

### **Recommendations to national authorities for the enhancement of European higher education learning and teaching**

In the 2018 Paris Ministerial Communiqué, Ministers announced to “add cooperation in innovative learning and teaching practices as another hallmark of the EHEA”.

To this purpose the present recommendations are proposed to Ministers and national authorities to act upon and to enhance collaboration and partnership within and between the European higher education systems.

The recommendations reflect full respect of the fundamental values of the EHEA, latest expressed in the Paris Communiqué of 24-25 May 2018 as follows: “Academic freedom and integrity, institutional autonomy, participation of learners and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA.”

The context of the Covid-19 health crisis reinforces the importance of our recommendations on several aspects. In particular those on the need for preparing students and teachers with **future skills** to meet societal challenges, **pedagogical innovation**, the development of **online education** and **open educational resources**, as well as on the link between educational research and teaching.

The recommendations underline the crucial importance of reinforcing the Bologna tools and the Bologna key commitments. Public authorities in charge of higher education would commit to:

#### **1. Making student-centred learning a reality, by:**

- supporting higher education institutions in their efforts to start or maintain a structured dialogue on innovation and enhancement of learning and teaching, involving students, teachers and also relevant external stakeholders. Issues at stake should include the development of curricula, learning outcomes, assessment and quality assurance, with due consideration for the skills needed to address current and future challenges of society;
- by promoting, within disciplinary courses, the development of future skills necessary for the enlightened citizen of the 21st century, for meeting the challenges of a complex world and for respecting others and the environment;
- exploring ways to stimulate the cross-border exchange of good practices in supporting the enhancement of quality learning and teaching, namely active learning methods;
- creating a supportive environment, both in terms of funding and regulation, that enables higher education institutions to tailor education provision to the needs of different types of learners (lifelong learners, part-time learners, learners from underrepresented and disadvantaged groups), to build a culture for equity and inclusion. This includes creating flexible learning pathways on institutional and national levels and in the EHEA, and to explore opportunities offered by digital technologies to do so.
- encouraging and supporting the development and implementation of national and institutional strategies and approaches for Open Education and the use of Open Educational Resources.

#### **2. To foster continuous enhancement of teaching, by:**

- promoting the emergence of educational teams including both academics and staff responsible for helping or training them in their missions;
- supporting higher education institutions in enhancing the continuous professional development (CPD) of teachers and (cross-border) exchange of good practices. Inter-institutional staff development measures and creation of cooperative national structures may be considered as ways to enhance CPD;
- supporting higher education institutions in creating a sustainable and supportive environment at institutional and national levels for transformation, namely digital, of quality teaching and learning. Such transformation should be created in collaboration with staff responsible for

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teaching, and include a framework with decent working conditions and a manageable teaching workload as well as attractive tenure opportunities;

- assuring, in collaboration with the higher education institutions (which are expected to include all those responsible for teaching), structural measures to assure the parity of esteem for teaching and research. If needed, academic career schemes should be revised to ensure a better recognition for teaching in academic careers;
- exploring, in collaboration with the higher education institutions, ways to foster new and innovative teaching methods, with a focus on inter- and multidisciplinary approaches, research-based learning and teaching, appropriate usage of learning analytics and open education, among other innovative approaches.
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### **3. To strengthen higher education institutional and systems' capacity to enhance learning and teaching, by:**

- including the enhancement of learning and teaching into national higher education strategies and approaches. The design and implementation of such strategies and approaches should serve as a basis for a structured and continued dialogue with higher education institutions and other stakeholders in the learning and teaching community;
- supporting the strategic development and innovation capacity of learning and teaching, through empirical education research, projects and pilots, and the collection and use of data about education, while respecting data privacy, at both national and institutional levels;
- exploring ways to stimulate and support cross-border exchange of good practice at national level, and throughout the EHEA, for instance with platforms for exchange and cooperation;
- allocating appropriate and stable funding and resources, and adopting fit for purpose regulatory frameworks when needed, in order to enable higher education institutions to develop innovative and high-quality teaching and learning environments.

### **The Bologna Follow-up Group is asked to**

- support the implementation of the recommendations on learning and teaching,
- to further work within the next BFUG work plan with a view to achieve joint progress in the EHEA, as well as
- to find ways to report on the results in the framework of the 2023 Bologna Process Implementation Report.