU activities are very valuable, but should switch to online (at least in 50% of the cases) as it contradicts the EU green policy when you add up the air miles - the main focus should be on the synergy & collaboration between EU institutions at teaching & research & innovation/commerzialisation & third mission [HEI management or administration, Austria]

Increase the meaning and value of the international experience of students during their studies. How beneficial the knowledge collected from different countries and partner universities can be for the companies, when graduates starts to work in them. The meaning of international academic cooperation, [HEI management or administration, Finland]

financing the HE sector by public authorities/government/European Union what can be done by the national governmental bodies to support HEIs financially more that they can fulfil their missions better [Higher education institution (HEI) leadership, Austria]

Working conditions for academic staff as key to high quality teaching and learning [Other non-governmental and not-for-profit organisation, Norway]

legal entity for European Universities; more support for European Universities to set up a joint administration in view of different legal frameworks [HEI management or administration, Austria]

Differences in the requirements of doctoral degrees [HEI management or administration, Finland]

More awareness, training, guidelines and templates on Quality Assurance areas and measures: Quality Management Systems, Standards, Accreditation and Reporting, in line with ESG, EQAVET, etc., as well as ISO 21001 requirements and implementation. [Higher education institution (HEI) leadership, Malta]

Flexible learning pathways should be understood more broadly than just micro-credentials and small units of leaning. IIEP-UNESCO has carried out a comprehensive study on that topic : https://www.iiep.unesco.org/en/international-policy-forum-flexible-learning-pathways-higher-education-13759#:~:text=What%20are%20flexible%20learning%20pathways,the%20needs%20of%20diverse%20students. [Quality assurance (QA) agency, France]

Concerning the aspects of inclusion in the Alliances, in order to encourage mobility more widely: transform the Erasmus+ mobility fund into an additional Erasmus+ fund adapted to the specific needs of students within European university alliances. It would be possible to consider a grant for short periods of mobility (currently a minimum of 2 months' mobility to receive an Erasmus+ grant). This does not correspond to the activities of the Alliances. -Closer dialogue between DG EAC and RTD. Encourage co-supervision of theses, by means of a financial incentive mechanism to supplement the flat-rate salary paid in the Member States concerned by the co-supervision (for the benefit of the PhD students). -On the funding of Alliances: closer dialogue between DG EAC, RTD and REGIO. The creation of the innovation ecosystems proposed by DG REGIO via its "smart specialisation" are encouraged via the ERDF. Couldn't these DGs work together more closely? Couldn't the Alliances benefit from ERDF funds as long as they maintain links with their economic and social fabric? -Dialogue between the European Commission and BFUG. -Role of evaluation and evaluation of the Alliances, joint and co study-programmes (Discussion at EU level : BFUG, Commission, Ministries and Evaluation / QA agencies). [Quality assurance (QA) agency, France]

The internationalization of the curricula, of course, being adapted according to the needs of the population of the respective countries. Training and information regarding the changes of all interested parties. [Academic, Albania]

The huge number of different study programmes and options overwhelms people who want to study. In Germany alone, there are 9,863 registered Bachelor's programmes. see here: https://www.hochschulkompass.de/studium/studiengangsuche/erweiterte-studiengangsuche.html?tx_szhrksearch_pi1%5Bsearch%5D=1&tx_szhrksearch_pi1%5Bstudtyp%5D=3&tx_szhrksearch_pi1%5BQUICK%5D=1&tx_szhrksearch_pi1%5Bfach%5D=&tx_szhrksearch_pi1%5Babschluss%5D%5B%5D=24 I really don't know how my teenage daughter is supposed to navigate her way through this chaos. I hope that the universities' addiction to profiling by an over-diversification of study programmes will be limited . Clarity helps in the choice of studies and promotes interest in mobility. In my opinion, over-diversification has also led to (1) too many undersubscribed study programmes and (2) basic skills that promote mobility are no longer taught adequately. [HEI management or administration, Germany]

Encourage mobility more widely with an additional Erasmus+ fund adapted to short mobility periods (less than two months) [Quality assurance (QA) agency, France]

Sustainability! [HEI management or administration, Germany]

Innovation potential of different study programs on European level [Academic, Romania]

I think that time and efforts need to be spent on defining what European higher education is, how it is linked to the European identity and heritage and what should be done for the Europeanization of higher education. [Higher education institution (HEI) leadership, Albania]

Raise of awareness on Bologna Process/EHEA real aims, goals and tools among the teaching staff. Mainly the limited number of "internationalized" professors have good knowledge and understanding of EHEA policy. [HEI management or administration, Georgia]

More involvement of employers of graduates [HEI management or administration, Netherlands]

fair science and evidence based practices [Academic, Romania]

Agility & Resilience of HE Management, Transformation Tools, Change Management [HEI management or administration, Germany]

expectations posed on the teachers in terms of work overload and quality of work opportunities [Academic, Croatia]

- Cost-Aware curriculum design (practice of considering the financial implications of designing educational programs, particularly in relation to flexible and open pathways) (carefully assessing and minimizing the costs associated with curriculum development while ensuring high-quality learning outcomes) - More recognition of the short cycle, also known as level five. focus on vocational training and practical skills, it can promote a more inclusive and flexible educational landscape that caters to the diverse needs of learners and contributes to the development of a skilled workforce in various professional domains. (creating a four-cycle structure). With possibilities to realise the short cycle within the first cycle - no waste of talent - Promote more peer counselling, efforts can be made to establish and enhance peer support systems [HEI management or administration, Belgium (Flemish Community)]

Financing of universities [Higher education institution (HEI) leadership, Armenia]

There are some study directions that should not be divided into bachelors, then masters. Only full masters makes sense (i.e. Biotechnology or Medicine) [Higher education institution (HEI) leadership, Poland]

University lifelong learning as a tool to offer flexible learning and a second chance to non-traditional students [Other non-governmental and not-for-profit organisation, Spain]

National educational agencies should be controlled by EU specialists. [Academic, Slovenia]

A unified European system of habilitation of academic staff. [Higher education institution (HEI) leadership, Slovenia]

Yes: knowledge. Why do we discuss everything but knowledge? We seem to be focusing on everything except the fundamental question: do students know (how to do, think, reflect, seek information, etc.)? [Academic, Slovenia]

Connections between colleges and business owners and economists [Student, Slovenia]

Languages learning to enhance mobility [Academic, Slovenia]

addressing the increasing social inequalities the impact of secondary school system and its achievements on HE [Academic, Slovenia]

Closer cooperation between HEI and businesses, practically oriented teaching [Higher education institution (HEI) leadership, Slovenia]

Stricter checkups for universities involved, as many are not up to par when it comes to providing international exchange students actual learning material in english, or at all. [Student, Slovenia]

Every university should provide detailed module and exam descriptions as common base for fair recognition procedures and quality assurance. [HEI management or administration, Germany]

The reproduction of social inequality by current higher education systems The role of the Bologna Process in actively stimulating inequality with its neoliberal outlook [Student, Netherlands]

To minimise the obstacles in changing between programmes in Slovenia [Student, Slovenia]

State financing of higher education [HEI management or administration, Hungary]

- Erasmus (+) financing: releasing mobility financing barriers due the direct impacts of political struggles b EU and countries like Hungary (mobility ban would have major long-term negative impacts on youth and research collabs) - Increase awareness of obstacles of credit transfer at institutional leadership level - Study the negative impacts of te B system in quality of student intake (eg 4-year colleges of applied sci turned to 3+2 universities, with no real entrance exams, resulting in a drop in quality--complex problem, national contexts may vary) and work out some alternative - Enabling institutional representatives to participate EHEA related events with more support on participation costs [HEI management or administration, Hungary]

Teaching competencies development [Academic, Serbia]

Education focused more on skills required by emloyers. [Student, Hungary]

It would be worth exploring in more depth the interpretations of quality linked to the cultural values of each country. Diversity and inclusiveness are based on acceptance based on an understanding of the different values of different countries. [Academic, Hungary]

Increase of mobility grant fees with respect to inflation; possibility to apply for grants to support international conferences in addition to staff mobility [Academic, Hungary]

In my opinion, the autonomy, and freedom of universities of countries should be spectated, and regulated much more, for avoiding the govern-oriented shaping of education in countries of EU (like in Hungary) [Student, Hungary]

Corruption prevention [Student, Hungary]

University-Business/Stakeholders-Research-Innovation cooperation [Agency/organisation for internationalisation or international promotion, Hungary]

Bringing together the disparate aspects of the post-compulsory tertiary system - VET, Higher Education and Research - to deliver a more coherent and diverse system to meet the motivations and talents of learners and researchers [Ministry responsible for higher education, Ireland]

These policies are overwhelming. For once they should stop. For once, some space should be reserved for everyone to think whether this constant counterrevolution in higher education which is called Bologna reform makes sense or not and whether we really want higher education to be the tool of European integration and not a goal onto itself. [Ministry responsible for higher education, Slovenia]

academic/scientific integrity; citizen/social competencies in curriculum [Academic, Poland]

Involving NGO-s into higher education [Academic, Hungary]

Enhancement of industry and corporate collaboration, and practically oriented higher education [HEI management or administration, Finland]

Gender discrimination policies need to be made more clearly [Student, Romania]

Reflective Skills for understanding the world we live in Climate education Less bureaucracy Health of students and staff Stress reduction Possibility of individual pathways (inclusiveness) [Student, Germany]

Ensuring participation in international mobility programmes for students, young people and researchers from all nations. Recent developments have raised the possibility that Hungarian students, doctoral candidates and researchers may be excluded from certain mobility grants due to no fault of their own. The issues surrounding this topic could undermine the perception of the stability of mobility programmes for the target group. The issue of mental health is becoming more visible in academia and affects young researchers in a more complex way (workload, financial security, early life crisis, etc.). Keeping this issue on the agenda and developing joint European answers, and being implemented in programs, could be important in the future. The communication between the governmental organisations and other stakeholders and associations should be improved. The communication happens on one channel most of the time. [Other non-governmental and not-for-profit organisation, Hungary]

The use of artificial intelligence [Quality assurance (QA) agency, Belgium (French Community)]

Make it possible to study if someone has to work as well to make it in the month, universities are incredibly unflexible for people who have to have jobs; university teachers are underpaid, hence many young people dont want to pursue an academic career, leading to the majority of teachers being generations older than their students; quality of education is vastly different in western and eastern european countries; vast differences between curricula between countries for the same degree programmes [Student, Hungary]

International students at Hungarian Universities do not receive adequate student support or information. [Student, Hungary]

Use of digital technologies in learning and teaching [Student, Hungary]

Actually hold the agreed goals. The Hungarian government massacred the autonomy of 2 universities that held western values. (see CEU and SZFE). Require universities to provide the links to your website on their's so that students can have access to it. [Student, Hungary]

Quality Assurance should focus more on faculty development. In my home country, this is an individual, "private" responsibility. Also, the lecturers transitioning from practice to academia have little chances for a well-established academic career. Further, the situation of women in academia should be studied and, as far as I have experienced, new policies to promote equity are needed. [Academic, Hungary]

apprenticeship in HE, Financial autonomy of HEIs, HE and labor market, competitive competences [Ministry responsible for higher education, Ukraine]

Differences between countries such as economic, social, geographical should be taken into account and decisions or actions should be made accordingly. [Ministry responsible for higher education, Turkey]

LGBT rights [Higher education institution (HEI) leadership, Spain]

sufficient salary for academic and non-academic staff, motivating working enviroment, respect for the profession. [HEI management or administration, Slovakia]

Livelong learning and the possibility to use Microcredentials for these field. Possibilities for staff to exchange for more than one week abroad. [HEI management or administration, Germany]

Legal status for European Universities European/cross-country funding schemes for joint activities, joint degrees [Higher education institution (HEI) leadership, Austria]

European Universities and European Degrees Sustainable funding for sustainable cooperation [HEI management or administration, France]

Teaching staff academic mobility [Higher education institution (HEI) leadership, Ukraine]

Assessment for/as/of learning Realistic programme and module aims and objectives [Higher education institution (HEI) leadership, Malta]

Cooperation in the incubating of student startups [Higher education institution (HEI) leadership, Ukraine]

The opportunity to study anywhere and at any convenient time. The opportunity for students to independently choose in which direction they want to study a specialty (for example, they want to be programmers, testers, technical support specialists or network equipment installers). [Student, Ukraine]

- funding of academic staff and students from less developed countries - policies on academic refugee recognition, management and sustainability [Academic, Ukraine]

in my opinion, the main problem remains the inclusiveness of both the educational environment and the provision of educational services [Academic, Ukraine]

It is necessary to accommodate European standard list of directions of education to some national specific features of definite country. I propose to supplement the existing list by an additional list, developed in every country (in the case of necessity). Otherwise some traditional branches of education will died. [Academic, Ukraine]

Removal of useless bureaucratic procedures [Higher education institution (HEI) leadership, Ukraine]

Sustainability AI Global cooperation [Student, nan]

Travel grants for students and academic from developing countries joint research projects education in the period of war actions [Academic, Ukraine]

Living conditions for students and consideration of inflation [Student, Hungary]

Staff payment categorization for university projects in the EU by country is absolutely scandalous, with Poland being placed in the lowest group. Our work is underpaid in comparison to countries like Germany, Austria, and Italy! It seems like they always want us to be the poorest relative. [Academic, Poland]

we dont have enough technical devices for efficient studying [Higher education institution (HEI) leadership, Ukraine]

The self-reflection Bologna process can have towards itself (at BFUGs level, but also at country level) in order to draw the next priorities [Ministry responsible for higher education, Belgium (French Community)]

Training for QA agencies aimed at fulfilling ESG standards. Especially oriented to the agencies which are not full members of European quality assurance associations. [Quality assurance (QA) agency, Montenegro]

Financial support of teachers academic mobility [Academic, Ukraine]

Better communication between Enic Narics. The creation of a European Enic Naric organisation is proposed. [National recognition information centre (ENIC-NARIC), Greece]

Integrated management of borders [Academic, Ukraine]

Acceptance of sexual and gender orientation. Prohibition of homophobic behaviour. [Student, Ukraine]

Development of academic connections during the war. [Academic, Ukraine]

Corruption in higher education, such as hiding available rooms in dorms in official documents and giving them only to students who bring presents or money or have connections. [Student, Ukraine]

Popularization of professions, industries and support of this popularization. I emphasize that, starting from primary education, the state should be engaged in popularization and sub-team of popularization (from people to people) of both cultural fields and all other fields (from narrowly specialized to generally understandable and accessible). Modern people should have an "information base" from childhood, thanks to which many more people will understand things that are not paid enough attention now (for example, architecture, cinema, art, sculpture or music - and do not be surprised by these positions, because very many people do not know how to use it) and will be able to take a much more responsible approach to choosing their profession. Which, in turn, will have a positive impact on state-building processes in the future, because the more people are aware of certain aspects of life, the more their responsibility increases. P.s. I understand that this problem is not pronounced in all countries, but, in my opinion, it will benefit the whole society. [Student, Ukraine]

Anticorruption actions [Higher education institution (HEI) leadership]

We would like to add the European University Alliances and the European degree label. [Ministry responsible for higher education, Spain]

Tempus Public Foundation: - It may be worthwhile to continue to focus on University-Business/Stakeholder cooperation topics as much as in the past. Educational Authority - students as third country nationals/migrants (their inclusion, accessibility, recognition issues incl. assessment of their informal and non-formal learning DOSZ (Association of Hungarian PhD and DLA Candidates) - Ensuring participation in international mobility programmes for students, young people and researchers from all nations. The issue of mental health is becoming more visible in academia and affects young researchers in a more complex way (workload, financial security, early life crisis, etc.). Keeping this issue on the agenda and developing joint European answers to be implemented in programs, could be important in the future. [Ministry responsible for higher education, Hungary]

University financial management in the context of University autonomy [HEI management or administration, Ukraine]

Global and regional impact of higher education (security, social and economic development, etc.) [Higher education institution (HEI) leadership, Ukraine]

Personally, I would like to be trained by someone that is more experienced than me in Innovative Approaches to Teaching and Learning and the Development of Qualification Framework and Writing of Learning Outcomes. I have experience in those topics but it is a little bit outdated and needs to be refreshed. [Ministry responsible for higher education, Bosnia and Herzegovina]

The Bologna process should be continued or the Bologna Process Part II has to be launched as the higher education system still has many challenges and areas to improve. Digitalization, new technologies, and a new generation of learners need the higher education system to reset and update the concept of education. [Higher education institution (HEI) leadership, Malta]

Training opportunities to enhance digital skills for older educators to cope with the augmented use of technology. [Higher education institution (HEI) leadership, Albania]

Multilingualism should be made one of the priorities of the EHEA as it will support many of the existing and future goals of the humanity in the 21st century. [Academic, Slovenia]

Bologna Process has proved to work and focus now should be on digital learning and skills needed in 2023 workplace [Higher education institution (HEI) leadership, Malta]

Changes in higher education in Ukraine still have a non-systemic nature, so it is necessary to develop typical strategic maps of mastering the goals and tools of the Bologna system for two levels - the Ministry of Education and universities. the last level needs active support in terms of top management and middle management training [Higher education institution (HEI) leadership, Ukraine]

About the EHEA website : all relevant documents should be available in main languages, and to start with, ministerial Communiqués .. When nothing much is available in this respect since 2010 Vienna Declaration : why for example the latest 2020 Rome Communiqué is only in EN still, 3 years after Rome ? .. Besides translations should be seen at one glance for each Communiqué, and not in a remoted page online, with a link at the very bottom of a page. Besides, why isn't the EA approach not available except in EN ? About newsletters : the ACA newsletter is very informative about ongoing talks and conferences both in the EHEA and in the EU (and also in international conferences). A newsletter bridging EU developments with ongoing Bologna talks and works (such as ScienceBusiness newsletters) is missing .. Conferences, seminars, webinars, peer learning events, (on top of regular podcasts or EUA newsletters or online brochures) open to HEIs and all staff working there would be very valuable to always exchange, learn and discuss .. as EHEA & European Universities are always moving ahead :) [HEI management or administration, France]

Various other comments [E02]

<mark>Please apply care when opening any links, they have not been checked against possible malicious ones.</mark>

Bologna is a great European innovation. The standardization and homogenization is fantastic. Perhaps accreditation of higher learning institutions should also be an EU competence (rather than member countries). [Higher education institution (HEI) leadership, Sweden]

Nowadays, peer respect and responsibility for a job well done should be at the forefront of any regulation for education [Academic, Romania]

Very interesting approach and congratulations for trying to sensitize academic field by such activities for the significance of a unified valuable educational system all over Europe with the goal of assuring accumulation of fair know-how and relevant competencies of future graduates of diverse study programs all over Europe. [Academic, Romania]

When making surveys, please remember to add a progress indicator, and the estimate for the expected time needed to complete it. Otherwise, people will give up filling it in after 3 screens... [Academic, Ukraine]

I admire your idea!!! That sounds so exciting!! [Student, Ukraine]

Thanks for asking my opinion on this important topic. The role of EUI in this context should be further analyzed in depth. [Higher education institution (HEI) leadership, Italy]

Consider the end of the Bologna Process and concentrate on other activities as European Education Area and European Universities Initiative. [Other non-governmental and not-for-profit organisation, Slovakia]

Friday 5 May 2023, 10:00-12:00 CEST

Participants:

SP	Austria
VB	Azerbaijan
MI	Finland
JK	Finland
LP	Moldova
RM	Sweden
KS	Ukraine
CS	United Kingdom
Cristina Ghiţulică	Co-Chair of the Task Force on Enhancing Knowledge Sharing in the EHEA community
Bizena Bijo	Co-Chair of the Task Force on Enhancing Knowledge Sharing in the EHEA community
Elena Cîrlan	Expert on Higher Education
Vera Lucke	IN-GLOBAL project, Italy
Sibeles Chiari	IN-GLOBAL project, Italy
Teresa Morales de la Fuente	IN-GLOBAL project, Italy

Cristina Ghiţulică opened the meeting explaining that this is the first of a series of 3 foreseen focus groups organised in the framework of the BFUG Task Force on Enhancing Knowledge Sharing in the EHEA community (TF), of which herself and Bizena Bijou are co-chairs. The TF has developed an action plan with concrete actions and activities to be carried out, among which is the creation of a set of recommendations for BFUG members for (re)activating Bologna experts' networks and for starting national and local level Bologna Hubs, as well as to collaborate with existing Higher Education Reform Experts. This will be done on the basis of the outcomes of these focus groups and BFUG consultations. This is a meeting to gather best practices and activities that are ongoing, as well as challenges that the countries are encountering in regard to collaboration and knowledge sharing of EHEA-related activities and policies.

The Task Force is logistically and financially supported by the IN-GLOBAL project, an EU co-funded project. More information on the project can be found on the website www.in-global.eu, a useful tool for sharing EHEA knowledge and enhancing visibility of EHEA-related outcomes, activities, events, etc.

Cristina explained that the countries for the first focus group meeting were selected due to their good collaboration and knowledge sharing practices and good initiatives in consulting the national academic community, taking into consideration geographical balance. It was noted that not all countries invited could atend the meeting.

Question 1:

- **What are the national/regional approaches and good practices of collaboration and knowledge sharing related to the development and implementation of Bologna policy goals?**
- **How is the wider HE community engaged in ensuring the implementation and the understanding of the Bologna Process and its goals?**

Austria presented their national EHEA/Bologna network that has been active for the last 15 years, which consists of:

- EHEA contact point at the ministry, which has been merged with the National Bologna/EHEA implementation group at the ministry
- Bologna Service Point at the Austrian Exchange Service (OeAD)
- Experts on the EHEA coming from all 4 HE sectors in Austria (8 experts in total): they do consultation site visits at HEIs.
- Austrian Bologna Follow-Up Group

Issues at European and EHEA level are discussed internally and priorities, goals and relevant topics of the EHEA are implemented or considered in the steering mechanisms, projects, etc. When necessary, priorities and targets of EHEA are also enshrined in the Austrian legislation (e.g., implementation of ECTS). There are Austrian representatives in many of the BFUG subgroups, who are experts in each of the topics. Many national stakeholders are involved in the Austrian BFUG. There is a Bologna coordinator in each of the HEIs in Austria (77), who meet once or twice a year and report back to the national BFUG. Several National EHEA Implementation Reports have been published and a new edition will be published before the Tirana Ministerial Conference. Bologna and Erasmus+ projects are a very useful resource for the implementation of goals and priorities of EHEA, and of the Austrian HE Internationalisation and mobility strategy 2030, as it funds activities that otherwise would not be covered by the Ministry.

Communication happens through a mailing list within the national BFUG where news and information relevant to their work are shared. **Challenge**: there are 4 umbrella organisations covering all sectors, but there is a difficulty in sharing information with the 77 HEIs, because information shared with the umbrella organisations not always reaches all the HEIs. Nevertheless, there is regular and transparent reporting among the different groups and reports after consultations are always exchanged internally.

Finland: all education policy reforms are prepared in close dialogue with relevant stakeholders in the academic and labour fields. Different approaches have been adopted throughout the years (Bologna expert groups were an important structure in the early stages of the implementation of the Bologna Process), but nowadays there is not an umbrella BFUG national structure but small groups involving stakeholders that discuss policy reforms taking into consideration the European approach (e.g. micro-credentials), which is somehow inherent in the discussions. The ministry meets the rectors, vice rectors, students' organisations and employer organisations regularly and does consultations with other stakeholders when needed, in this way different structures are in place for different hierarchies in the HE system. The formal structure for EU educational affairs is used to formally gather perspectives from stakeholders and coordinate with them.

There are different contact points at the ministry, each working in a specific field, who communicate with the different stakeholders depending on the topic that needs to be addressed. Information is shared within the department on a regular basis and reports are shared internally after consultations.

(In the chat) Communication is always a challenge, but they use wikis in some areas where they develop issues that interested parties can follow in HEIs even though they are not part of the working group.

Ukraine: there are structures in place but not all are operational. There are two structures made up of people from the ministry, universities, QA and qualifications agency, students' representatives, etc.:

- National Bologna Lab Group
- National Higher Education Reform Expert Team: it is active, working from different policy angles including the Bologna commitments. This is a supporting structure for neighbouring countries which have the same team in place (which collaborate through PLAs and other activities).

The national BFUG is made up of around 15 people. Ukraine has limited resources, people are overloaded with work and there is a lack of coordination to some extent, so it has not been operational for the last year and a half although it has proved to be a useful tool. In the past it worked actively on national consultations (through questionnaires, meetings, etc.) in preparation for the Rome Ministerial Conference in 2020. Ukraine is exploring the possibility of participating in European projects to fund Bologna-related activities and initiatives.

The Annual Bologna Conference is organised by the National Higher Education Reform Expert Team and involves the other groups, where policies are discussed (including recognition, QA, etc.).

Sweden: while in the first years of the Bologna Process the national work was focused on the implementation, the focus now is to work on what is already in place:

- Bologna reference group (10 persons): meets 3 to 4 times a year with all stakeholders (agencies, rectors conference, AQ, ENIC-NARIC, etc.).
- Platform for internationalisation at the ENIC-NARIC office, which activities are based on Bologna principles and tools.
- Meetings and conferences with special topics high in the agenda. Ina similar way to Finland, Bologna issues arise at these meetings.

The ministry has a list of national contacts that is used for communication purposes.

Moldova: has a similar situation to Ukraine. The National HE Reform Expert team supports the ministry and the institutions in implementing reforms. Moldova is represented in several of the BFUG subgroups. HEIs are represented by rectors and vice rectors who are involved in all consultation processes.

Challenge: understaffing at the ministry, with only 4 people working on Bologna issues. The implementation of Bologna structures started only in 2014 (the QA agency was established in 2015), so it is an ongoing process, but they are lacking a coordinated approach in this process of implementation, there needs to be a strategy to reach the national wider public and education actors parallelly to the legislative reforms. It would be useful to have a consolidated structure to address these reforms and issues, monitoring the situation nationally, offering training and support, involving all actors.

Azerbaijan: some of the challenges they encounter is the understaffing at the HE section, with 9 people following 51 HEIs as well as scientific institutions since last year, and the recent structural changes at the ministry. In regard to sharing knowledge on Bologna reforms and news, the BFUG representatives liaise with universities depending on what is decided in the ministry so that these changes can be

implemented at university level. Twinning projects in which they are involved support this process, for instance through training for staff at HEIs.

The ministry has developed strategy maps and a state program for internationalisation, in line with the Bologna principles. There is a national HE Reform Expert team with representatives from academic and labour stakeholders' organisations and HEIs. Study programmes are drafted in collaboration with stakeholders (both labour and academic) with expertise in the field. The exchange of knowledge between these groups is positive and it is valuable for the ministry to be also in contact with the labour market.

Question 2: How do you identify needs of stakeholders, map them and address them?

Azerbaijan: universities communicate their needs directly to the ministry.

Sweden: the strategy adopted has been successful so far and has allowed for the implementation of most tools. Reference groups and ongoing dialogue with the stakeholders help identify their needs and address them. In the ministry 2 people are working full-time on HE international issues and using the resources available has been successful so far. HEIs are assigned a contact point at the ministry as a direct communication channel.

Austria: HEIs reach out to the contacts at the ministry when they need any information or support. Questionnaires are sent to institutions after Bologna events in Austria, which are very useful to intercept their needs.

Challenge: close contact with institutions has been lost, but there is a lack of resources and time to re-establish direct connections with institutions (e.g., through onsite visits). 150 people working in HE in their DG, but information often gets lost within the DG.

Elena noted that this communication needs to happen both ways, institutions reaching out to the ministry an vice versa, this is a cultural thing that is built in time.

Ukraine: 12 people are working in the ministry dealing with HE. The war has prompted communication with universities and stakeholders: regular surveys are sent to universities on many different topics and asking what resources they need and the ministry meets with rectors or representatives of the 300+ universities every two weeks.

Azerbaijan: there are 3 people dedicated to HE, coordinating universities who contact them regularly addressing policy issues, emergencies, etc. The ministry gathers all rectors when national reforms happen.

Question 3: challenges

Finland (in the chat): Here are some of the challenges that we have experienced concerning active dialogue and knowledge sharing: lack of resources especially personnel make it sometimes difficult or impossible to keep permanent structures in the Ministry or in HEIs, difficulty to reach wider higher community outside formal representation; Bologna agenda is wide and expanding - it's difficult to communicate all together, documents of the BFUG come too late for wide consultation and discussion before the BFUG meetings. These are just some individual challenges, of course there are more.

Moldova: political instability is a great challenge, because it creates continuous amendments in the legislative framework and changes in the implementation strategies and priorities. The rapid changes in the labour market is another challenge, as they are difficult to reflect at the academic level.

Austria: agrees with Maija's comment in the chat on the fact that BFUG papers and official documents are sent too late, which is a challenge with hierarchies, etc.

Azerbaijan: agrees with Moldova. It was challenging conveying the reforms at university level to HE staff (explaining what learning outcomes are and how they can be identified). The lack of motivation

to change and apply changes at HEIs is challenging too, even though there have been training sessions organised by the ministry.

Elena noted that staff and institutions tend to lose interest and motivation if they are not involved in the whole process. Besides, some countries do not participate in international activities or in international projects because of lack of resources and this is to the countries' disadvantage.

Moldova: measures that could help tackle the challenges would be participation in projects, further training on Bologna implementation and on how to prepare the staff at HEIs to future changes, in order to mainstream the bologna process at university level.

Elena thanked all the participants for their contributions and Cristina announced that a survey will be sent to BFUG representatives soon on behalf of the TF and asked for their active contributions to it.

Monday 11 September 2023, 10:00-12:00 CEST

Participants:

RT	Armenia, ANQA (QA agency)
VG	Armenia, ANQA (QA agency)
EM	Azerbaijan, TKTA (QA Agency and ENIC-NARIC centre)
DO	Bosnia and Herzegovina (ENIC-NARIC centre)
SG	France, HCERES (QA agency)
VC	Greece, D.O.A.T.A.P. (ENIC-NARIC centre)
TK	Kazakhstan, IAAR (QA agency)
JS	Latvia, AIKA/AIC (QA Agency and ENIC-NARIC centre)
OL	Norway, NOKUT (QA agency)
EB	Spain, AQUIB (QA agency)
FO	Türkiye, (ENIC-NARIC centre)
Cristina Ghiţulică	Romania, Co-Chair of the Task Force on Enhancing Knowledge Sharing in the EHEA community
Bizena Bijo	Albania, Co-Chair of the Task Force on Enhancing Knowledge Sharing in the EHEA community
Elena Cîrlan	Expert on Higher Education
Teresa Morales de la Fuente	IN-GLOBAL project

Cristina Ghiţulică welcomed all participants and informed that this is the second of a series of 3 foreseen focus groups organised with the support of the IN-GLOBAL project in the framework of the BFUG Task Force on Enhancing Knowledge Sharing in the EHEA community (TF). Cristina Ghiţulică and Bizena Bijou are co-chairs of the TF.. In addition, Cristina shortly explained how and why the TF was set up within the Bologna Process (BP).

A tour the table allowed all participants to introduce themselves.

Question 1:

- **Provide examples of national/regional approaches and good practices of collaboration and knowledge sharing related to the development and implementation of Bologna policy goals.**

How is your organisation engaged in ensuring the implementation and the understanding of the Bologna Process and its goals? Are the needs of your stakeholder group considered in the national/regional activities?

Norway: Before each BFUG meeting, the ministry convenes what could be considered a national board of the BFUG with national HE stakeholders, QA agencies, recognition bodies, student and university organisations, HEIs, and other relevant stakeholders, to discuss the topics that will be addressed at the meeting. A similar meeting is held on the initiative of the ministry whenever new issues concerning the BP need to be addressed (e.g. when new terms need to be clarified or important changes discussed). Whenever new policies or tools are developed at the international level, these are typically disseminated and discussed at conferences, often organised by national agencies or university associations. It could be considered that the BP sets the agenda for the events at national level.

Nevertheless, individuals involved in the BFUG need more information on how this structure works (its groups and sub-groups), the logic of the whole processes and the decision-making process,. Moreover, the names and acronyms used in the BP context are complicated and many, therefore, these also need to be clearly explained. Lack of clear information on the above-mentioned aspects, makes it difficult for the new members of the BFUG to become actively involved in the discussions, as it is not easy to grasp the whole complexity of the process and its dynamics.

Stories in the form of short articles writen by people who have been involved in the BP may help share information with a larger audience and reach different stakeholders. Also, creating materials that explain what the process is about and what it strives for, would be useful.

France: The French representatives engaged in BFUG groups, which include government officials, QA agencies, HEIs, and others, convene 2-3 times a year at the ministry's initiative to synchronize efforts and exchange updates from their respective groups. There is a contact person at the ministry that is in charge of coordinating the BP activities and is available to address any enquiries from the representatives. This is useful but not enough, as it doesn't allow for in-depth discussions on specific topics, so additionally bilateral meetings with the contact person at the ministry are organised to address more specific items and agree on a national position.

Latvia: One of the challenges when joining the BFUG structures is lack of "historical memory" that is lost when national representatives change. In Latvia, there used to be regular meetings organised with the aim to coordinate the BP activities. However, recently, there has been a noticeable shortfall in the dissemination of information regarding BP developments, and the ministry has not dedicated sufficient resources to this. The lack of conferences or seminars has led to a reduced engagement of national stakeholders in the BP. AIC recently discussed with the ministry the possibility of creating a BP expert group whose work could be financed through an Erasmus+ project.

The problem is the shortage of funds and human resources and lack of coordination, interest and initiative in fostering the dissemination of the BP at national level. This is because of lack of understanding regarding the importance of the BP and why it should be a priority. The continuous change of staff at the ministry is another aspect that complicates this process and follow-up on certain issues.

Armenia: In the past, Erasmus+ projects were the main promoters of the BP and EHEA tools in the country and were the space where conversations among national stakeholders took place. There was also a group of HE reform experts (HERE) that held regional meetings at universities, promoted the BP, and informed about it. Now, this falls under the purview of the ministry.

The QA agency promotes the BP and its key commitments through discussion with different stakeholders, namely HEI representatives, employers and students. In these events, topics linked to QA, such as accreditation, recognition, and qualifications frameworks are addressed. However, all these discussions are focussed on the theoretical level, therefore, academics should be more engaged

in discussions about the decisions at meta level and their impact on the practical level. Internationalisation of HE has a positive impact on this process, as it allows students to get involved in the process and use the tools necessary for mobility purposes, which also helps the ministry and HEIs to realise the usefulness of the EHEA tools and the need to use them. However, there is a big gap between the ministry and HEIs perceptions of the EHEA tools and policies, as the later perceive them as an imposition rather than an added value.

Spain: In Spain, there are 10 regional QA agencies and 1 national agency, ANEQA. The ministry delegates to ANEQA the coordination of the regional agencies. The fact that there is a permanent national agency is positive as it insures stability of the process and continuous involvement of stakeholders throughout time. The agencies convene at meetings initiated by ANEQA, where universities and student associations actively participate. This structure works well because all the agencies collaborate closely and wish to develop in the same direction. The ministry rarely convenes meetings, only when big changes occur or a new law is to be approved. However, these meetings are not a space to exchange views and share updates on all the topics. The agencies have diverse competencies, and smaller meetings and focus groups are held among agencies working on the same HE areas/topics, which are not common to all of the regional agencies.

Kazakhstan: The country joined the BP in 2010. In the beginning, the QA agencies were the main promoters of the BP principles and cooperated closely with other agencies and European organisations. The ministry of education created the Bologna Process and Academic Mobility Centre, now called National Centre for the Development of Higher Education that takes care of Bologna issues and has a register of accredited HEIs. In the last few years, this centre has enhanced the information sharing.

There is close cooperation between the QA agencies, the HE centre of the ministry and other national stakeholders (i.e., National Rectors' Conference) and they are invited to each other's meetings to share views, discuss the EHEA tools such as the ESGs. In addition the agency has fruitful collaborations with the agencies from Tajikistan and Kyrgyzstan organising events on topics related to BP.

Bosnia and Herzegovina: The country has a similar territorial structure to Spain but there is no organisation coordinating with all the stakeholders from different territories (cantons). There is a need to strengthen the collaboration between the academic community, government and ENIC-NARIC centre. Usually, HEIs are not actively engaged in the discussion at national level. Students are not aware of the BP and the EHEA tools (e.g., Diploma Supplement) and students' organisations (there is one in each canton in which there are HEIs) are part of the national steering commitees but are not active in the process. Because there is no interest in BP and various political issues, cooperation between stakeholders, organisation of national activities related to BP, full implementation of the EHEA tools and automatic recognition is not possible.

Greece: The country changed the law in 2022 to be in line with the BP principles, following pressure from students, the ENIC-NARIC centre and universities. These stakeholders were of the opinion that the criteria for recognition of foreign qualifications were too strict.

Question 2: What is the role of your organisation in informing/connecting with various stakeholder groups?

Latvia: At least once a year, a seminar is organised by the QA agency to share information with HEIs, students' organisations, ministry delegates and employers' unions. Additional meetings are held separately with the different groups. Workshops used to be organised with HEIs' QA experts, and the agency might consider resuming them now and coordinating this activity. The QA agency and the ENIC-NARIC centre are under the same roof, which allows for smooth communication, information sharing, close cooperation, and organisation of common events.

Armenia: ANQA organises *Quality Weeks* every year with events that gather all HE stakeholders among which students, academic and administrative staff from universities. International experts are also invited and all atendees are given the opportunity to share their views, discuss about new developments, projects, trends and good practices in the field of QA. The student voice project allows for cooperation with students' organisations, that are encouraged to be active in the European Students' Union's initiatives and BP in general. An annual conference between national representatives in BFUG groups and HEIs are held to share news and challenges related to the BP. Regarding cooperation with the ENIC-NARIC centre, they are always invited to these discussions, as fostering collaboration between QA and recognition of qualifications is a central point for the implementation and development of BP: they support each other in their activities, and share tools that can be beneficial for the work of both organisations and their purposes.

Spain: The Balearic Islands has a small HE system in which coordination and information sharing among different stakeholders is straightforward. There is an annual evaluation meeting with HEIs' QA experts . The agency presents new developments in the BP. Besides these, ad hoc workshops are organised to address those aspects that need more in-depth consideration. There is a dynamic bilateral communication between the agency and the HEIs' QA experts.

France: The main role of the QA agency is to understand the needs of stakeholders in the country. For this, it communicates with stakeholder representative organisations (i.e. National Rectors' Conference, university associations, student organisations etc.). The ENIC-NARIC centre is always involved in the discussion but does not have an active participation.

Question 3: What are other communication tools that you use (media, email, newsleters, etc.) to share information? Are they effective in reaching stakeholders and communicating with them?

Greece: Communication with HEIs happens mainly by phone and email. Onsite meetings with stakeholders and representatives of the larger public are also possible.

Latvia: Sending informative emails (i.e. newsleters) or leaflets would ensure reaching a wider audience, but more resources are needed. Neither the QA agency nor the ministry have sound communication channels for the purpose of information sharing about the BP.

Armenia: The ministry should conduct periodic monitoring of the impact of certain decisions, laws, tools implemented in HE. Having sound data about these aspects would help to understand which further steps are needed. This is another kind of information sharing that would be positive at national level, not only raising awareness about the BP but also analysing its impact in the country.

Türkiye: Applicants and students can address their inquiries by phone or email to the ENIC-NARIC centre (working under the Council for HE). There is a call centre that supports to respond directly and timely to students' requests. Relevant news related to HE and qualifications recognition are published on the website. Regarding cooperation with the QA agency, they work closely but more cooperation on specific topics would be appreciated as this would support finding common ground and work collaboratively. The ENIC-NARIC office is audited by the government to assess the quality of its work and make sure it is in line with the national legislation. Besides, the ENIC-NARIC centre gathers enquiries from students and stakeholders in a report which reaches the Council for HE and is taken into account in legislative decision-making process regarding HE. It is not a complex process and is an easy way for students and stakeholders to have an impact on the legislation decisions in Türkiye.

Question 4: How do the conclusions you reach together with other stakeholders feed into the Bologna discussions apart from the representatives at the different EHEA groups?

There were no answers to this question from participants as the main way the national level conclusions reach the BP discussions is via the national representatives in the EHEA groups.

Question 5: Which measures and activities could enhance collaboration between individual countries and groups of countries to enable them to learn from and support each other in sharing knowledge more effectively within the EHEA?

France: In the framework of the TPG C, there is a staff exchange scheme that allows for site visits between QA agencies. This practice provides a good opportunity to discuss QA topics and exchange information and initiatives developed in different countries. The application process could be rethought to allow for exchange not only between agencies that know each other.

The PLAs are also useful, but not all QA agencies are involved because some countries are represented by the ministries which sometimes are not fully aware of all the issues related to QA. Therefore, having a national representative from QA agencies and a government delegate would be beneficial.

Bosnia and Herzegovina: The collaboration between ENIC-NARICs is very positive. It is done through mailing lists, website and activities organised and funded mainly in the framework of Erasmus+ projects (e.g. [peer review rounds](#), in-person specialist meetings focused on recognition of qualifications from certain regions and countries, online activities and webinars, etc.). These activities are important for the implementation of automatic recognition. Regional initiatives are also very important, for instance some countries in the Balkan region have signed agreements for automatic recognition, and some other countries in this region share a database in which all their past qualifications recognition decisions are archived.

Türkiye: Peer review site visits are a useful tool because it allows participating ENIC-NARIC centres to learn about how other centres are structured and their qualifications recognition processes and procedures. Through the reports that are part of the protocol of this activity, challenges and gaps are also addressed and ways to solve them are proposed. Regarding collaboration with HEIs' recognition experts, in Türkiye, they often are not aware or do not consider themselves to be recognition experts because they usually work in the admission office and there is no direct way to communicate with them from the ENIC-NARIC office.

Greece: The situation in Greece is similar to Türkiye. The HEIs' recognition experts have many tasks apart from doing recognition of qualifications and the staff turnover is very frequent which makes collaboration difficult.

The ENIC-NARIC centre has developed two registries on their website: one of foreign academic degrees recognised by the centre and the other of recognised foreign HEIs that the HEIs' recognition experts can access.

It was suggested that the ENIC-NARICs should be more involved in the HE discussions, that they could have an important role in training HEIs' recognition experts and raise awareness of all recognition-related maters. In addition, it was discussed that more information sharing between QA agencies and ENIC-NARIC centres should be ensured as this would help to identify the common challenges and possible solutions.

At the end of the event, participants were informed that the TF report would be shared with them as soon as it is ready.

Friday 22 September 2023, 10:00-12:00 CEST

Participants:

JB	Czech Republic, Head of National Centre for Distance Education at Centre for Higher Education Studies
UP	Estonia, Rectors' Conference of Universities of Applied Sciences
Tamara Ciobanu	ESU
Gohar Hovhannisyan	EUA
SP	Georgia, Ivane Javakhishvili Tbilisi State University
PK	Germany, FZS
PP	Hungary, NRC
OH	Ireland, Irish Universities Association
LS	Italy, UDU
AM	Slovakia, Student Council for Higher Education
MF	Poland, Jagellonian University
Cristina Ghiţulică	Romania, Co-Chair of the Task Force on Enhancing Knowledge Sharing in the EHEA community
Bizena Bijo	Albania, Co-Chair of the Task Force on Enhancing Knowledge Sharing in the EHEA community
Elena Cîrlan	Expert on Higher Education
Vera Lucke	IN-GLOBAL project
Teresa Morales de la Fuente	IN-GLOBAL project

Cristina Ghiţulică welcomed all participants and informed that this is the last of a series of three focus groups organised with the support of the IN-GLOBAL project in the framework of the BFUG Task Force on Enhancing Knowledge Sharing in the EHEA community (TF). Cristina Ghiţulică and Bizena Bijou are co-chairs of the TF. In addition, Cristina shortly explained how and why the TF was set up within the Bologna Process (BP) and thanked EUA, ESU and EURASHE for helping to disseminate the invitation to this meeting.

A tour the table allowed all participants to introduce themselves.

Question 1:

- **Provide examples of national/regional approaches and good practices of collaboration and knowledge sharing related to the development and implementation of Bologna policy goals.**

- **How is your organisation engaged in ensuring the implementation and the understanding of the Bologna Process and its goals? Are the needs of your stakeholder group considered in the national/regional activities?**

Georgia has adopted several approaches and practices to collaborate and share knowledge related to the development and implementation of BP goals. Firstly, there has been a shift in coordination, with the National Center for Higher Educational Quality Enhancement initially leading the implementation of the BP in Georgia. However, more recently, the Ministry of Education and Science of Georgia has taken a greater responsibility in this regard. Despite this transition, valuable experience gained by staff from the National QA agency continues to be utilised to improve and develop QA standards and guidelines for higher education institutions (HEIs). Secondly, information dissemination is a crucial aspect of their approach. The QA agency plays a central role in providing general information, implementation updates, and resources to stakeholders through their website, thus, ensuring transparency and open access to relevant updates. Additionally, the Ministry has a dedicated page on the BP, allowing stakeholders to access the latest information.

Another effective practice relates to higher education reform experts who serve as representatives of the higher education community and who have had a significant impact on the BP key commitments implementation by sharing their knowledge and expertise with stakeholders. Besides, Georgia is actively engaged in the PROFFORMANCE+ project with other European countries, aligning with the goals outlined in the Rome Communiqué. This project focuses on promotion of the PROFFORMANCE toolkit in EHEA countries at EHEA, EU, national, HEI and teacher level; Further developing the framework of the PROFFORMANCE Assessment Tool; and exchange knowledge and best practices. .

In **Poland,** one example of good practice was the organisation of the "Bologna days" in secondary schools during the early 2000s by the Bologna expert group. These events, supported financially by the national agency, involved meetings with secondary schools lasting about three hours each, providing an introduction to the BP for teachers and school staff, information on mobility opportunities including Erasmus programmes, and guidance on preparing students for the labour market and enhancing their employability. These initiatives were useful and well-received, with a significant level of interest and participation. They helped bridge the gap in understanding and awareness about the BP among teachers and students. This expert group was dissolved following the discontinuation of direct funding from the European Commission.

Currently, Poland's national agency, the Foundation for the Development of the Education System, plays a central role in promoting BP. They organise a series of meetings, conferences, and other activities related to higher education, including Erasmus+ initiatives. However, there is a perception that these efforts lack coordination and efficiency, with no meaningful interaction with stakeholders. To address this issue, some private training companies have taken the initiative to provide practical training for university staff to beter understand the BP. These external trainers aim to bridge the gap between policy and practice related to the Bologna key commitments. While the National Agency organises practice-oriented discussions and events, there is a need to establish more structured and coordinated approaches to build a stronger Bologna community. The current activities, while beneficial, tend to operate as separate events rather than fostering a cohesive and synchronised community, similar to what was observed in the early 2000s. Strengthening coordination and synchronisation in these efforts could further enhance the understanding and implementation of Bologna goals in Poland.

In **Slovakia**, there is no designated coordinating body for the implementation of the BP, and this presents some challenges. The Student Council for Higher Education strives to take on an active role

in coordinating activities related to BP by organising working groups with students. The Student Council participates in Erasmus+ projects, collaborates closely with organisations at the European level, such as ESU, and aims to have regular meetings with the National Accreditation Commitee to address the needs of all stakeholders. However, the Student Council's role is largely consultative, lacking executive authority and collaboration at national level is usually complicated and ineffective. Efforts are made to establish a national quality assurance group of experts to enhance the Council's standing and expertise in quality assurance and BP implementation.

National assemblies, held four times a year, invite guests from various sectors, including entrepreneurs, the third sector, national bodies, and the accreditation commitee, to familiarise students with education policies and reinforce their role as stakeholders. In terms of addressing the needs of different organisations and HEIs, the situation varies depending on the responsibilities taken by different representative bodies. Slovakia does not have a common national strategy for implementing the BP key commitments. The focus of the Student Council is on supporting those individuals and groups eager to introduce innovations and improvements benefiting students and staff in HEIs.

Despite challenges in implementing the BP commitments and considering students as an important stakeholder group, the Student Council has played a significant role in the development of crucial documents for the HE system. For instance, it has been involved in the creation of the strategy for financing HEIs, which includes the breakdown of subsidies. Additionally, they have contributed to the strategy of HE, addressing various educational aspects. The Student Council has also participated in shaping the strategy of academic integrity, addressing the need for such policies in the country. Another area of involvement is the strategy for supporting students with special needs. The Council actively engages in these working groups and policymaking processes to influence and contribute to various aspects of HE policy in Slovakia.

In **Hungary**, the Ministry of Education plays a pivotal role in coordinating issues related to BFUG activities and HE. The ministry maintains continuous communication with stakeholders, including the National Rectors' Conference (NRC), ensuring participation in the international meetings and Bologna activities.

Hungary has embarked on several initiatives that directly contribute to the achievements of BP goals and in which the NRC is actively involved. One involves partnering with the educational authority and the Hungarian Accreditation Commitee (MAB) to reform the requirements of Hungarian HE programmes. The aim is to beter the formulation and use of the learning outcomes. Many stakeholders are involved in these discussions.

Another initiative in Hungary centers around the implementation of micro-credentials, though a project designed to align Hungary's approach to micro-credentials with European directives. Under the overarching guidance of the Ministry, this initiative engages various HE bodies in continuous consultations. The objective is to provide more flexible learning options and ensure that Hungary's educational offerings adhere to European standards.

Furthermore, the NRC in Hungary plays a pivotal role in maintaining effective communication with universities and other HE institutions. It also collaborates closely with different commitees, each focused on specific scientific fields, to address pertinent issues. These commitees act as intermediaries between the rectors' conference and the academic staff, ensuring that the entire academic community is actively involved in discussions related to the BP and its objectives.

In **Estonia**, the Ministry of Education and Research leads the coordination of BP goals and HE initiatives, working closely with stakeholders, including the NRC. Estonia has a unique structure where there are separate rectors' conferences for research universities and universities of applied sciences. Historically, the voice of applied universities has faced challenges in making itself heard compared to research

universities, which are larger and older. To address the need for a more unified voice for applied sciences universities, cooperation at the European level, such as participation in EURASHE has proven to be very valuable. Additionally, agreements that recognise the role of professional HE within other universities have been helpful in ensuring that the contributions of all types of HEIs are acknowledged.

One notable good practice in Estonia was the collaborative effort of all relevant stakeholders to renew the Higher Education Act and standards a few years ago. During this process, stakeholders from various institutions and sectors worked together and agreed on requirements for academic positions and other critical aspects. The Ministry played a coordinating role in this initiative.

The QA Agency holds a prominent position in Estonian HE. Recently, there has been a shift towards expanding the scope of the agency to cover not only HE and vocational education but also general education and continuing education, involving students and employers in the process.

However, Estonia faces challenges related to internationalisation strategy in HE, with a lack of clear approach and agreement on how HEIs should approach internationalisation. Additionally, there are ongoing discussions about the balance between the role of stakeholders and government ministers in decision-making.

In **Germany**, the implementation of BP goals involves a complex landscape due to the country's federal structure with 16 autonomous states (Länder) having individual authority over education. Coordination and knowledge sharing are managed through a National Bologna Follow-Up Group that meets a few times a year, organised by the Federal Ministry of Education and Research.

The political and ideological differences among the states make it difficult to align their visions and strategies for HE. The challenge of cooperation between states arises from the fact that interpretation of the BP key commitments and policies vary widely among the states. This sometimes leads to blaming the BP for the HE issues and not recognising its achieved successes. The diversity in the number and type of HEIs, funding models, reputation, and research prestige further complicates coordination. Finding a solution to this complex issue is challenging, given the diversity among the states and their varying priorities.

In this context, the voice and needs of students, who form the largest group of stakeholders, are not consistently heard or considered. While students are formally consulted, their input may not always lead to meaningful change. Student representatives participate in working groups within the BP, such as the one on learning and teaching, but they often find that their recommendations or views are not consistently integrated into decision-making processes. The government or representatives in the BFUG may not consider student input unless it aligns with their own perspectives.

In **Italy**, student representatives feel that they are often not involved or taken into consideration in discussions related to the BP implementation. For example, the National Council of Students has not been consulted on this mater since 2020. Despite proposing motions to create a roundtable involving all stakeholders for discussing Italy's position within the BFUG, these proposals have not been acted upon. ESU provides information and explanations about key movements and discussions (information which is not provided by the ministry) and their reports are used to understand the and measures being implemented at the national level.

In terms of influencing change, student unions advocate for reforms and improvements. This advocacy typically involves raising questions and engaging in discussions during budget-related deliberations. At the local level, student unions work to gather views and engage students in discussions about the BP. They facilitate conversations in HEIs, involving both members and non-members to explain reforms and gather input.

The limited consultation of students at the national level is atributed to several factors, including the government preference for stakeholders who are less likely to dissent. Additionally, students are often

not considered as equal stakeholders in HE decision-making, a patern that recurs when students are excluded from relevant discussions. Regarding student representation at universities, some laws regulate student participation in decision-making bodies. Nevertheless, there are situations in which specific HE-related issues are not communicated to students, as they are perceived to fall under the responsibility of professors or staff and outside the scope of students' involvement.

In the **Czech Republic**, there is no dedicated BP group with representation from various stakeholders. However, the Ministry of Education, Youth and Sports, which is primarily responsible for disseminating Bologna-related information, collaborates with the Czech National Agency for International Education and Research (which coordinates Erasmus+ projects), and with the National Rectors' Conference.

The ministry conducts activities like the College Days of Education Policy, where strategic discussions related to the BP occur (e.g., this year it focused on the role of students in HE). Information from BP is disseminated to stakeholders through various projects funded at the national and European levels. For instance, projects related to the European Recovery Plan and micro-credentials are channels for information sharing. Competency framework projects for teachers also contribute to the understanding of the BP and involve different stakeholders. Some institutions organise seminars and information sessions to explain the Process and its impact on education. The European projects help to align different QA systems and internationalise education. Meetings and discussions on Bologna-related topics occur regularly, including an annual conference with a specific focus, seminars organised by the Ministry of Education, and discussions related to Euro graduate and Euro student surveys. While these events involve stakeholders, there is potential for more informal discussions and groups to address specific topics.

Regarding information sharing within universities and among academics, it varies across institutions, and there is not a standardised practice for disseminating Bologna-related information to professors. The dissemination tends to be topic-specific, addressing the needs of specific groups or individuals responsible for certain areas, like mobility or accreditation.

ESU highlighted several good practices and approaches related to the development and implementation of Bologna policy goals across different countries, such as the establishment of National Qualifications Frameworks (NQFs) aligned with the overarching European Qualifications Framework (EQF), tuning methodologies where academics and stakeholders work together to define learning outcomes, and setting up independent quality assurance agencies to ensure that HEIs meet the standards outlined in the ESG.

Regarding ESU's engagement in ensuring the implementation and understanding of the BP among students, it (i) actively advocates for student-centered policies within the BP, working closely with policymakers, institutions, and other stakeholders to ensure that student perspectives are considered in curriculum development, policy development and implementation, (ii) conducts research on topics related to HE and the BP, for instance, they conduct a comprehensive study called "Bologna with Student Eyes" published, usually, before the Bologna Ministerial Conference, which collects data from student unions to provide insights and recommendations, (iii) provides information and resources to students and student representatives across Europe, explaining the BP, its goals, and its impact on HE, (iv) serves as a platform for student representatives to collaborate, share experiences, and exchange best practices related to the BP. They facilitate communication and cooperation among student unions at the European level.

ESU acknowledged that the status of student involvement and consultation regarding the BP varies from country to country. Different countries have diverse union structures, ranging from NGOs to student councils, making it challenging to compare the situation. However, ESU is commited to addressing the varying realities and challenges faced by student unions across Europe to improve student participation and consultation in the BP.

In **Ireland**, the Irish Universities Association (IUA) represents eight universities and plays a role in the BP. However, there are some challenges and a lack of full engagement in the process. Ireland was an early adopter of key aspects of the BP, such as the overarching framework of qualifications of the EHEA (EHEA Framework or QF-EHEA) and the European Credit Transfer and Accumulation System (ECTS) therefore many believe that Ireland had already implemented the BP goals effectively. This eventually led to the development of a culture of limited engagement with the BP.. The Ministry of Education and state agencies responsible for QA, funding, and governance are the main national stakeholders for the BP. While the Quality and Qualifications Ireland (QQI), the quality assurance agency, has been engaged, other state bodies have shown less involvement. Irish universities are engaged in projects related to the BP, such as micro-credentials and recognition of prior learning, funded at the national level and aligned with broader skills and workforce needs, even if they were not initiated primarily due to Bologna-related goals. Thus, the level of involvement differs depending on the topic. A few years ago, the department responsible for education was restructured to separate vocational education from, HE, science, innovation, and research. While this restructuring was seen as an opportunity to rebuild expertise, the lack of engagement with the BP continued. Efforts to coordinate and engage the department in Bologna-related activities have not succeeded, as the department does not consider the BP as a high priority. In addition, in time a lot of expertise has been lost and currently, there is lack of staff.

There have been limited regular meetings or events in Ireland focused on discussing BP topics as Bologna-related discussions are not the main focus of ongoing meetings or events, but BP key commitments are embedded in the current discussions. Academics and administrators in Ireland generally have awareness of the BP as part of the HE landscape, but they may not have a detailed understanding of how it was implemented or its specific impact on HE.

Question 2:

- **What are the successful actions and good practices related to knowledge and information sharing your organisation is carrying out?**

- **What is the role of your organisation in informing/connecting with various stakeholder groups?**

In **Georgia**, the Tbilisi State University is actively involved in promoting the BP, informing academic staff about it and aligning educational programmes with its goals. It has successfully implemented several strategies and practices to facilitate knowledge sharing and engage with various stakeholder groups.

One of the key actions is encouraging academic staff to actively participate in BP activities, such as curriculum design and QA. The university has also established partnerships with employers and industry associations to ensure that graduates acquire skills and qualifications that meet industry needs. This collaboration has led to the development of internship programmes to enhance graduates' employability. Furthermore, the university collaborates with universities in EHEA countries through projects and student mobility programmes, contributing to increased mobility and the recognition of qualifications. Besides, they actively engage with the National Quality Assurance Agency to develop accreditation mechanisms and ensure programmes quality.

In terms of communication with stakeholders, for formal engagements with employers and industry partners, they use agreements. For HEIs, they maintain regular and informal communication through discussions, conferences, webinars, workshops, and daily interactions.

Additionally, the QA agency participates in meetings with quality assurance officers from HEIs to discuss various BP-related issues.

In **Estonia**, from the point of view of the Tartu Health Care College, they employ a variety of successful actions and practices related to knowledge and information sharing, particularly within the context of

the BP. Internal quality assurance evaluation plays a significant role in knowledge sharing within the HEI and helps assessing the progress and ensuring alignment with the BP goals. Regular meetings with stakeholders, including employers and students, are held at least twice a year, ensuring continuous communication and feedback. Additionally, an advisory board with various stakeholders (including students) is established within the institution to comply with legal requirements. Monthly meetings with personnel provide a platform for discussing a wide range of topics, including quality assurance and updates from the Ministry of Education, ensuring that all staff members are informed and engaged.

On a broader level, the HEI collaborates with the National Rectors' Conference of Universities of Applied Sciences. They organise events with discussions on the future of institutional accreditation, involving stakeholders from Estonia and abroad, addressing also important topics related to the BP and HE quality.

The HEI also takes initiative in areas where they feel there is a gap. For example, when it comes to a new strategy for HE in Estonia, they actively initiate discussions and plans, ensuring that they are not left out of critical decision-making processes.

While there are practice-oriented meetings involving academic staff and other HE representatives, they are not held regularly, and their frequency depends on project funding. Projects related to teaching and learning and QA have provided training opportunities in all Estonia, although these initiatives are project-dependent rather than organised at the national level.

In **Poland**, there are both national and institutional-level successful actions and good practices related to knowledge and information sharing in the context of the BP. Poland's HE landscape consists of a large number of institutions, each with a degree of autonomy. Since the introduction of a new Higher Education Act in 2018, universities in Poland have gained significant autonomy, including the ability to determine their internal structure and regulations. Universities can apply for funding for various development projects, including those related to BP and curriculum development, and have the autonomy to collaborate with external stakeholders. The law mandates that universities maintain close links with external stakeholders, ensuring that graduates are well-prepared for the labour market. This collaboration is supported by the existence of university councils that consist of a number of stakeholder representatives.

At the institutional level, universities in Poland are encouraged to collaborate on various initiatives related to teaching, learning, and research. While there is a lack of synergy and cooperation between different groups working on similar projects, initiatives are being taken to streamline and optimise activities. For example, efforts are underway to create a comprehensive mapping of the ongoing initiatives to identify areas of overlap and ensure coordination.

Additionally, there are regional and international initiatives related to education and sustainability, for instance, the regional centre of expertise for educational sustainable development, involving over 60 partners (among which universities). This initiative aims to address sustainability issues across different education levels, from kindergarten to lifelong learning, and involves a collaborative effort to promote sustainability.

In terms of information management, it would be important to build on existing structures and networks. Thematic networks, such as those in the field of chemistry, have successfully promoted initiatives and practices in Poland. There is a need for synergy between projects, initiatives, and organisations to maximise the impact of Bologna-related activities, and for more systematic and structured mechanisms to support and promote these initiatives and practices across institutions and at the national and international levels.

In the **Czech Republic**, there are successful actions and good practices related to knowledge and information sharing. One notable project is called "Profformance", that (i) includes a practical tool for

assessing teachers' competencies, allowing for the evaluation and improvement of teaching skills, (ii) recognises and rewards outstanding teachers, (iii) maintains databases of good practices in education, valuable resources for educators looking for innovative and effective teaching methods, (iv) organises webinars with over 400 participants in some cases, with a focus on practical examples of good practices in education. The project receives support from the Ministry of Education, which helps in disseminating information about the webinars and other project activities and adds credibility to the project. The project is not limited to the Czech Republic; it involves collaboration with other countries, including Hungary, Austria, Serbia, Croatia, and Georgia.

At the end of the event, participants were informed that the TF report would be shared with them as soon as it is ready.

Annex A2: Video scripts

The Bologna Process – History and main features, video script

[Upbeat Music]

Voiceover: Hi there and welcome to the EHEA channel, a community that helps you transform your future through higher education. Today it is about the Bologna Process!

If you're a student, academic, or professional working in higher education in Europe, then you've probably heard of the Bologna Process. But what is it exactly, and why is it important?

In this video, we will take a closer look at the Bologna Process, its goals, its achievements, and how it works.

[Animation of the Bologna Process logo]

Voiceover: So what is it? And how did it all begin?

[Animation of the Bologna Declaration Signing]

Voiceover: The Bologna Process kicked off in 1999, with the signing of the Bologna Declaration, when representatives of 29 countries agreed on a shared vision of a European Higher Education Area.

[Clip of the signing of the Bologna Declaration in 1999 with 29 countries]

Voiceover: Sure, the declaration says a lot of things, but essentially, its key elements were that:

[Upbeat Music]

- The aim was to build a "Europe of knowledge", meaning a common space of knowledge production and dissemination;
- Higher education systems should become compatible;
- There would be a two-cycle education structure for enhanced clarity and consistency (soon the third cycle -- PhD -- was added)
- Degrees should be easily readable and comparable;
- A credit system -- such as ECTS – should be implemented, to facilitate recognition and increase transparency;
- Comparable criteria and methodologies for ensuring the quality of education would be developed;

All this meant that European countries would truly be able to cooperate in terms of higher education and quality assurance, and students and university staff would be able to move freely between higher education institutions from European countries.

This entire process creates the necessary premises for a European dimension in higher education, particularly with regards to curricular development, interinstitutional co-operation, mobility schemes and integrated programmes of study, training and research.

[Graph with network of variously coloured universities synchronizing in a way that shows their compatibility]

Voiceover: In short, the Bologna Process aimed to make education systems and universities across Europe more compatible and comparable, to allow mobility of students and staff. And this was something unique worldwide.

[Animated graph showing the rapid increase in Bologna Process adherents from 29 in 1999 to 47 in 2010]

Voiceover: From its promising beginnings with 29 countries, the Bologna Process rapidly expanded to 47 countries in 2010, culminating with the creation of the European Higher Education Area – or EHEA. EHEA is now the most important and diverse international space for education, creating unique opportunities to develop professional and personal lives.

[Testimonial - Student Perspective - Clip of a student speaking]

Student: "The Bologna Process made it so much easier for everyone to pursue education across borders. The compatibility of systems really opened up many opportunities. So I decided to go abroad. It was instructive and also fun. After studying abroad, my career expectation took a whole different shape. I am from Romania, I studied in Belgium and work now in Germany. It's a whole different perspective to local education and employment".

Voiceover: Very nice! So how does the Bologna Process actually work?

[Animated sequence illustrating the EHEA-level policy agreements (the Communiqués) and subsequent national-level implementation]

Voiceover: Very simply put, policies and reforms are agreed upon at the EHEA level, with the participation of all member countries. This cooperation framework, which depends on voluntary commitment, not on legal powers, has led to transformations that affect every higher education institution in the EHEA —over 4,000 institutions and an impressive 38 million students in all EHEA countries.

This reform process is built on consensus and common values. The only legally binding act is the Lisbon Recognition Convention, dealing with recognition of qualifications, in place since 1997.

[Visual representation of Ministerial Conferences occurring every two or three years]

Voiceover: And there is a way to ensure continuous progress in the Bologna Process. Every two or three years, Ministerial Conferences are held. These conferences assess progress and set new directions through ministerial communiques.

[Visual representation of a network of universities]

Every Communiqué acts a litle like a software upgrade, helping the Bologna process improve, adapt and overcome potential challenges. It takes stock, and communicates agreements for the future. It ensures that everyone agrees and is up-to-date with what is happening and what should happen. As the Bologna Process moves forward, it addresses new issues, acquires new features and refines, based on new developments, the wider picture of what European Higher Education Area is and can be.

[Animated graph showing the growth of the Bologna Follow-Up Group (BFUG) membership]

Voiceover: Supporting the Bologna Process is the Bologna Follow-Up Group (BFUG), with membership based on the European Higher Education Area (EHEA).

The Bologna Follow-Up Group (BFUG) is the structure that oversees the development of the Bologna Process in-between the Ministerial Conferences. The BFUG is formed of representatives of all the members of the European Higher Education Area (EHEA).

Today, the EHEA comprises 49 countries and the European Commission as members, 8 key stakeholder organizations, as "consultative members", and 5 further 'partner' organizations.

[Clip of a stakeholder speaking]

Stakeholder: Being part of the BFUG has allowed us to actively contribute to the development of higher education policies. It's a collaborative effort with a shared vision. People working in the Follow-up Group and its working structures are at the forefront of innovative educational policies.

[Animated flowchart showing the BFUG Board, Secretariat, Working Groups, Coordination Groups, Thematic Peer-Learning Groups, and Task Forces]

Voiceover: But all this is a very complex process, continuously evolving. Well, it's why it's called the Bologna Process!

In fact, various 'working groups' are busy developing reforms to be implemented across the European Higher Education Area. These include 'coordination groups', 'thematic peer groups', and 'task forces'—all working together according to an overall working plan, and you can begin to have a general image of this complex organisation. Because of that, in order to keep all this complexity tidy, the BFUG and its structures are supported by a Secretariat, based in the country organising the ministerial conference, on a rotating basis.

[Animated graph showing the frequency of BFUG meetings]

Voiceover: As you can imagine, the BFUG is no stranger to hard work. Meeting at least twice a year, in the last 24 years, it has created over 80 working structures. More than 400 meetings were directly related to the working plan, with many more officially associated with the Bologna Process.

[Animated structure of the entire video - what is the Bologna Process and EHEA, How it expanded, what benefits it offers, How it is governed]

Voiceover: And there you have it, a glimpse into the transformative journey of the Bologna Process and the European Higher Education Area. From its inception in 1999 to the present day, it continues to shape the higher education landscape in Europe. Most importantly, it allow you to develop your own path in higher education, and shape your own future. Learn more at ehea.info!

If you found this video informative, give it a thumbs up, and don't forget to subscribe for more content. Until next time, stay curious! And help us transform education together!

[Outro - Music Fades Out]

Recognition

[Opening Scene]

[Upbeat music playing]

[Text on screen: Unlocking Borders: Recognition in the EHEA Explained]

[Transition to main speaker]

Main Speaker: Hi there and welcome to the EHEA channel, a community that helps you transform your future through higher education. Today is about academic recognitions and how they can be used to open borders! So, let's dive in!

[Slide: What is the recognition of qualifications?]

Main Speaker: First things first, what exactly is the recognition of qualifications in the EHEA? Put simply, it's the process of ensuring that degrees and qualifications awarded by higher education institutions are recognized across borders, granting them the same rights as national qualifications.

[Animation: Globe with arrows representing movement between countries]

Main Speaker: This means that if you earn a degree in one country, you can use it in another or transfer your credits to a different institution, without having to retake courses.

[Slide: How does recognition work?]

Main Speaker: Now, let's explore how recognition works. The foundation of EHEA recognition lies in the Lisbon Recognition Convention, a set of common standards and procedures agreed upon by participating countries.

[Animation: Lisbon Recognition Convention logo]

Main Speaker: Alongside this, we have other essential tools such as the Diploma Supplement, the ECTS credit system, and the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), which ensure that the qualifications awarded are of a high quality and that they meet the standardised learning outcomes.

[Slide: ENIC-NARIC]

Main Speaker: Each EHEA country has a national recognition center known as ENIC-NARIC, which acts as a hub, providing information to students, workers, employers, and institutions - for fair recognition.

[Slide: Benefits of recognition in the EHEA]

Main Speaker: So, why is this all important to you? Because it helps you create your unique career path! Here are some of the benefits of the recognition in the EHEA

[Animation: Student with suitcase moving between countries]

Main Speaker: Credit transfer and final degree recognition make it easier for students to study or work in different EHEA countries. Employers also benefit from transparency tools, making it easier to hire graduates from across borders.

[Animation: Puzzle pieces forming a united Europe]

Main Speaker: Ultimately, fair recognition helps create a more open and competitive European higher education market.

[Slide: Challenges of EHEA recognition]

Main Speaker: Of course, with any ambitious project come challenges. One hurdle is ensuring consistent application of common standards and procedures across all participating countries.

[Animation: Puzzle pieces with challenges written on them]

Main Speaker: Additionally, availability of information provision is crucial. The easier it is to access information on degrees, institutions, and learning outcomes, the smoother the recognition process.

[Slide: The future of Recognition]

Main Speaker: What does the future hold for recognition in the EHEA?

[Animation: Turning gears representing progress]

Main Speaker: The European Commission and EHEA countries are working towards automatic recognition. On a global scale, UNESCO's Global Convention is also striving for fair recognition. This means that in the future, with a bit of luck and a lot of hard work, recognitions might be automatic and worldwide.

[Slide: Potential Impact]

Main Speaker: Despite all the challenges, recognition has the potential to revolutionize international higher education.

[Animation: Crowded city]

Main Speaker: It can create a more open, competitive, and efficient higher education market, offering beter work opportunities for graduates. And just as important, it will create a more open world!

[Closing Scene]

Main Speaker: And there you have it—now you know how to unlock more of your educational potential with recognitions. Thank you for joining us on this journey. Don't forget to like, share, and subscribe for more insightful content and leave a comment if you have any question.

[Text on screen: Subscribe, Like, Share]

[Outro Music]

[Fade Out]

Annexe A3.1: Concept of a podcast series dedicated to enhanced knowledge sharing in the European Higher Education Area community

Introduction

This document serves as a general layout for a podcast dedicated to sharing knowledge and increasing dialogue on higher education values, policies and reforms within EHEA and beyond. It aims to provide an overview of the podcast format, common structure, style, and production techniques that would best fit the Bologna process promotion campaign and the needs of the European Higher Education Area community. Whether destined to a seasoned podcast team or to a specialist just getting started, this guide will help outline the key elements of a successful podcast format, and how to create a show that captivates the listeners and keeps them coming back for more. We'll cover everything from selecting the right equipment to developing a consistent branding strategy, so you can create a podcast that truly stands out in today's crowded media landscape.

Podcasts are digital audio recordings that are made available for download or streaming over the internet. They are typically distributed as a series of episodes, each of which focuses on a particular topic or theme. Podcasts can cover a wide range of subjects, from news and current events to entertainment, education, and more. This content format can be listened to on a variety of devices, including smartphones, tablets, laptops, and desktop computers which makes their informational delivery very effective. Listeners can access podcasts through various platforms, such as Apple Podcasts, Spotify, Google Podcasts, and many more.

Podcasts have become increasingly popular in recent years, with millions of people tuning in to listen to their favourite shows every day. A well-produced podcast can inform, entertain, and inspire listeners, making it a powerful tool for content creators and marketers alike. However, with so many podcasts out there, it's important to stand out from the crowd by creating a unique and engaging format that resonates with your target audience.

One of the key features of podcasts is their on-demand nature. Unlike traditional radio shows, podcasts can be downloaded or streamed at any time, giving listeners the ability to listen whenever and wherever they want. This has helped to make podcasts an increasingly popular medium for both creators and listeners.

Podcasts can be produced by individuals or organizations and can range in style and format. Some podcasts are solo shows where one person shares their thoughts and opinions on a particular topic, while others feature interviews with experts or conversations between multiple hosts. There are also narrative-style podcasts that tell a story over the course of multiple episodes.

Of the various podcast types that are available on the market (like the interview, the solo podcast or the narrative podcast), the best content delivery for increasing dialogue on higher education values, policies and reforms within EHEA and beyond is the roundtable podcast type. Nevertheless, for exploring in-depth knowledge about a subject or getting a unique perspective from an expert, the interview type format is advisable.

The roundtable podcast type

The roundtable podcast format is a conversational style that features a group of hosts discussing a topic or series of topics in an informal and collaborative manner. Each host brings their own perspective and experiences to the discussion, resulting in a dynamic and diverse conversation.

The format typically involves multiple hosts but can also include guest experts or audience participation. It is one of the most flexible podcast styles that can cover a large array of topics and perspectives, thus yielding a large amount of information relevant to the topic at hand. They can be more loosely structured and casual than solo and interview podcasts.

In a roundtable podcast, the hosts take turns discussing their thoughts and opinions on a particular subject. The discussion is often guided by a moderator or a set of pre-planned talking points. The goal is to create a lively, engaging conversation that allows listeners to feel like they are part of a group discussion.

The roundtable format is popular for its ability to create a sense of community and foster a deeper understanding of complex issues. By featuring multiple voices and perspectives, the format encourages listeners to consider different viewpoints and approaches. It can also be a great way to showcase the expertise of multiple hosts or guests on a particular topic.

In terms of production, the roundtable format typically involves a group of hosts or guests sitting around a table or in a studio together. However, with the rise of remote podcasting, it is also possible to create a roundtable discussion with hosts or guests located in different parts of the world. This can be accomplished through video conferencing software or by recording individual audio tracks and editing them together in post-production.

Benefits of the roundtable podcast

Having multiple speakers makes it easier to share the production workload. Not every member of the team must participate in every episode. Podcasts are free, accessible, and always contemporary. Podcasts present a broad array of narrative types and subject mater.

A roundtable format creates space for a diverse set of perspectives. This format will allow the sharing of perspectives and points of view that may differ and help to create more meaningful content for their listeners in relation with the Bologna process. Roundtable shows also allow for fun and dynamic discussions and banter. Fans of roundtable shows frequently return to these shows for the engaging discussions.

Challenges of the roundtable podcast

It can take time to find a rhythm with your co-hosts. Having a good system for incorporating everyone in the conversation without interrupting each other is a learning process.

There are more moving parts to getting episodes produced. Scheduling, for example, can get difficult with multiple co-hosts. If you all aren't in the same city, you'll have to coordinate production remotely, which adds more complexity to your production process (Using the Record with Friends feature on Spotify for Podcasters makes this easy for podcasters).

The interview podcast type

An interview podcast is a type of podcast where a host interviews a guest or guests about a particular topic or theme. This format is ideal for exploring in-depth knowledge about a subject or getting a unique perspective from an expert. The podcast host will typically ask questions and prompt discussion from their guest(s), which can result in a deep exploration of the topic at hand.

Interview podcasts can vary in format, from a solo host interviewing one guest to multiple guests in a panel discussion. The host will often have a specific set of questions prepared ahead of time to guide the conversation, but there is also room for spontaneity and follow-up questions as the discussion progresses.

Interview podcasts are often recorded in a studio or via remote recording software, allowing the host and guest(s) to be in different locations. This makes it easier to bring on guests from around the world, broadening the range of topics that can be explored.

The interview podcast format is great for listeners who are interested in hearing from experts, learning new information about a subject, or hearing from individuals with unique perspectives or experiences. The podcast host can provide a platform for their guest(s) to share their knowledge and insights with a wider audience, and listeners can benefit from the expertise and perspectives of these guests.

Overall, the interview podcast format is a great way to dive deep into a particular subject or theme and to hear from a range of experts or individuals with unique experiences and perspectives. It can be informative, engaging, and enlightening for both the host and the listener.

Benefits of the interview podcast type

The interview podcast type provides several benefits for both the host and the audience. For the host, conducting interviews can be an effective way to build their personal or institutional brand and establish themselves as an authority in their field. By inviting guests who are experts or thought leaders in a particular subject, the host can tap into their guest's knowledge and insights, which can enhance the credibility and value of their podcast. Additionally, interviews offer hosts the opportunity to network and build relationships with their guests, which can lead to future collaborations and partnerships.

For the audience, the interview podcast type can be a source of valuable information and continuously updated news regarding a specific topic or area of expertise. Listening to interviews with experts in a particular field can provide listeners with insights and knowledge that they may not have access to otherwise. This type of podcast also offers a more personal and engaging way to learn from experts compared to traditional forms of media like books or articles. Additionally, the conversational nature of interviews can make them more entertaining and engaging for listeners, who may feel like they are eavesdropping on an interesting conversation between two people.

Finally, the interview podcast type can be a great way to discover or even create new voices and perspectives. By featuring a diverse range of guests, hosts can introduce their audience to new ideas and ways of thinking, which can broaden their horizons and expose them to new viewpoints.

Challenges of the interview podcast

While interview podcasts have numerous benefits, they also come with their own set of challenges. One of the most significant challenges is securing high-quality guests. Finding guests who are knowledgeable, engaging, and have something unique to offer can be a difficult task. It requires extensive research and networking skills to identify potential guests and persuade them to participate in the podcast.

Another challenge is the interview process itself. Conducting a good interview is not an easy task. The interviewer must be well-prepared, able to ask thought-provoking questions, and skilled in navigating the conversation to ensure that it flows smoothly. They must also be able to anticipate and adapt to unexpected turns the conversation may take and keep the interview on track without appearing too rigid.

Equipment options

The recommended equipment for a podcast can vary depending on your specific needs and budget, but here are some basic recommendations to get you started:

- Microphones: Each host or guest should have their own microphone to ensure clear and consistent audio quality. Dynamic microphones are often recommended for roundtable discussions because they are less sensitive to background noise and provide a warm, natural sound. Popular options include the Shure SM7B, Electro-Voice RE20, and the Audio-Technica ATR2100.
- Audio Interface or Mixer: An audio interface or mixer is necessary to connect your microphones to your computer or recording device. A mixer will allow you to adjust levels, EQ, and other audio settings for each microphone separately. Popular options include the Focusrite Scarlett series, Behringer Xenyx series, and the Zoom LiveTrak L-8.
- Headphones: Each host or guest should wear headphones to monitor their own audio and prevent any bleed-over from other microphones. Closed-back headphones are typically recommended to prevent sound leakage, and options include the Audio-Technica ATH-M50x, Beyerdynamic DT 770 Pro, and Sony MDR-7506.
- Recording Software: You'll need recording software to capture and edit your audio. Popular options include Adobe Audition, GarageBand, Audacity, and Hindenburg Journalist.
- Room Treatment (recommended, not mandatory): Roundtable discussions can be prone to audio reflections and reverberation, so it's important to treat your recording space to reduce any unwanted echoes. Acoustic foam panels, sound blankets, and other room treatments can be used to absorb reflections and improve audio quality.

Example: The „EHEA: Transforming Education Together" podcast

Description

This is an *EHEA* podcast that aims to provide listeners with valuable insights and information related to the Bologna process, higher education policies, reforms, and values within the European Higher Education Area (EHEA) and beyond. The podcast is designed to foster dialogue and encourage critical thinking about important issues related to higher education.

Each episode of the podcast features in-depth conversations with experts in the field, including policymakers, academics, researchers, and other thought leaders. The discussions cover a wide range of topics, from the latest developments in higher education policies and reforms to emerging trends and best practices.

In addition to expert interviews, the *EHEA* podcast also includes news updates, case studies, and student perspectives. Listeners can expect to hear about the latest news and developments in higher education policies and reforms, as well as real-world examples of successful policies, reforms, and programs in the field. Student perspectives are also included to provide listeners with a more comprehensive understanding of the impact of policies and reforms on those directly affected.

Overall, the *EHEA* podcast is a valuable resource for anyone interested in learning more about higher education policies, values, and reforms in the EHEA. The podcast features candid conversations with successful people from various industries and backgrounds. Each episode showcases the unique experiences and insights of accomplished individuals, providing listeners with valuable lessons and inspiration for their own personal and professional growth.

The podcast provides listeners with access to expert insights and a platform for dialogue, making it an essential tool for anyone looking to stay up-to-date on the latest trends and developments in the field.

Structure

1. Introduction: Start each episode with an introduction to the podcast and the topic that will be discussed. You can include a brief overview of the episode and any relevant news or updates related to higher education policies and reforms.
2. Expert Interview or Roundtable Discussion: The bulk of your episode could feature an expert interview or roundtable discussion on a specific topic related to higher education policies and reforms. This could include in-depth conversations with policymakers, academics, researchers, and other thought leaders, as well as debates and discussions among a group of hosts or guests.
3. News Update: After the main segment of the podcast, provide an update on the latest news and developments in higher education policies and reforms. This could include changes in legislation, updates on major initiatives, and analysis of trends and patterns in the field.
4. Student Perspective or case study: Include a segment where students can share their perspectives on higher education policies, values, and reforms. This could include interviews with students, discussions with student groups or representatives, and analysis of student surveys and feedback. The perspectives/contributions can either be self-recorded, recorded in the studio or even appear as a comment or email sent by someone to the creators of the podcast. The main idea in this case is creating a dynamic environment where relevant contributions can be made from outside the podcast team.
5. Q&A Session: Allow listeners to submit questions related to higher education policies and reforms, and answer them on the podcast. This format can be a great way to engage with your audience and address common concerns or misconceptions.
6. Conclusion: Wrap up each episode with a summary of the key points discussed, and provide information on how listeners can engage further with the podcast or get involved in discussions related to higher education policies and reforms.

Host introduction

"Hello and welcome to „EHEA: Transforming Education Together" podcast dedicated to sharing knowledge and increasing dialogue on higher education policies, values, and reforms within the European Higher Education Area and beyond. I am delighted to be your host, and I look forward to exploring this exciting and rapidly evolving field with you.

Through this podcast, we aim to provide listeners with valuable insights and information on higher education policies and reforms, as well as foster dialogue and critical thinking about important issues affecting the sector. We will be speaking with experts in the field, including policymakers, academics, researchers, and thought leaders, to gain their perspectives on the latest developments and emerging trends in higher education.

As your host, I am committed to bringing you engaging and informative content that will help you stay up-to-date on the latest news and developments in higher education. I am excited to embark on this journey with you and look forward to hearing your thoughts and feedback along the way.

So, without further ado, let's see how we can "Transform Education Togheter" and discover the exciting possibilities and challenges facing higher education policies and reforms today."

Proposals of Topics

- Qualifications Frameworks compatible with the QF-EHEA
- The European Credit and Accumulation System (ECTS)
- The Lisbon Recognition Convention
- The Diploma Supplement
- The European Standards and Guidelines for Quality Assurance in Higher Education

- The impact of EHEA on the job market: A discussion on how the implementation of EHEA has affected the job market, including the benefits and challenges for employers and job seekers.
- Studying abroad in the EHEA: A look at the experience of studying abroad within the EHEA, including tips for students on how to navigate the application process and cultural differences.
- Innovative teaching methods in EHEA: A look at how universities are adapting to the changing needs of students in the EHEA, including the use of technology and new teaching methods to engage students and promote student centred learning.
- Challenges facing international students in the EHEA: A discussion on the challenges faced by international students studying in the EHEA, including language barriers, cultural differences, and adjusting to a new academic system.
- Future trends in EHEA: A look at the future of EHEA, including potential changes to the system and how it may evolve in response to globalization, technology, and other trends.
- The benefits of EHEA for non-European students: A look at how EHEA benefits non-European students, including access to high-quality education, job opportunities, and cultural experiences.

Plan for the first three episodes

Episode 1: Qualifications Frameworks compatible with the QF-EHEA

Format: Roundtable Discussion

In the first episode, we will delve into the topic of qualifications frameworks that are compatible with the QF-EHEA (Qualifications Framework for the European Higher Education Area). The roundtable discussion will feature a group of experts who have extensive knowledge and experience in the field of higher education qualifications frameworks.

Introduction:

Welcome listeners and introduce the topic of qualifications frameworks compatible with the QF-EHEA.

Provide a brief overview of the purpose and significance of qualifications frameworks in the European Higher Education Area.

Highlight the key objectives and principles of the QF-EHEA.

Discussion Questions:

What is the role and importance of qualifications frameworks in the European Higher Education Area?

Can you explain the key features and structure of the QF-EHEA?

What are the benefits of having qualifications frameworks that are compatible with the QF-EHEA?

How do qualifications frameworks contribute to transparency, comparability, and recognition of qualifications across different countries and institutions?

What challenges and considerations are involved in developing and implementing qualifications frameworks?

Are there any examples of successful qualifications frameworks that are compatible with the QF-EHEA? Can you share some best practices?

How can qualifications frameworks support the mobility of students and graduates within the European Higher Education Area?

What are learning outcomes, and why are they important in higher education?

How do qualifications frameworks contribute to the internationalization of higher education and benefit students?

Can you explain the process of developing and implementing a qualifications framework that aligns with the QF-EHEA?

How do qualifications frameworks ensure the quality and standards of higher education programs and benefit students?

How does the European Credit Transfer and Accumulation System (ECTS) relate to qualifications frameworks compatible with the QF-EHEA, and how does it affect students?

How are qualifications frameworks made comparable and compatible across different countries and regions within the European Higher Education Area, and how does it affect students' mobility?

Are there any ongoing discussions or initiatives to improve the QF-EHEA and qualifications frameworks? How can students participate or benefit from these improvements?

How can students, higher education institutions, national authorities, and employers work together to enhance the effectiveness of qualifications frameworks in the QF-EHEA?

Are there any challenges or potential drawbacks associated with qualifications frameworks compatible with the QF-EHEA that students should be aware of? How can these challenges be addressed?

Conclusion:

Summarize the key points discussed during the roundtable discussion.

Highlight the importance of qualifications frameworks compatible with the QF-EHEA in promoting transparency, comparability, and recognition of qualifications.

Emphasize the role of qualifications frameworks in supporting student mobility and internationalization of higher education.

Encourage listeners to familiarize themselves with qualifications frameworks and the QF-EHEA to beter understand the value and benefits they offer.

Recommend seeking guidance from academic advisors and national authorities to navigate qualifications frameworks and leverage their advantages.

Highlight the ongoing discussions and initiatives aimed at improving the QF-EHEA and qualifications frameworks and encourage students to stay informed and participate in these developments.

Emphasize the need for collaboration between students, higher education institutions, national authorities, and employers to enhance the effectiveness and implementation of qualifications frameworks.

Express gratitude to the experts for sharing their valuable insights and expertise on qualifications frameworks and the QF-EHEA.

Encourage listeners to explore additional resources, such as official documents and guidelines, to deepen their understanding of qualifications frameworks and their implications for students.

Episode 2: ECTS (European Credit Transfer and Accumulation System)

Format: Interview

In the second episode, we will focus on the European Credit Transfer and Accumulation System (ECTS). This interview-style episode will feature a guest who is an expert in ECTS and has experience in implementing and managing credit systems within the European Higher Education Area.

Introduction:

Introduce the guest expert and their background in ECTS implementation.

Provide a brief overview of ECTS and its purpose in the European Higher Education Area.

Highlight the importance of credit systems for student mobility and recognition of learning outcomes.

Interview Questions:

What is ECTS, and what is its role in the European Higher Education Area?

How does ECTS facilitate the recognition and transfer of learning outcomes between institutions and countries?

Can you explain the key components and principles of ECTS?

How do institutions implement and manage ECTS within their programs and curricula?

What are some common challenges and best practices in implementing ECTS?

How does ECTS support student mobility and the European dimension of higher education?

Are there any ongoing developments or future trends related to ECTS that our listeners should be aware of?

Conclusion:

Summarize the key points discussed during the interview.

Highlight the significance of ECTS in promoting transparency, comparability, and recognition of learning outcomes.

Emphasize the role of ECTS in supporting student mobility and facilitating the transfer of credits between institutions and countries.

Encourage listeners to familiarize themselves with ECTS and its implementation within their own educational context.

Recommend seeking guidance from academic advisors and international offices to ensure a smooth credit transfer process.

Highlight the importance of staying informed about ongoing developments and future trends related to ECTS.

Thank the guest expert for their valuable insights and expertise in discussing ECTS.

Encourage listeners to explore additional resources and institutions' ECTS documentation for further information.

Episode 3: Lisbon Recognition Convention

Format: Roundtable Discussion

In the third episode, we will explore the Lisbon Recognition Convention, an important international agreement that aims to promote the recognition of academic qualifications in higher education. The roundtable discussion will feature a group of experts who have expertise in the field of recognition of qualifications and the implementation of the Lisbon Recognition Convention.

Introduction:

Introduce the topic of the Lisbon Recognition Convention and its significance for higher education.

Provide a brief overview of the goals and principles of the convention.

Highlight the importance of recognition of qualifications for student mobility and academic and professional opportunities.

Discussion Questions:

What is the Lisbon Recognition Convention, and what are its key objectives?

How does the convention promote the recognition of qualifications across different countries and higher education systems?

Can you explain the principles and guidelines outlined in the Lisbon Recognition Convention?

What challenges and barriers exist in the recognition of qualifications, and how does the convention address them?

How do institutions and national authorities implement and adhere to the principles of the Lisbon Recognition Convention?

Can you share examples of successful cases where the convention has facilitated the recognition of qualifications and improved student mobility?

What are the benefits for students in having their qualifications recognized under the Lisbon Recognition Convention?

What steps can students take to ensure that their qualifications are recognized when applying for further studies or employment in another country?

How does the Lisbon Recognition Convention contribute to the internationalization of higher education?

What role does the European Network of Information Centers (ENIC) and the National Academic Recognition Information Centers (NARIC) play in supporting the implementation of the convention?

Are there any ongoing efforts or initiatives to further enhance the effectiveness and impact of the Lisbon Recognition Convention?

What advice would you give to students who are considering pursuing their education abroad and may encounter challenges in the recognition of their qualifications?

Conclusion:

Summarize the comprehensive insights gained from our roundtable discussion on the Lisbon Recognition Convention, highlighting its pivotal role in fostering international recognition of academic qualifications.

Emphasize the convention's impact on breaking down barriers for student mobility and expanding academic and professional horizons.

Reiterate the importance of understanding the principles and guidelines outlined in the convention, as discussed by our panel of experts.

Encourage students to proactively navigate qualification recognition challenges by seeking advice from ENIC, NARIC, and relevant organizations.

Express gratitude to our insightful experts for sharing their knowledge and experiences. Lastly, inspire listeners to stay informed about ongoing initiatives aimed at enhancing the effectiveness and impact of the Lisbon Recognition Convention, fostering a global environment where education transcends borders.

Annexe 3.2: Concept to develop videos series dedicated to enhanced knowledge sharing in the European Higher Education Area community

Introduction

The videos are intended to promote and raise awareness regarding the European Higher Education Area (EHEA), its policies, values, and reforms, and to encourage participation and engagement from various stakeholders, such as students, academics, employers, policymakers, authorities as well as the society at large. The videos aim to highlight the benefits and opportunities that come with being a part of the EHEA community, such as access to quality education and the latest research, as well as the chance to contribute to the advancement of higher education and make a positive impact on society. Different versions of the videos may have specific target audiences, such as students and academics or companies and policymakers, and may focus on different aspects of the EHEA's work, such as quality assurance, recognition of qualifications and qualifications framework, and learning and teaching, the fundamental values of higher education or in the social dimension of higher education.

The following concept proposal delineates three distinct content types that can be used to enhance knowledge sharing about the EHEA through a video content series: short-form video content, video interviews, and feature presentations. Short-form videos are easy to consume, mobile-friendly, and highly shareable. Short-form videos can be used to increase engagement, boost brand awareness, stay informed, and connect with others. Video interviews aim to capture personal experiences, insights, and success stories from individuals within the EHEA, fostering relatability and authenticity. Lastly, the feature format provides an in-depth exploration of specific themes, offering a cohesive narrative that delves into the impact and benefits of the EHEA. Together, these content types contribute to a versatile and engaging video series that promotes dialogue, awareness, and participation in the European Higher Education Area community.

Short video content

Short-form video content is any type of video content that is less than 60 seconds, though some marketers agree short-form video content can be as long as three minutes. Short-form videos are meant to be bite-sized, easily digestible pieces of content that are easy for viewers to scroll through and view several at a time. Currently, this kind of is quickly becoming one of the most popular forms of social media content. 59% of Gen Z use short-form video apps to discover things that they watch longer versions of[17].

In this case, quick facts snapshots could be used to create short, visually appealing videos presenting key facts and statistics about the EHEA, such as the number of member countries, the Bologna Process impact, or notable success stories. These snippets serve as bite-sized information capsules for easy consumption.

Other examples of short form videos are: student testimonials, faculty spotlights, behind-the-scenes insights, interactive polls and surrveys, event teasers and so on.

Reportage or Feature videos

The reportage component of the video series serves as a compelling narrative tool, offering in-depth explorations of specific stories within the European Higher Education Area (EHEA). Through immersive storytelling, this segment aims to provide viewers with a deeper understanding of the Bologna Process,

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[17] According to Google: htps://www.thinkwithgoogle.com/marketing-strategies/video/short-and-long-form-videos/

its outcomes, and the transformative journeys of students, teachers, and researchers. The diverse range of topics covered in these reportages or features is carefully curated to showcase the multifaceted nature of the EHEA community.

Potential reportage and/or feature topics include:

- Current events and activities within EHEA are perfect topics, as they allow for an ever-evolving content database which increase search engine rankings and follower numbers.
- *"My Bologna Process Success Story"*: In this video, students or alumni can share how the Bologna Process helped them in their career. They can talk about how they were able to get a job or further their education because of the opportunities provided by EHEA.
- *"Going Global: How the Bologna Process Helped Me in My International Academic/Business Career"*: In this video, students or professionals can talk about how EHEA helped them build an international network and gain valuable experience working or studying abroad.
- *"From Good to Great: How the Bologna Process Made Me a Better Researcher/Teacher"*: In this video, professors and researchers can talk about how the EHEA has influenced their teaching and research practices. They can discuss how they have incorporated new methods and ideas from different countries and cultures into their work.
- *"Teaching a Diverse Classroom: How to Make a Course Attractive to Exchange Students"*: In this video, professors can share tips on how to create a welcoming and inclusive classroom environment for students from different cultural backgrounds. They can talk about how they adapt their teaching style to engage with a diverse group of learners.
- *"Student Life in the EHEA: Opportunities for Personal and Professional Growth"*: In this video, students can share their experiences studying abroad and participating in exchange programs. They can talk about how these opportunities helped them develop new skills, make new friends, and broaden their perspectives.

Interviews

The Video Interviews content type serves as a dynamic and personal facet within the video series, providing an authentic platform for individuals to share their firsthand experiences and insights within the European Higher Education Area (EHEA). Spanning a flexible duration, from brief 30-second snapshots to more extensive 5-minute discussions, these interviews offer depth and nuance to the stories of those directly impacted by the Bologna Process.

Ideally, the interviews, should be filmed in on-side locations, (university premises/rectors Offices, laboratories), contain relatable personal experiences and include practical guidance on various aspects of the life of the public it targets.

Some examples of video interview content include:

- **Student Success Stories**: Concise interviews with students sharing transformative experiences, discussing how participation in EHEA initiatives has shaped their academic journey, broadened their cultural perspectives, and influenced their career trajectory.
- **Researcher's Perspective**: In-depth interviews with researchers delving into collaborative projects and advancements made possible through the EHEA. These interviews underscore the global impact of cross-border research initiatives and the importance of international collaboration.
- **Administrator Insights**: Conversations with university administrators or policymakers providing insights into the implementation and effects of EHEA policies within educational institutions. These interviews shed light on the strategic aspects of managing institutions within the EHEA framework.

- **Corporate Perspectives**: Interviews with professionals from the corporate world, exploring how EHEA experiences contribute to an individual's skill set and worldview. These interviews highlight the value placed by employers on candidates with international academic backgrounds.
- **Tutorial Series**: Short tutorial-style interviews offering practical guidance on accessing and optimizing student exchange programs within the EHEA. These segments provide step-by-step insights, addressing common queries and concerns from both students and administrators.

Feature video Example - "Building Bridges: Connecting Higher Education Communities"

Introduction

The feature "Building Bridges: Connecting Higher Education Communities" explores how the European Higher Education Area (EHEA) serves as a catalyst for fostering collaboration and building connections among higher education communities. Through this feature, we will delve into the impact of the EHEA in promoting dialogue, sharing knowledge, and creating opportunities for students, researchers, and institutions.

Core Ideas

Showcasing Collaboration: Highlight success stories of universities, professors, and students collaborating across borders within the EHEA. This can include joint research projects, student exchange programs, and interdisciplinary initiatives that have made a significant impact.

The Bologna Process in Action: Explore how the Bologna Process has facilitated the harmonization of higher education systems and the recognition of qualifications. Showcase concrete examples of how this has resulted in increased mobility and improved educational opportunities for students.

Student Experiences: Share personal stories from students who have participated in exchange programs or pursued their education in different EHEA countries. Highlight the transformative impact on their personal and professional lives, emphasizing the cultural enrichment, academic growth, and expanded networks they have gained.

Research Collaboration: Feature examples of successful research collaborations facilitated by the EHEA. Showcase how researchers from different institutions and countries have worked together to address global challenges, advance scientific knowledge, and drive innovation.

Script Template

Introduction:

Narrator: Welcome to "Building Bridges: Connecting Higher Education Communities," a feature that explores the transformative power of the European Higher Education Area. Join us as we uncover stories of collaboration, exchange, and shared knowledge within the EHEA.

Segment 1: Showcasing Collaboration (Duration: 2-3 minutes)
Introduce universities, professors, and students who have successfully collaborated across borders within the EHEA.
Highlight specific projects or initiatives that have made a significant impact on research, education, or societal challenges.
Interview participants involved in these collaborations, allowing them to share their experiences and the outcomes achieved.

Segment 2: The Bologna Process in Action (Duration: 2-3 minutes)
Explain the importance and objectives of the Bologna Process in harmonizing higher education systems.

Share examples of how the Bologna Process has facilitated student mobility, the recognition of qualifications, and the transferability of credits.
Feature testimonials from students, universities, and policymakers on the benefits and outcomes of implementing the Bologna Process.

Segment 3: Student Experiences (Duration: 2-3 minutes)
Introduce students who have participated in exchange programs or pursued education in different EHEA countries.
Showcase their personal stories, highlighting the impact on their personal growth, cultural understanding, and academic development.
Capture their reflections on the diverse learning environments, new perspectives gained, and the long-lasting connections they have made.

Segment 4: Research Collaboration (Duration: 2-3 minutes)
Highlight successful research collaborations facilitated by the EHEA.
Showcase examples of groundbreaking research projects involving multiple institutions and countries.
Interview researchers involved, emphasizing the value of cross-border collaboration, sharing of resources, and collective knowledge advancement.
Narrator: As we conclude our feature, "Building Bridges: Connecting Higher Education Communities," we invite you to explore the endless possibilities and opportunities offered by the European Higher Education Area. Join us in fostering collaboration, expanding horizons, and shaping the future of higher education together.

Structure and Duration

The feature can be structured into four segments, each lasting approximately 2-3 minutes. This duration allows for some exploration of each topic while maintaining viewer engagement. The feature's total duration would be around 10-12 minutes, ensuring a comprehensive and engaging storytelling experience.

By incorporating these elements into the feature, the feature can effectively showcase the impact and benefits of the EHEA in connecting higher education communities and inspire viewers to engage and participate in this vibrant and collaborative ecosystem.

Annexe A4: Event series guidelines and proposals dedicated to enhanced knowledge sharing in the European Higher Education Area community

Introduction

This document aims to provide guidelines and ideas for organising one or multiple events at the national, regional, and international levels. The purpose of these events and guidelines is to promote the objectives, priorities, and policies of the Bologna Process, enhance collaboration between member countries, and potentially expand the Bologna Process principles beyond its borders.

To achieve this goal, this document outlines some general principles for organising events, as well as examples of event topics and formats that can be used to address specific themes or issues related to the Bologna Process. The document encourages BFUG members to consider a wide range of event formats, such as conferences, workshops, seminars, webinars and press conferences that can be tailored to meet the needs of different audiences and facilitate engagement and discussion.

Additionally, the document suggests various themes that could be explored in these events, including quality assurance, recognition of qualifications, mobility, and social dimension. It also emphasises the importance of involving a diverse range of stakeholders, including students, academics, policymakers, and representatives from civil society.

The information proposed below is – as the title of the document says – a proposal. The proposed events are to be considered for organisation by the BFUG members.

Potential Topics and event concepts

"Innovations in Higher Education: Empowering Students for the Future". This event could bring together policymakers, educators, and students to discuss new and innovative approaches to higher education, including new teaching methods, emerging technologies, and ways to improve student engagement and success. The event could also explore how policy changes can support these innovations and empower students to be successful in an ever-changing global economy.

"The Power of Collaboration: Building Stronger Connections Within EHEA". This event could focus on bringing together educators and experts from around the world to discuss innovative ways to collaborate and create impactful change in the global education landscape. Topics could include cross-cultural exchange programs, digital learning initiatives, and international policy frameworks. The event could feature keynote speakers, panel discussions, and interactive workshops to facilitate meaningful dialogue and idea-sharing.

"Bologna Beyond Borders: Exploring the Benefits of the Bologna Process for a Global Audience" - a dynamic and interactive event where we explore the potential of the Bologna Process to expand beyond its European roots and benefit a global audience. Through engaging presentations, panel discussions, and networking opportunities, we will showcase the advantages of the Bologna Process for higher education systems worldwide and highlight successful initiatives from different regions. From enhancing the recognition of qualifications to fostering international cooperation and mobility, the Bologna Process has much to offer to universities, students, employers, and policymakers everywhere. Don't miss this chance to

learn, connect, and contribute to a more inclusive and interconnected higher education landscape.

"Empowering Education: Microcredentials and the Digital Learning Revolution" aims to explore the future of education and how digital learning instruments can contribute to its development. The event will focus on the topic of microcredentials, and how they can provide increased access to education for those who might otherwise be excluded.

One major brand event, to take place once a year – such as a Gala, with awards and prizes recognising various achievements within the EHEA. The aim of this action is to generate an important event that will be used to attract media attention and international partners. This would take place preferably in the same country each year, so that it may be easier established as the Bologna Process reference Gala.

At least one big professional event per year, lasting one or two days, containing workshops and a big conference with professionals, students and public interested in the topic, as well as guests with a strong voice in the society, outside the academic environment, who can take the conversation out of the box and engage in cross-disciplinary topics.

Example: "Empowering Education: Microcredentials and the Digital Learning Revolution" Event
Event mission and objectives

The aim of the event "Empowering Education: Microcredentials and the Digital Learning Revolution" is to explore the future of education with a focus on the role and means of implementation of microcredentials and digital learning instruments.

At its core, the event seeks to examine the evolving landscape of educational services – both those offered by universities and the private sector –, and identify the emerging trends, challenges, and opportunities that are shaping the current educational paradigm – such as educational platforms, gamification and the implementation of approaches similar to what microcredentials aim to achieve. This is thought especially in terms of knowledge sharing between educational companies and universities. Thus, a particular focus of the event is placed on the transformative potential of microcredentials, emphasizing their role in providing individuals with accessible and flexible learning opportunities, while at the same time exploring opportunities for collaboration between various stakeholders.

Moreover, the event serves as a platform to highlight the significance of digital learning instruments in advancing flexible education. By delving into the ways in which digital tools and technologies contribute to the field, the event aims to make education more inclusive and adaptable to diverse learning styles and social categories. Through this exploration, the event aspires to foster discussions on the critical issue of access to education, with a specific emphasis on how microcredentials can address the needs of individuals who might otherwise be excluded from traditional educational pathways.

Ideally, the event will be organised as a partnership among educational institutions, technology companies, and non-profit organizations (which target groups with special educational needs). By bringing these stakeholders together, the event aims to collectively advance the field of education through a report that will be published at the end of it on the EHEA.info official website, with regard to the opportunities for innovation in the field of education, backed by experience and expert opinion. Additionally, through the media impact of the event and resulting document, the event will

contribute to highlighting the value of alternative credentials, such as microcredentials, within both the education and job markets.

Central to the mission of the Task Force on Enhancing Knowledge Sharing in the EHEA community, the underlying objective is the creation of a knowledge exchange platform. As stated, this platform can facilitate educators, industry experts, and stakeholders in sharing insights, research findings, and best practices related to digital learning and microcredentials. The final report mentioned above has the potential to inspire innovation in educational approaches, curriculum development, and assessment methods through the beter integration of digital tools and Microcredentials in the everyday services provided by HEIs. It is a demonstration of the "Knowledge sharing" approach of the Task Force.

The event planning phase

The following content is tailored to the proposed event: "Empowering Education: Microcredentials and the Digital Learning Revolution" and may vary according to context, location or a different chosen event.

Once the overarching theme of the event has been established, the first meeting of the event planning team is a critical step to establish clear roles and milestones in order to achieve the vision of the event. Although this first step of establishing the team roles is often ignored, it is important to be aware of the fact that clearly defined roles eliminate ambiguity and help team members understand their responsibility. Beyond effective communication and risk mitigation (team members, aware of their responsibilities, can identify and address potential risks promptly) and enhanced decision-making, this step helps, essentially, empower and motivate the entire team by recognizing their strengths and contributions. This fosters a sense of ownership and pride, motivating individuals to excel in their designated roles – a hard to ignore argument.

Of course, depending on the composition of the organizing team (which is also consistent with the allocated budget), implementing some of the recommended roles might not be possible – or multiple roles might be assigned to the same person). In the first step described below (Recommended Planning team roles & responsibilities), you will find a series of role proposals and duties which can be used in order to facilitate the process of establishing appropriate roles. Please keep in mind that the structure is written in the spirit of an extended team, and some roles might be considered redundant or doubled when talking about a smaller organizing team. Also, companies, NGO or industry expert might not be included essential to the organizing team.

Recommended Planning team roles & responsibilities
Event Director
Overall strategic planning and decision-making.
Liaison between internal teams and external stakeholders.
Ensuring alignment with the event's mission and objectives.
Plans the event schedule and agenda.
Coordinates with speakers and session organizers.
Marketing and Communications
Marketing Manager
Develops and implements the marketing strategy.
Coordinates promotional activities and advertising campaigns.

Manages social media accounts and oversees content creation.
Manages the creation and curation of event content.

Public Relations Specialist
Builds relationships with media outlets and influencers.
Drafts press releases and coordinates media outreach.
Handles interview requests and media partnerships.

Logistics and Operations

Logistics Coordinator
Handles venue selection and setup.
Manages transportation and accommodation for speakers and attendees.
Coordinates catering and other logistical details.

Technology Coordinator
Oversees the technical aspects, including virtual platforms if applicable.
Ensures audio-visual equipment is in place and operational.
Coordinates tech support for virtual attendees.

Sponsorship and Partnerships

Partnerships Coordinator
Collaborates with educational institutions, companies, and organizations.
Facilitates partnerships for promotional purposes.
Manages collaboration logistics.
Identifies and secures sponsors for the event.
Develops sponsorship packages and agreements.
Maintains relationships with sponsors.

Atendee Experience

Registration Manager
Oversees the registration process for both virtual and physical attendees.
Manages ticketing and attendee information.

Experience Coordinator
Plans attendee engagement activities.
Organizes networking opportunities and social events.
Collects feedback from attendees.

Finance and Budget

Finance Manager
Creates and manages the event budget.
Handles financial transactions and ensures fiscal responsibility.
Works closely with the sponsorship team on financial matters.

External Stakeholders

Educational Institution Representative
Provide insights into educational trends and needs.
Assist in speaker recruitment from academia.
Support in promoting the event within educational networks.

Industry Expert (Digital Learning Technology)
Offer insights into the latest trends and technologies.
Participate as a speaker or panelist.
Facilitate connections with technology companies for sponsorships.

Non-profit Organization Representative

Bring a social impact perspective to the event.
Collaborate on outreach to underserved communities.
Contribute to discussions on accessibility and inclusion in education.
Media Partner
Provide media coverage before, during, and after the event.
Assist in promoting the event through various channels.
Possibly host exclusive interviews or features related to the event.

Format

The format of the event can be conference, webinar, peer learning activity, consultation, etc.).
Considering the nature and objectives of the event, a hybrid format that incorporates both in-person and virtual channels and media elements is the most effective.

Programme

Time	Title	Description
Day 1		
9:00 am - 9:30 am	Registration and Welcome Coffee	Participants arrive, register, and enjoy a networking coffee session.
9:30 am - 10:00 am	Opening Ceremony	Welcome address by the organizing committee, introduction to the conference theme, and keynote speaker presentation.
10:00 am - 11:30 am	Session 1: Understanding the Educational Landscape	Panel discussion on current trends, challenges, and opportunities in educational services. Exploring the impact of educational platforms, gamification, and microcredential initiatives. Q&A session with panellists.
11:30 am - 12:30 pm	Networking Lunch	
12:30 pm - 2:00 pm	Session 2: Microcredentials in Focus	Presentation on the transformative potential of microcredentials. Case studies showcasing successful microcredential implementations. Roundtable discussions on collaboration opportunities between educational institutions and private sectors.
2:00 pm - 3:30 pm	Session 3: Bridging the Gap - Collaboration for Transformation	Interactive workshop on building partnerships between educational institutions, technology companies, and non-profit organizations. Discussions on addressing the needs of special educational groups. Strategies for enhancing collaboration in the education sector.
3:30 pm - 4:00 pm	Networking Break	Refreshments and informal networking.
4:00 pm - 5:30 pm	Session 4: Digital Learning Instruments	Exploration of digital tools and technologies contributing to inclusive education.

	and Inclusive Education	Panel discussion on adapting education to diverse learning styles and social categories. Showcasing successful digital learning initiatives.
5:30 pm - 6:00 pm	Day 1 Closing Remarks	Summary of key insights from the day and expectations for Day 2.
Day 2		
9:00 am - 9:30 am	Registration and Welcome Coffee	
9:30 am - 10:00 am	Recap and Day 2 Introduction	Brief recap of Day 1 and an overview of the agenda for Day 2.
10:00 am - 11:30 am	Session 5: Microcredentials and Access to Education	Presentation on the role of microcredentials in addressing access to education and flexible learning. Case studies on the intelligent usage of microcredential in designing new trees of knowledge & educational pathways. Panel discussion on creating new educational pathways.
11:30 am - 12:30 pm	Networking Lunch	
12:30 pm - 2:00 pm	Session 6: Building a Knowledge Exchange Platform	Workshop on creating a collaborative platform for knowledge sharing. Strategies for educators, industry experts, and stakeholders to share insights and best practices. Group activities and brainstorming sessions.
2:00 pm - 3:30 pm	Session 7: The Impact of Microcredentials	Presentation on the value of alternative credentials in education and job markets. Strategies for innovating in education quality and delivery through Microcredentials and dynamic and/or automated digital instruments (Machine Learning, Large Language Models, AI, etc.). Discussions on the dissemination of the conference findings.
3:30 pm - 4:00	Networking Break	
4:00 pm - 5:30 pm	Session 8: Roadmap for Innovation	Collaborative session to draft a roadmap for innovation in education. Group discussions on integrating digital tools and microcredentials into everyday Higher Education Institute (HEI) services. Planning for the final report.
5:30 pm - 6:00 pm	Day 2 Closing Remarks	Summary of key discussions and expectations for the final day.
Day 3		
9:00 am - 9:30 am	Day 3 Registration and Welcome Coffee	
9:30 am - 10:00 am	Recap and Day 3 Introduction	Brief recap of Day 2 and an overview of the agenda for Day 3.

		Working groups focus on synthesizing insights and crafting the final report. Collaboration on recommendations for innovation in education. Review and refinement of the knowledge exchange platform concept and how to best disseminate the report.
10:00 am - 12:00 pm	Session 9: Report Development and Finalizing Recommendations	
12:00 pm - 1:00 pm	Networking Lunch	
1:00 pm - 3:00 pm	Session 10: Presentation of Findings and Closing Ceremony	Groups present their findings and recommendations. Expert panel provides insights and feedback. Closing remarks by the organizing committee. Announcement of the publication plan for the conference report on EHEA.info.
3:00 pm - 3:30 pm	Closing Networking Reception	Informal networking, exchange of contacts, and reflections on the conference.
Note: The program is subject to change, and additional sessions may be added to accommodate emerging discussions and opportunities.		

Date

The Bologna Process was initiated with the signing of the Bologna Declaration on June 19, 1999. Organizing the event on the anniversary of the Bologna Process could be a meaningful and symbolic choice. It would provide an opportunity to reflect on the progress made in European higher education since the signing of the declaration and to explore new directions, such as the role of microcredentials and digital learning in shaping the future of education.

Additionally, choosing this date could help atract atention to the event and the Bologna Process itself, especially within the context of many of the original signatories atending. It would also emphasize the commitment to continuous improvement and innovation in education, aligning with the spirit of the Bologna Process.

Lastly, organising an event on the date when the Bologna Process began can be a beginning for the wider knowledge exchange platform we are proposing.

However, practical considerations such as venue availability, participant schedules, and logistical arrangements should also be taken into account when deciding on the event date.

Target audience and their needs

Stakholders	Needs
Policy-Makers	Insights into how microcredentials and new, adaptive digital learning instruments can align with and inform education policies. Understanding the potential impact (even on a more granular level) on national education systems and regulations.
Academics	Access to cutting-edge research and best practices in implementing microcredentials. Opportunities for collaboration with industry

	professionals and insights into adapting curriculum to digital learning.
Industry Professionals	Knowledge on how microcredentials can address industry skill gaps. Opportunities to engage with educational institutions for workforce development. Insights into the practical applications of digital learning in professional development.
Technology Experts	Exploration of technological advancements in digital learning platforms. Opportunities to showcase innovations and discuss how technology can enhance educational experiences through microcredentials.
Educational Institutions	Strategies for integrating microcredentials into existing academic programs or new programs. Insights into digital learning tools and technologies to enhance teaching methods. Opportunities for collaboration with industry to align curriculum with industry needs.
Students	Understanding the value of microcredentials in terms of employability. Insights into flexible learning options and how digital learning tools can support diverse learning styles. Access to resources for pursuing microcredentials.
Non-Profit Organizations (Special Educational Needs)	Understanding how microcredentials and digital learning can be tailored to address the specific needs of marginalized and special educational groups. Opportunities to advocate for inclusivity and accessibility in education.

The above table is an ongoing exploration of the needs of various stakeholders. Understanding and addressing the diverse needs of these stakeholder groups is crucial for the success and impact of the event. Tailoring sessions, workshops, and networking opportunities to cater to the specific concerns and interests of each group will contribute to a more inclusive and valuable conference experience.

Promotion and dissemination

The first step in the promotion and dissemination planning phase is developing a communication plan to promote the event and ensure effective communication with atendees. The plan should use multiple channels, including email, social media, and website updates, to keep atendees informed about the conference's program, speakers, and logistics.

Promotional materials such as flyers, social media posts, and email invitations are to be developed before the event. The organising team must ensure that the materials are well-designed and convey the conference's theme and objectives. The conference should be promoted through multiple channels to reach the target audience properly. Guidelines for the communication plan and actions of the event can be found below.

Online Presence

Event Website

Create a dedicated website with detailed information about the conference.

Include the agenda, list of speakers, venue details, and registration information.

Optimize the website for search engines to ensure visibility.

In order to optimize search engine raking, we strongly recommend creating a "News" or "Blog" section, where information can be posted often and in a timely manner.

Social Media

Leverage platforms like X, LinkedIn, Facebook, and Instagram.

Regularly post updates, speaker highlights, and relevant content using event-specific hashtags and links to the official website of the event.

Encourage speakers, partners, and participants to share event-related posts.

Email Marketing

Develop an email marketing campaign targeting potential participants.

Send out regular newsters with updates, sneak peeks, and important information.

Utilize segmented lists for different target groups (educators, industry professionals, etc.).

Explore the opportunity to collaborate with various online influencers

Identify influencers or thought leaders in the education and technology sectors.

Seek their collaboration in promoting the event through blog posts, interviews, or social media shoutouts.

Traditional Media

Press Releases

Draft and distribute press releases to relevant media outlets.

Highlight the significance of the conference, key speakers, and the topics to be discussed.

Partnerships with Educational Publications

Seek cooperations with educational magazines, journals, and websites for coverage.

Prepare and offer exclusive interviews or articles to each of the partner publications (this will be an important selling point for partnerships).

Networking and Outreach

Collaborations with Educational Institutions

Reach out to universities and educational institutions to promote the event within their networks.

Offer special discounts or incentives for students and faculty.

Engage with Professional Associations

Partner with educational and industry associations to expand outreach.

Request their support in promoting the event among their members.

Event Branding

Create Engaging Content

Develop visually appealing promotional materials (posters, banners, infographics).

Produce engaging videos featuring speakers, sneak peeks, and the event's mission.

Utilize Microsites

Explore the opportunity to create targeted microsites or landing pages for specific aspects of the event (e.g., microcredentials, digital learning).

Optimize these pages for search engines.

Registration Incentives

Early-Bird Registration

Offer early-bird registration discounts to encourage early sign-ups.

Promote these discounts prominently in all promotional materials.

Referral Programs

Implement a referral program where registered participants can invite others and receive incentives.

Use personalized referral links for tracking.

Continuous Promotion

Countdowns and Reminders

Create countdowns on social media and your website to build anticipation.

Send regular reminders as the event date approaches.

Post-Event Engagement

Live Streaming and Recordings

Consider live-streaming key sessions for virtual audiences.

Record sessions and make them available post-event for those who couldn't atend.

Event Recap and Highlights

Share post-event content, including highlights, key takeaways, and participant testimonials.

Continue engaging with atendees through surveys and feedback sessions.

Remember to monitor the effectiveness of each promotional channel and adjust the strategy accordingly. When gathered, the information can be extremely effective both in optimizing communication for the current edition of the event and – just as important - for choosing effective channels for the next editions of the event. Within the communication plan, find manners in which to engage with the event's audience, respond to inquiries promptly, and leverage the collective reach of speakers and partners to maximize visibility.

Post event monitoring and evaluation

The post-event monitoring and evaluation component of the event is essential in terms of organisational learning and measuring in what degree the event has reached its objectives and fulfilled its potential. Within the first meetings of the event, several of the following monitoring and evaluation instruments should be implemented: *feedback surveys* (containing indicators such as content

relevance, speaker effectiveness, organizational aspects, overall satisfaction, ratings for individual speakers and sessions, clarity, engagement and relevance), *social media monitoring* (including engagement, mentions, shares, user generated content, sentiment analysis and potential areas for improvement), *attendance metrics* (atendance numbers against expectations - analysing paterns throughout different sessions and days, audience engagement during Q&A sessions, workshops, and networking events, participation in interactive elements such as polls and discussions, providing insights into the level of engagement among atendees).

Event planning task list

15 Weeks Prior

Task	Comments
Determine goals and purpose of event	Who is the target audience for the event? What are your objectives? What are your key messages? What do you hope to accomplish? How will you gauge effectiveness? How does this event complement the general strategy of the Bologna process?
Select date and time	Ensure hosts, VIPs, and/or speakers are available for specified dates Consult national calendar & religious calendars when selecting
Set budget	Research potential funding sources such as partnerships or participation fee You can use the budget template provided with this document
Select and reserve venue	Remember to review: A/V capabilities Parking availability/restrictions Maximum capacities Other events occurring near space – will they conflict? Accessibility – how will persons with disabilities enter the venue? Access times to space Load-in/delivery capabilities Included equipment with room rental Surrounding sound impediments Potential security issues
Determine guest list	Consider your target audience and key messages When possible, research similar past events to determine RSVP prognosis
Ensure inclusivity, accessibility, and sustainability	
Investigate needs for special permits, licenses, insurance, etc.	

Research potential vendors & caterers	Review national or local policies regarding contracts, procurement, and RFPs
Develop a production schedule for any design elements	Include items like your program, flyers, website graphics, and signage Determine deadlines to send items to printers to receive materials on time
Determine meeting schedule for your commitee	Create a reoccurring calendar appointment

12 Weeks Prior

Task	Comments
Develop a communications plan	What is your event's main message? What media reaches your target audience? Determine what channels to advertise and when is the best time to send messages. Consult with BFUG's Task Force on Enhancing Knowledge Sharing in the EHEA for advise and inspiration.
Update any website material	Include common guest questions such as parking, dress code, and program schedule Ensure the website offers accessible features like alt text in images and proper color contrasts
Determine if you will live stream your event	Who is coordinating? Where will the webcast run on the website? Who will write copy for the site? When will the site go live? How will you communicate the webcast to your guests/audience? Where will the video be archived afterward? Who will caption the stream live? Can you run analytics afterward? If so, do for assessment purposes
Schedule photographer, if needed	
Schedule videographer, if needed	
Select designer/printer	
Order/design save-the-date cards or emails	
Secure mailing house if you are to send out save-the-dates	
Begin researching travel arrangements and hotel options	

Task	Comments
Schedule meeting with event logistics responsibles	

10 Weeks Prior

Task	Comments
Reserve hotel, plane, and travel accommodations for speakers/VIPs and staff, if applicable	Consider requesting a hotel block if a large portion of your atendees are traveling
Secure A/V needs for event	Lighting Supplemental video needs Sound Ensure you have wireless presenter remote, if using ppt and projector/screen Coordinate additional mics in the audience for any Q&A needs Ensure you have on-site A/V tech for event Confidence monitors for speakers
Design and create/order invitations	Confirm a way to ask guests about any accommodation requests such as a specific disability access request or dietary needs
Select & book caterer	Do any of your guests have dietary restrictions? Remember vegetarian options Determine VIP's F&B (Food & Beverage) preferences Will you need linens from the caterer or other rental company? Remember waters for the podium and/or botled for guests, if applicable
Secure entertainment/musicians	
Begin designing printed pieces (i.e. invitations, tickets, flyers, programs, pamphlets, out-of-town guest booklets, etc.)	
Develop press release and calendar listings	
Request and receive speakers'/VIPs' bios	Ask for photo if included in program – high res jpeg
Send save-the-dates	
Order plants/flowers	Remember rental plants for staging and all floral needs
Schedule supplemental staffing	Ushers, crowd management, etc.
Send preliminary volunteer requests	Student associations are great resources

Task	Comments
Request participation of additional speakers	Masters of ceremonies, presenters, etc. Always have someone introduce the VIPs
Order additional décor materials	Flowers Balloons Other?
Reserve additional set-up materials	Rental chairs Stage Podiums Tables Coat rack Heat lamps
Complete/submit Event Details	Update the upper management

8 Weeks Prior

Task	Comments
Review printed materials with your designer	
Set menu with caterer – find out when is the last date when you can confirm the headcount of the event	
Secure necessary permits	
Determine if awards/trophies will be given and research companies that produce the awards/trophies	
Release press announcements to national and local print media	List all your relevant media contacts
Order any giveaways	Do not include a date, if possible, so items can be reused
Arrange for transportation (buses, shuttles) if necessary	
Determine parking for visitors	Direct guests to a simplified map for directions
Confirm accessibility resources	Will you employ CART Transcription? Do you need ASL Interpreter? Ensure you have an operational plan in place for assisting those with disabilities and that volunteers are fully briefed on
Order speakers' gifts	
Begin editing printed programs/materials	
Schedule A/V run-through the day before the event	Schedule speakers/musicians and others to participate (if live streaming or captioning,

Task	Comments
	include those individuals, as well as any social media testing, i.e. Facebook Live)

6 Weeks Prior

Task	Comments
Assemble/address invitations	
Create RSVP tracking system	Confirm a way to ask guests about any accommodation requests such as special access or dietary needs
Mail invitations	Set RSVP 1.5-2 weeks (at minimum 1 week) prior to event date Update website with RSVP information
Order awards	
Distribute flyers/emails advertising event	
Finalize transportation logistics for VIPs and out-of-town guests	
Release press announcements to local TV, radio & other media	
Secure musicians/entertainers	Determine if any sound checks are necessary
Determine beverages needs, if any	
Order liquor	
Purchase all needed decorations	
Begin making decorations, if need be	

4 Weeks Prior

Task	Comments
Make a safety and emergency preparedness plan	
Place local print ads and watch for media hits	
Confirm staff/volunteers for each aspect of the event	
Make parking and directional signs that can be created in-house	
Create welcome packets/materials for atendees	
Create script where necessary	Clearly mark each speaker change with dividers in the script book Request scripts from all participants with a talking role to create a complete script book and ensure that speakers are not redundant

Task	Comments
	Include phonetic spellings for any individuals' names that might be difficult to pronounce
Confirm all travel arrangements	
Confirm security needs and plan walk-through of site with them	
Coordinate with accounts payable and vendors on when payment will be received (in most cases, unless you purchase alcohol, after services are rendered)	
Schedule volunteer training	

2 – 1 Week(s) Prior

Task	Comments
Follow-up with RSVP list – make personalized phone calls & emails, if necessary	
Send final numbers to the caterer	
Confirm participation with all VIPs/presenters. Send them updated event details, run of show, and talking points.	
Create seating plans and room diagrams for assistance with set-up and day-of-event questions	Ensure you follow correct protocol for head table seating Create place cards, if needed Ensure you have back-up seating options available for changes within head table seating arrangements
Develop photo shoot list	
Hold pre-event meeting with all significant stakeholders (vendors, managers of venue, key commitee members and volunteers, etc.)	
Do one last walk-through of venue	
Hold training session with volunteers	
Ensure all printed materials/collaterals are assembled and correct	
Make follow-up calls to media	
Make nametags/lanyards for atendees and extra plain ones for surprise guests	
Create "Event Day Survival Kit" full of needed items: pens, sharpies, tape, scissors, etc.	

Task	Comments
Create detailed hour-by-hour event agenda (event plan) for key volunteers/vendors and distribute to them	
Confirm set-up/breakdown with all vendors	
Send final information to participants, including directions, maps, last-minute details, etc.	
Create volunteer duty form	
Wrap gifts	
Distribute parking passes	
Send completed Run of Show and RSVP list to VIPs	

1-2 Days Prior

Task	Comments
Create final to-do list to determine all tasks are complete	
Ensure all appropriate contacts' information is listed where you can easily retrieve it	Recommend they are added to your phone for easy texting capabilities on event day
Purchase floral arrangements if not provided by vendor	
Recheck all equipment/materials to ensure nothing is damaged, quantity is correct, etc.	
Reconfirm schedule with caterer	
Set-up registration area, if possible, so you are prepared for the next day	
Decorate room if needed	
Display parking/directional signs	
Gather all needed materials (name badge, notebook, etc.)	
Pick up liquor or have it couriered	
Deliver materials/equipment to venue site	
Test webstreaming	
Discuss final rain plan logistics	

Day of Event

Task	Comments
Arrive early and do one last walk-through	
Oversee vendor set-up	
Ensure all VIP materials are correctly labeled and in place	Provide a program to President and VIPs so they know speaking order
Check all set-ups	

Ensure waters are on podium

Up to a Week After Event

Task	Comments
Send thank you notes	
Handle invoices	
Hold post-event meeting with key players	
Send pictures/mementos to VIP guests	
Pack up and inventory all materials	
Update website	
Book next year's venue, for annual event	
Rate caterer's performance on Student Center website	
Create final report in which you analyse if and how well you have reached the event purpose and indicators, and what is there to learn for the next events	
Based on the above report, update the current checklist and the events guidelines document	

Annexe A5: Video Interviews Concept Paper

Share your voice and make EHEA heard!

Introduction

The Paris Communiqué (2018) stressed that unlocking the potential of the EHEA requires *"successful implementation and full ownership of all our agreed goals and commitments … and … depends on the concerted efforts of national policymakers, public authorities, institutions, staff, students and other stakeholders"*. The ministers commited through the Rome Communiqué (2020) to build *"a more closely connected and sustainable higher education community, which fosters inclusion, communication, cooperation, and solidarity, essential for the relevance and excellence of the future EHEA."*

The Task Force on Enhancing Knowledge Sharing in the EHEA Community was created with the scope to *"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."* An action plan was developed in that sense and approved by the Bologna Follow-up Group, that includes the development of dissemination tools such as videos, and TV/radio reportages /podcasts on topics related to the Bologna process.

Objective

New communication channels allow us to shape the narrative regarding the European Higher Education Area (EHEA) and widen its audience. With the support of the IN-GLOBAL project – and in partnership with Euronews Romania – we seek to create video content that explores how the Bologna-Follow-up Group is working, the achievements within the Bologna Process after 25 years, as well as thoughts about the future of the EHEA.

To achieve this, we are planning a series of video interviews which will take place during the BFUG Meeting LXXXVIII in Brussels, Belgium.

The participation of the BFUG members in this endeavour will offer valuable insights that will inform a series of promotional videos aimed at raising public awareness and sparking meaningful dialogue about current and future developments in the European Higher Education Area. Moreover, the interviews will be broadcast live on the EHEA social media.

The Interview Details

- Location: Room Brel, Egmont Palace Conference Center[18]
- Date: February 19-20, 2024
- Duration: Brief and engaging 5-10 minute interviews, scheduled during breaks or before/after the BFUG Meeting

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[18] Participants will be guided from the meeting room to reach room Brel.

Expected outcomes

The interviews will be broadcast live on EHEA social media, aiming to atract the atention of the academic community to the debates within the BFUG and its current agenda and way of working. Video content will then be used to create a video series that will be published online. We aim thus to explain the way in which the EHEA is governed, the Bologna Process reforms and policies are being developed, and to stimulate meaningful discussions around the impact and future of the BP. Moreover, we also hope to ignite the habit of creating engaging content at the EHEA level.

Ultimately, we believe that creating a narrative and a voice for the BFUG can help both engage more stakeholders and initiate discussions about various policies and the impact of what has been accomplished until now.

Participants to the BFUG Meeting LXXXVIII will be individually invited to join the interviews, but can also express their willingness to do so, by sending an email at cristina.ghitulica@pmu.ro.

Interview Questions

Below are presented questions that might be used for the interviews, either general or specific to different topics, but participants are encouraged to suggest additional subjects for discussion. The individual questions will be agreed with the participants in advance.

General

What is the BFUG and how it works?

Describe your organisation and its role in the BFUG context.

What are, from your perspective, the main achievements of the BP since the last ministerial conference/after 25 years.

Do you think engaging with the academic community is important? How best to assure ownership and impact of the Bologna policies and reforms?

Key Commitments (Quality Assurance, Qualifications Framework, Diploma Recognition)

Describe the main features of the (a) key commitment(s) and its (their) level of implementation in the EHEA.

Why are these called "key"? What is their impact on the development of the EHEA?

How is the BFUG working to foster the implementation of the key commitments?

Social Dimension of EHEA

How has the BP contributed to creating a more inclusive and equitable higher education space in Europe?

What are some key challenges persisting in achieving true inclusivity within the EHEA, and how can we address them?

Fundamental Values of EHEA

Briefly explain what the fundamental values of the EHEA are and why are they essential

Are these values upheld or challenged?

What role the BFUG is playing in promoting and safeguarding the EHEA's fundamental values?

Learning and Teaching

What are the features of quality education in the EHEA? What are the challenges to achieving it?

How is the BFUG working to foster quality learning and teaching in the EHEA?

Global Dialogue

Is the Bologna Process known beyond the EHEA borders?

Should EHEA collaborate with other regions of the world? Why? How is the BFUG working on that?

Future Outlook and Adaptability

How do you envision the EHEA evolving in the next decade to meet the changing needs of students and society?

What emerging trends or developments do you believe will have the most significant impact on EHEA in the coming years?

How can the EHEA remain agile and adaptable in the face of rapid technological advancements, demographic shifts, and geopolitical changes?

Why EHEA Maters to You

Tell us your story: How has your education or career been impacted by the EHEA?

What specific features or opportunities the EHEA offers have been most valuable to you?

Do you think the BP is essential for the future of European higher education and society as a whole? Why?

Additional Prompts

Beyond the specific themes, feel free to share any other thoughts, concerns, or aspirations you have regarding the EHEA and its future.

What message would you like to convey to a wider audience about the EHEA?

How can we continue to improve the EHEA and ensure its continued relevance and impact?

Annexe A6: Ehea.info Website improvements

Essentially, the roles of the ehea.info website could be defined as (1) efficiently provide already stored information and (2) offer a foundation for building a larger community aimed at generating dialogue, insofar as dialogue is one of the foundational values of the Bologna Process. As the target groups of the website are significantly varied, both functions may prove difficult to implement and especially challenging from a user experience standpoint – increasing the complexity of the website menu beyond the usability threshold. In order to accommodate both of the functions without expanding upon the number of butons and menus within the website, we propose the following.

Implementing a chatbot within the website.

A chatbot based on GPT (Generative Pre-trained Transformer) technology is an AI-powered conversational agent that uses a pre-trained language model to generate human-like responses to user input. GPT is a type of machine learning algorithm that uses deep neural networks to analyse and understand natural language. By training on massive amounts of text data, GPT can generate responses to text-based queries that mimic human language paterns and syntax. Chatbots based on GPT technology can be used for a wide range of applications, including customer support, language translation, and personal assistants.

Adding a chatbot based on GPT technology to the ehea.info website can offer several benefits. Some of these benefits include:

1. Improved User Experience: The chatbot can provide personalized and interactive assistance to users, making it easier for them to find the information they need on the website.
2. Increased Efficiency: The chatbot can handle a large volume of inquiries and provide instant responses to users, reducing the workload of the customer support team.
3. 24/7 Availability: The chatbot can provide assistance to users 24/7, even outside of regular business hours, improving the accessibility and availability of the website.
4. Cost-Effective: Implementing a chatbot can be a cost-effective solution compared to hiring additional staff for customer support or maintaining a call center.
5. Data Collection: The chatbot can collect data on user inquiries and preferences, which can be used to improve the website and its content.
6. Competitive Advantage: Adding a chatbot can improve the website's overall user experience, making it more attractive to users and giving it a competitive advantage over other websites in the same space.
7. Training Specific to Website: By training the chatbot specifically for the ehea.info website, it can provide more accurate and relevant responses to user inquiries, improving the overall experience for the user.

That could provide the website visitors with instant and personalized support 24/7 without any human intervention. This is precisely what a chatbot based on GPT technology can do. By using GPT-4, the largest language model developed to date, the chatbot can understand and respond to a wide range of user queries and provide them with relevant information and assistance.

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One of the key benefits of using chatGPT is that it can significantly enhance the user experience of the website visitors. Instead of having to navigate through multiple pages or wait for a human agent to respond, users can get instant answers to their queries, saving them time and frustration.

Another benefit is the scalability of the chatbot. As the website traffic increases, so does the volume of user queries. With chatGPT, it can be handled an infinite number of user queries simultaneously, without any drop in the quality of service.

ChatGPT can also provide valuable insights into user behaviour and preferences. By analysing user queries and interactions, areas of improvement for the website can be identified, such as frequently asked questions that are not adequately addressed or areas of confusion that need to be clarified.

Overall, using chatGPT can lead to higher customer satisfaction, increased engagement, and improved conversion rates for the website. It is a powerful tool that can help a website stay ahead of the technological curve in today's fast-paced digital world.

Finally, as one of the main issues of the current website is searchability, by using a GPT chatbot we can dramatically improve the searching capability of the whole website. The chatbot can be trained to understand natural language queries and return relevant results based on the keywords or phrases used in the query. The chatbot can also be integrated with existing search engines or databases to provide more comprehensive and accurate results.

Implementing a forum on the website

Online forums are web-based platforms that allow individuals to discuss, share ideas, and collaborate on various topics of interest. They are also known as discussion boards, message boards, or internet forums. Users can create new discussion threads, reply to existing ones, and interact with other participants by posting messages or comments. Online forums are often organized into categories or topics to make it easier for users to find and participate in relevant discussions. They have become a popular way for people to connect and engage with others who share similar interests or concerns, and can provide a sense of community and support.

Data collection on online forums involves gathering information from posts, comments, and discussions made by forum users, with the users consent. This can include text data, user demographics, and user behavior data. Online forums are a rich source of data for researchers, marketers, and businesses looking to understand the opinions, attitudes, and behaviors of their target audience.

Data collection allows policy makers to identify trends and paterns, monitor progress, and evaluate the impact of their policies. It also enables them to identify emerging issues and anticipate future challenges, helping them to develop proactive policies that can prevent problems before they occur.

In addition, data collection can help policy makers to understand the needs and preferences of different groups within their constituencies, allowing them to tailor policies to beter serve those populations. This can help to reduce inequalities and ensure that policies are equitable and inclusive.

Overall, data collection is crucial for policy makers as it provides them with the information they need to develop evidence-based policies that are effective, efficient, and responsive to the needs of their communities.

Implementing data collection techniques across the website

Data collection techniques refer to methods used to gather and analyze information for a specific purpose or research objective. In the context of a website, data collection techniques can include tracking user behaviour, gathering feedback through surveys or forms, analyzing search queries, and monitoring website traffic. These techniques allow website owners to beter understand their users and improve their overall experience on the site. The data collected can also provide valuable insights for decision-making and strategy development.

Implementing data collection techniques across the website can provide various benefits to enhance knowledge sharing within the EHEA and increase global dialogue on policy development and implementation beyond the EHEA. Some of the benefits are:

1. Understanding user behavior: Data collection techniques such as website analytics can provide insights into user behavior, including what content is most popular, which pages are visited the most, and how long users spend on the website. This information can help the project team to identify areas for improvement and tailor content to meet the needs and interests of the website visitors.
2. Tracking policy impact: By collecting data on website visitors, it is possible to track the impact of policies and initiatives on the website and determine which policies or initiatives are resonating with the audience. This can help the team to refine and improve policies and initiatives based on feedback from the audience.
3. Measuring engagement: Data collection techniques can help to measure the level of engagement of website visitors, such as how many visitors are returning, how long they stay on the site, and how frequently they interact with the content. This can provide an indication of how effective the website is in engaging with its target audience.
4. Identifying trends: Data collection techniques can help to identify trends in user behavior over time, which can provide insights into how the website can be improved and how policies and initiatives can be refined to better meet the needs of the target audience.
5. Improving outreach: By collecting data on website visitors, it is possible to identify gaps in outreach and engagement and to adjust outreach efforts accordingly to ensure that the project is reaching the widest possible audience.

Data collection techniques that can be implemented on the EHEA website:

- Forms: Creating online forms to gather data from users, such as contact information or feedback.
- Surveys: Conducting online surveys to collect information about user preferences, behavior, and attitudes.
- Cookies: Using cookies to collect information about website usage and user behavior, such as tracking clicks and page views.

- Web analytics: Using web analytics tools, such as Google Analytics, to track website traffic and user behavior.
- Heat maps: Using heat maps to track user clicks and mouse movements on a website, which can provide insight into user behavior and preferences.
- A/B testing: Comparing two versions of a website or webpage to determine which one performs better in terms of user engagement and conversion.
- Social media analytics: Tracking user engagement on social media platforms, such as likes, comments, and shares, to better understand user behavior and preferences.
- User testing: Conducting user testing sessions to gather feedback from real users about the website's usability and functionality.

Annexe A9: EHEA Newsleter Guideline

Introduction

Since its establishment in 1999, the Bologna Process has led to significant reforms in the field of higher education in the member countries. Nevertheless, this is a continuously evolving process, and information and knowledge sharing are considered crucial for gaining ownership of the policies agreed upon and their meaningful implementation.

In answer to this challenge, the BFUG has approved, as part of the action plan of the Task Force on Enhancing Knowledge Sharing in the EHEA community (TF), the initiation of an EHEA Newsleter, which aims to be the gateway to the Bologna Process and EHEA environment.

The EHEA newsleter is a comprehensive source of news, updates, and insights on the latest happenings and developments regarding the Bologna Process. The goal of the newsleter is to inform a global audience of stakeholders, including higher education institutions, policymakers, other institutions with responsibilities in the higher education field, and the wider public. By providing a timely and informative snapshot of EHEA affairs, it aims to foster a deeper understanding of its transformative impact on higher education in the member countries.

While the newsleter is a *Task Force on Enhancing Knowledge Sharing in the EHEA community* initiative, it is based on the knowledge and contributions of BFUG members, consultative members and partners and is realised in collaboration with the BFUG Secretariat.

The present document serves as the Guideline for Contributors to the EHEA Newsleter, providing clear instructions and expectations for submitting high-quality and engaging content that aligns with the newsleter's mission and goals. It outlines the editorial principles, content guidelines, format guidelines, submission guidelines, review and editing process, copyright and usage, feedback and collaboration guidelines, and the overall vision for the newsleter. By following these guidelines, contributors can ensure their submissions are appropriate and informative and contribute meaningfully to the newsleter's success in informing and captivating its global audience.

Just like the EHEA, this Guideline is an evolving document which will be iteratively improved based on the needs, feedback, and preferences of its audience.

Vision

The vision of the EHEA newsleter is to serve as a comprehensive, informative, and engaging platform for disseminating news, updates, and insights related to the European Higher Education Area (EHEA) to a global audience of stakeholders, including higher education institutions, policymakers, other institutions with responsibilities in the higher education field, and the general public.

Goals

- Establish the EHEA Newsleter as a trusted and authoritative source of information on EHEA developments.
- Provide a regular overview of key events, initiatives, and achievements within the EHEA.

- Highlight innovative policy initiatives within the EHEA.

- Promote international cooperation and exchange in higher education.

- Foster a sense of community and engagement among EHEA stakeholders.

Target Audience

- Higher education institutions and their governance and staff;

- Policymakers and government officials;

- Institutions/organisations with atributions and interest in the field of higher education;

- Researchers and academics;

- Students and prospective students and their unions;

- The general public interested in higher education.

Contributors

All members, consultative members and partners of the EHEA are invited to send contributions to the EHEA newsleter, and proposals for interviews, opinions of experts or other relevant individuals, research outcomes etc., as described in the table below.

Type of contributions and general requirements

The contributions can be articles, news items, interviews, or case studies and best practices that are relevant to the Bologna Process. They can also describe the BFUG work in the respective period.

Your contributions will help us shape a newsleter that is genuinely representative and engaging for our global audience. The content you provide will be included in the newsleter and, if needed, its long-form content will be published on the EHEA.info website.

The submissions should be clear, concise, informative, tailored to a general audience interested in higher education. It should also be accurate, unbiased, and well-researched, providing factual information and citations, if that's the case.

Type	Description	Size[19]
Introduction	A brief overview of the newsleter edition, highlighting key themes and featured content. *Typically should be drafted by the co-chairs/vice-chair of the current period.*	200-500 words
Editorial	An opinion piece or analysis on a current issue or trend in EHEA, writen by an expert or thought	500-800 words

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[19] The size is provided for reference and would be adapted to the specific case.

Type	Description	Size[19]
	leader.	
Article	An in-depth exploration of a specific topic related to EHEA, including research findings, best practices, or studies.	500-1500 words
Outcomes of BFUG working structures	Description of activities and outcomes of BFUG working structures in the respective period. *Typically should be drafted by the co-chairs of the working structures.*	200-500 words
News Item	A short report on a recent event, development, or achievement within the EHEA.	150-300 words
Interview	A Q&A with an interesting figure in the EHEA, providing insights and perspectives on current issues.	300-1000 words
Case Study/Best practice	A detailed look at a successful initiative or program implemented by an EHEA institution.	500-800 words
Projects	Description of activities, events or outcomes and results of projects on topics related to the Bologna Process, in which BFUG members, consultative members and partners are involved.	500-800 words
Infographic	A visual representation of data or information related to EHEA, using charts, graphs, and icons.	N/A (Size varies depending on complexity). For lengthy visuals, the graphic should be adapted to a vertical layout.
Video	A short clip showcasing an EHEA activity, event, or achievement. High-Resolution distributable .mp4 videos, adapted to formats, sizes and resolutions used across social	N/A (Length varies depending on content)

Type	Description	Size[19]
	media services.	
Webinar Recording	A recording of a live online event on an EHEA-related topic.	N/A (Length varies depending on recording)
Personal Story	A first-hand account of someone's experience with EHEA, such as a student studying abroad or a researcher collaborating with colleagues across borders.	300-500 words
Book or scientific article review	A review of a recent book or scientific article, relevant to the EHEA and its goals.	300-500 words
Policy Analysis	An overview and analysis of a new policy impacting the EHEA.	500-800 words
Upcoming Events	A listing of upcoming conferences, workshops, and other events related to EHEA. *The BFUG members and consultative members are responsible to send to the BFUG Secretariat description of future Bologna Process related events, together with the link to the event page.*	100-200 words

Editorial Guidelines

Your submission should respect the following characteristics:

- Submit in Microsoft Word (.doc or .docx) format.
- Adhere to specific word counts based on the content type (the long-form source or only the preview):
  - Content to be published on the EHEA.info website and then linked in the newsletter, mentioning the source of the article: 500-2000 words.
  - Content to be published as a preview of articles, interviews, case studies, video content, published on your institutional website or other official channels and linked in the newsletter: maximum 200 words.
- Include a clear and concise title that accurately reflects the content.

- Should include the url link, in the case the long-form content is already published by you or your institution.

- Representative, high quality pictures are recommended, if appropriate. If that is the case, please aim for a resolution of at least 72 dpi (preferably 150 dpi) and always include an accurate description of each picture.

Title	
Institution	
Preview text (maximum 200 words)	
Link to the article (if the article is posted elsewhere than on EHEA.info)	
Relevant pictures if available	

Frequency and distribution channels

The newsleter should be produced and published twice a year, a call for contributions being sent by the Secretariat at least with 6 weeks ahead of the publication date. The newsleter will be available on EHEA website and sent through email to all EHEA members, consultative members and partners, which are encouraged to distribute it through their channels. It will also be announced on social media.

A subscription invitation will be available, preferably as a buton or pop-up on the EHEA website and social media.

Review and editing

Once they reach the BFUG Secretariat, submissions undergo an editorial review process to assess clarity, relevance, and adherence to guidelines. Minor edits and suggestions may be made for improved clarity, consistency, and style guide alignment. Major revisions may be requested for significant changes to align with guidelines or enhance content quality.

This process will be conducted by the BFUG Secretariat with the support of the BFUG working structure in the field of knowledge sharing[20], while the final version will be approved by the co-chairs and vice-chair of the respective working period.

Copyright and use

By submitting content, authors grant the EHEA Secretariat the right to publish and disseminate it on the newsletter, EHEA.info website and the official EHEA social media channels. The EHEA

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[20] Subject to approval by the BFUG.

Secretariat ensures that it atributes authors properly and always acknowledges their contributions. Authors retain copyright ownership of their work.

Feedback and Collaboration

Feedback from contributors and readers on the newsleter content and format is welcomed, to identify and cover the most relevant newsleter topics and formats and to improve the current guideline. An annual report regarding different aspects related to the content and outreach of the newsleter will be drafted and submited for discussion to the BFUG.