



## Task Force on Enhancing Knowledge Sharing in the EHEA community Draft Action plan

### Introduction

The Task Force on Enhancing Knowledge Sharing in the EHEA Community 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 have accomplished, what they are today, what areas they address and what impact they have on higher education systems in the member countries. The impression in many countries is that the BFUG and the EHEA is or has become a ‘bubble’ which 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 recognized 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 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.”*

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

In order 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. Thirteen countries and organizations joined the group (Albania; Belgium Flemish Community; Germany; Italy; Malta, The Netherlands, Romania; United Kingdom; EQAR; ESU; EUA; EURASHE; European Commission) and it is co-chaired by Albania, Italy and Romania.

The name (“Enhancing Knowledge Sharing”) of the Task Force itself emphasizes the dialogic nature of its proposed activities: these are not to focus on top down ‘communication’ about the Process, but rather on an organized attempt to ensure better knowledge flow 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, to increase the mobility of staff and students (physical or online) and to foster cooperation between HEIs, countries and regions.



## The Project (IN-GLOBAL)

In response to the Erasmus call for support for Bologna activities, a project was submitted by Italy and Romania: specifically by CIMEA as coordinator and the Romanian Ministry of National Education and University "POLITEHNICA" of Bucharest as partners. The project was approved, so funds become available for certain activities of the task force. At the same time, it is to be underlined that the project has own objectives and activities that have to be carried out, and that can be included in the scope of the task force at the extent this is helpful and relevant.

## Specific tasks, proposed activities and timelines

The Rome Communiqué lists a number of actions or activities to be implemented which set an initial agenda for the Task Force. The Communiqué first mentions the need to 'inform' and 'involve' the higher education sector in developments; it also refers to working 'closely' with higher education and student organizations. The reference to 'involvement' in development as well as implementation points clearly to building a new relationship with the higher education community.

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

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, in case adaptations are necessary.





3



AZƏRBAYCAN RESPUBLİKASI  
TƏHSİL NAZİRLİYİ

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 stakeholders groups).*

| Activity   | Methodology  | Timeline   | Countries / Organizations involved |
|--|--|--|------------------------------------|
| <p><b>1.1.</b> Reviewing the material resulting from the BFUG 2019 consultation on <u>“The Future of the EHEA”</u></p> | <p>The raw material deriving from the consultation, as well as the statistical elaborations made at the time, country by country, can be consulted and compared with the material produced in the new survey, where relevant. The 2019 data were gathered in an overall report, but not analyzed in detail and in depth. The TF members will perform the analysis.</p> <p>As the material deriving from the consultation was not to be made public, any outcome of this activity will take into consideration the need to maintain data privacy.</p> <p>This review may be useful in formulating the questions for the survey described below at point 1.3.</p> <p><i>TF members</i></p> | <p>Report in June 2022<br/>Preliminary version by March 2022</p> | <p>UK, Italy</p>                   |



4



AZƏRBAYCAN RESPUBLİKASI  
TƏHSİL NAZİRLİYİ

| Activity   | Methodology  | Timeline  | Countries / Organizations involved     |
|--|--|---|--|
| <p><b>1.2.</b> Inventory of specific studies / reports / articles / books about how the Bologna Process is perceived and understood, or that refer to the perception or consequences of the implementation of Bologna commitments and objectives or other initiatives related to the Bologna objectives that are not part of the BFUG work.</p>  | <p><i>TF members</i> and a <u>HE expert</u><sup>1</sup> will carefully select and review the literature in the field. A question related to this will be included in the survey for the BFUG members and consultative members. An intermediate version will be produced, in order to inform the development of the survey.</p> | <p>June 2022<br/>Intermediate version by<br/>March 2022</p>             | <p>Italy, Albania, The Netherlands</p> |
| <p><b>1.3.</b> Developing and carrying out a survey, to gather:</p> <ul style="list-style-type: none"> <li>✓ examples of good practice and successful actions at local, national, regional and international level concerning collaboration and sharing knowledge related to Bologna reforms and objectives;</li> <li>✓ difficulties and challenges related to the understanding and embedding of reforms in the daily practices of institutions;</li> <li>✓ specific needs of support.</li> </ul> | <p>The questionnaire will be developed by the <i>TF members</i> and filled in by the BFUG members and consultative members.</p> <p>The questionnaire will be developed in strict concordance with the scope of the TF, paying special attention to the need to not overlap with the TPGs' work.</p>                            | <p>Survey format – April 2022<br/>Answers from countries: June 2022</p> | <p>Italy, Romania, Malta, ESU</p>      |

<sup>1</sup> The expert will be hired within the IN-GLOBAL project.



5



AZƏRBAYCAN RESPUBLİKASI  
TƏHSİL NAZIRLIYI

| Activity   | Methodology   | Timeline      | Countries / Organizations involved                       |
|--|---|---------------|--|
| <b>1.4.</b> Inventory of results and deliverables, with focus on dissemination activities, of projects funded within the dedicated Bologna Process calls of the ERASMUS+ project | The information is already available on the dedicated section of the Erasmus+ program.<br>A related question will be included in the survey for the BFUG members and consultative members.<br><i>TF members</i> | June 2022     |  |
| <b>1.5.</b> Report based on the outcomes of survey and on the inventories presented above  | <i>TF members</i> with the support of a <u>data analysis expert</u> <sup>2</sup> and a <u>HE expert</u> .   | November 2022 | UK, Italy, Romania, Albania, Malta, The Netherlands, ESU |

2) Explore how ‘Bologna’ and the EHEA are perceived by the various stakeholders in the national contexts.

| Activity   | Methodology  | Timeline   | Countries / Organizations involved |
|--|--|--|------------------------------------|
| <b>2.1.</b> Development and application of an on-line survey aimed at stakeholders such as students, academic staff, | The survey will be developed by the <i>TF members</i> and disseminated through the BFUG members and consultative members.<br>The survey will aim at an accurate understanding of | Survey format– April 2022<br>Answers from stakeholders: July | Italy, Romania, The Netherlands    |

<sup>2</sup> The expert will be hired within the IN-GLOBAL project.





| Activity   | Methodology   | Timeline             | Countries / Organizations involved                                   |
|--|---|----------------------|--|
| <p>researchers, HEI management, employers, civil society, mass-media etc.</p>  | <p>the current situation, but underlining positive aspects, that can be useful for developing actions that might support raising awareness of the Bologna process. On the other hand, the survey should be light, in order to avoid survey fatigue. The draft questionnaire will be tested in order to make sure the questions are relevant and easy to understand.</p> | <p>2022</p>          |  |
| <p><b>2.2.</b> Focus groups discussions with relevant stakeholders' associations, acting at EHEA or national level</p> | <p>The discussions will involve the consultative members of the BFUG, as well as other stakeholders organizations active at regional or national level. Pilot focus groups will be organized in order to inform the development of the survey described at point 2.1.<br/><i>TF members</i> with the support of a <u>HE expert</u>.</p>                                 | <p>July 2022</p>     | <p>EUA, ESU, EURASHE, ETUCE, UK</p>                                  |
| <p><b>2.3.</b> Report on perception of stakeholders</p>  | <p><i>TF members</i> with the support of a <u>data analysis expert</u> and a <u>HE expert</u>.</p>  | <p>November 2022</p> | <p>Italy, Romania, The Netherlands, EUA, ESU, EURASHE, ETUCE, UK</p> |



7



AZƏRBAYCAN RESPUBLİKASI  
TƏHSİL NAZİRLİYİ

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;*

| Activity  | Methodology   | Timeline   | Countries / Organizations involved             |
|---|---|--|--|
| Based on the reports realized at tasks 1) and 2), recommendations for BFUG members will be developed, including practical and hands-on guidance, destined to encourage active involvement of the academic community and taking into consideration the specific needs of countries | An intermediate report will be produced earlier, to already support the work of BFUG members. The recommendations might include suggestions for how to celebrate the quarter century of the BP and will envisage ways to activate academics and students to contribute to the EHEA. A communication strategy should be part of the recommendations.<br><i>TF members</i> with the support of a <u>communication</u> <sup>3</sup> and a <u>HE expert</u> . | July 2023<br>December 2022 for the intermediate report, containing preliminary findings and recommendations. | Italy, Albania, Romania, The Netherlands, EQAR |

<sup>3</sup> The expert will be hired within the IN-GLOBAL project.





8



AZƏRBAYCAN RESPUBLİKASI  
TƏHSİL NAZİRLİYİ

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;*

| Activity  | Methodology   | Timeline  | Countries / Organizations involved |
|---|---|-----------|------------------------------------|
| Based on the reports realized at tasks 1) and 2), recommendations for BFUG members will be developed, considering specific aspects related to regional cooperation. | <i>TF members</i> with the support of a <u>communication</u> and a <u>HE expert</u> . | July 2023 | Albania, Italy, Romania            |







**5) 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.**

| Activity   | Methodology   | Timeline      | Countries / Organizations involved |
|--|---|---------------|------------------------------------|
| 5.1. Translation of Rome Communiqué in all EHEA languages  | <u>Project consortium.</u>  | December 2022 | Italy                              |
| 5.2. Development of dissemination tools as videos, messages, logos, to be broadcasted at national / regional level and used for awareness raising campaigns  | It will be useful to produce small capsules (one with an overview on the BP, another one on QA etc.) which can be adapted in the different national and institutional contexts.<br>TF members with the support of the <u>Project consortium</u> and a <u>communication expert</u> . | November 2023 | Albania                            |
| 5.3. Series of TV/radio reportages /podcasts on topics related to the Bologna process  | TF members will develop the concept, with the support of the <u>communication expert</u> . The BFUG members might support the realization of such reportages in their own countries.  | 2022 – 2024   | Romania, Albania, Germany          |
| 5.4. Development of guidelines for the BFUG members, to organize events, at national, regional or international level, including ideas of topics and formats | The Guidelines can be part of the report developed under task 3.<br>TF members with the support of the <u>Project consortium</u> and the <u>HE expert</u> .   | July 2023     | Italy, Romania, Albania            |
| 5.5. Developing the concept and organizing sessions within 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 national level in a meaningful and constructive fashion.<br>TF members   | 2022 – 2024   | Italy, Romania                     |



| Activity  | Methodology   | Timeline           | Countries / Organizations involved        |
|---|---|--------------------|---|
| <p><b>5.6.</b> 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 live chat function</p> | <p>BFUG Secretariat, <i>TF members</i> with the support of the <u>Project consortium</u> and a <u>communication expert</u>.</p>   | <p>July 2023</p>   | <p>BFUG Secretariat, Romania, Albania</p> |
| <p><b>5.7.</b> Collaborate with other organizations at national/regional level and/or organize common initiatives to promote Bologna process and implementation of the key commitments at national/regional level</p>           | <p><i>TF members</i> with the support of the <u>Project consortium</u> and a <u>communication expert</u>.</p>   | <p>2022-2024</p>   | <p>Albania</p>                            |
| <p><b>5.8.</b> The “Bologna professor” award</p>  | <p>The concept of the award to be further clarified, based on best practice examples. A possible scenario is described below.<br/>Students from EHEA countries will propose teachers that make a difference for their professional and personal development, based on specific common criteria related to Bologna reforms. Committees of students representing national students’ federations will select a number of applications that will then be analyzed by a Committee of students organized at EHEA level. The national Committees of students will be trained previously, by national students’ federations. The selection process could include a presentation by the selected professors, during an EHEA event.</p> | <p>2023 - 2024</p> | <p>ESU, Romania</p>                       |



| Activity  | Methodology  | Timeline           | Countries / Organizations involved                  |
|---|--|--------------------|---|
| <p><b>5.9.</b> Guidance for activating Bologna experts networks</p> | <p><i>TF members with support from members of L&amp;T WG</i></p> <p>The need for continuation or for a new version of Bologna experts is felt in many countries: focus groups could examine possibilities, including how to interact with the projects and groups that exist in this area, in order to present a proposal.</p> <p><i>TF members</i></p>  | <p>2022 – 2024</p> | <p>UK, Italy, Germany, The Netherlands, Albania</p> |
| <p><b>5.10.</b> Guidance for starting local level Bologna hubs</p>  | <p>"Bologna hubs" are a framework where students, teachers, HEI management could debate the objectives of Bologna process, its implementation at HEI level, determine common actions, propose recommendations for the respective EHEA member country or for the BFUG as a whole. In this way, the local level actors will be empowered through support and guidance from the HE education authority and other relevant institutions.</p> | <p>2022 - 2024</p> | <p>ESU, Italy, Romania</p>                          |