

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

11th Meeting (online)

15 February 2024

10.00-11:00 (CET)

Minutes of Meeting

List of participants

Country	Name	Last Name
Azerbaijan	Samir	Hamidov
Austria	Alexander	Kohler
Belgium Flemish Community	Liesbeth	Hens
Croatia	Vlatka	Blazevic
Cyprus	Popi	Appios
EI - ETUCE	Jorunn Dahl	Norgård
ENQA	Anna	Gover
ESU - European Students' Union	Andrej	Pirjevec
EUA - European University Association	Therese	Zhang
EURASHE (Co-Chair)	Jon	Altuna
EURASHE	Jakub	Grodecki
France (Co-Chair)	Philippe	Lalle
Georgia	Lasha	Zivzivadze
Hungary	Flora	Megyeri
Holy See	Melanie	Rosenbaum
Ireland	Richard	Brophy
Ireland (Co-Chair)	Tim	Conlon
Kazakhstan	Indira	Abilmazhinova
Montenegro	Dajana	Pavićević
Romania	Ciprian	Fartuşnic
Slovenia	Mateja	Berčan
Switzerland	Antoine	Maret
Turkey	Mustafa	Sözbilir
United Kingdom	Nehaal	Bajwa
BFUG Secretariat	Kristina	Metallari

Albania, European Commission, Germany, Italy, The Netherlands, Norway, Portugal, San Marino, Spain, Ukraine and UK (Scotland) did not attend the meeting. Armenia sent regrets.

1. Welcome remarks

The Co-Chairs welcomed everybody to the eleventh 2021-2024 work period meeting. The agenda was approved without changes. The minutes of the previous meeting were also approved. The Co-Chairs then proposed drafting a roadmap for the final phase of the WG. Notably, they emphasized the impending March deadline for submitting the final WG report and conclusions, suggesting a concerted effort to conclude the work within the next three weeks.

For more information, please see: [WG LT BE VA 11 Meeting Agenda](#)

2. Information by the Co-Chairs

Jon Altuna (Co-Chair, EURASHE) reported that the WG presented their conclusions at the BFUG meeting in Madrid. He indicated that the WG is tasked with finalizing their report and suggested discussing the subsequent steps, including outlining the structure of the final report. During the BFUG Board meeting held in January 2024 in the Vatican City, no additional updates were provided by the WG.

The Holy See representative, in her capacity as Co-Chair of the Drafting Committee (DC), acknowledged the received comments, but noted that the DC had specifically requested bullet points rather than a two-page document, as submitted by the WG. Given the advanced stage of the draft Communique, she informed that any modifications must align with the current draft and can only be made by BFUG member countries. She further highlighted that the deadline for feedback by BFUG Working Structures has passed and urged the WG to accelerate the process to incorporate necessary revisions before the final deadline. Phillipe Lalle (Co-Chair, France) informed that contribution by the WG was sent on November in bulleted format, but had not been incorporated.

3. Final Activity Report of the WG on Learning & Teaching

Phillipe Lalle (Co-Chair) presented an overview of the draft final report, detailing its development and the status of objectives completion. He emphasized the WG's efforts to translate recommendations from Annex III of the Rome Communique into actionable initiatives at the EHEA level, along with the development of qualitative indicators in collaboration with the Monitoring WG. Additionally, he mentioned that the WG coordinated three Peer Learning Activities (PLAs), as well as actively sought input from countries regarding their concrete initiatives with only a few responses received, despite several reminders.

Regarding the objective of recommending concrete policy actions to the BFUG and ministers on micro-credentials implementation in the EHEA, the WG opted not to address this aspect as it was already being tackled by other Working Structures. As for making concrete recommendations on enhancing innovative learning, teaching, and assessment, these points will be covered in the final report.

Regarding the identification of lessons learned from the COVID-19 crisis for higher education in the EHEA, the WG decided against dedicating a specific chapter or recommendations to this topic. The crisis significantly and swiftly altered practices, however, the emergence of artificial intelligence in education during the WG's mandate prompted the formation of a subgroup, which issued specific recommendations on this matter.

The EUA representative emphasized the necessity of refining the WG's progress portrayal in the report to effectively communicate objectives and accomplishments. The ENQA representative acknowledged the current document's value as an internal reference but recommended highlighting specific aspects in the final report. Jon Altuna (Co-Chair) proposed that the Co-Chairs consolidate all information gathered from various documents delivered by the WG, aiming to create a shared document for member feedback within a week.

The draft structure of the report was presented, emphasizing the changes in the number of WG Co-Chairs during this working period and the collective efforts of all involved. It outlined the PLAs, conclusions and recommendations, with details of all WG meetings to be incorporated as well. A remark was made to revise the conclusions and recommendations section to portray them as those of the WG, rather than specifically for the Tirana Communique.

4. Drafting Committee

Melanie Rosenbaum clarified that the WG members are encouraged to communicate within their respective national authorities to coordinate on the feedback required for consideration in the Tirana Communique.



The EI ETUCE representative expressed concern over the lack of inclusion of concrete suggestions on staff development and working conditions in the draft Communiqué, contrasting it with the stronger language adopted in Rome.

Philippe Lalle (Co-Chair) reiterated the three main ideas for inclusion: enhancing support for educators, recognizing the value of teaching, and allocating time for teaching and collaboration. He emphasized the importance of continuous professional development for teachers and the establishment of Teaching and Learning Centres. Additionally, he highlighted the significance of acknowledging the value of teaching and addressing the balance between research and teaching. The Co-Chairs agreed to consolidate these comments into a concise message to be sent to the Drafting Committee for further consideration, and interaction with their ministerial counterparts.

The Holy See representative emphasized the strict request by the BFUG to keep the Communiqué short and concise. The EUA representative suggested a pragmatic approach in this regard, proposing to include contribution on "acknowledging the crucial role of teaching staff, their professional needs, and the value of teaching". They recommended including language in the draft Communiqué to emphasize these points, ensuring visibility and recognition of teaching's importance in higher education.

5. AOB & Next Meeting

The Co-Chairs announced their intention to conclude the final document within approximately two weeks and to contribute one to two sentences from the WG for inclusion in the Communiqué. They suggested sharing these contributions with their ministerial counterparts, to then be presented at the next BFUG meeting.

The Co-Chairs stated that the EURASHE President or Secretary General would represent the WG on Learning and Teaching at the upcoming BFUG Meeting. Additionally, they proposed organizing another WG meeting as a final session to review the completed document and planned to circulate a doodle poll to determine the date for this meeting.

No other topics were discussed, and the meeting was concluded.