

## Task Force on Enhancing Knowledge Sharing in the EHEA Community Report for the BFUG Meeting LXXXVI Madrid, 16 – 17 November 2023

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## I. 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 **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."*

To take up this commitment, the BFUG decided to create a "Task Force" and **fifteen 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, the BFUG decided that the TF would develop an **action plan**.

## II. Purpose

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

To ensure that the BP succeeds in its initiatives, a well-informed higher education community and active participation and contribution of the HE stakeholders to the policy making process is essential. This would instil ownership and make stakeholders take responsibility for policy implementation.

### III. TF meetings

The TF has had **9 meetings** so far:

I. 11 October 2021, online	<ul style="list-style-type: none"> <li>▪ Defining the task</li> <li>▪ Presentation of the Report "Bologna with student eyes"</li> <li>▪ Involvement of Experts</li> </ul>
II. 18 January 2022, online	<ul style="list-style-type: none"> <li>▪ Presentation of the „<i>Bologna Teacher</i>“ Gala</li> <li>▪ Discussion on the draft action plan <ul style="list-style-type: none"> <li>✓ <i>Questionnaire related to activities and resources relevant for TF tasks</i></li> </ul> </li> </ul>
III. 14 March 2022, online	<ul style="list-style-type: none"> <li>▪ Defining the task</li> <li>▪ Presentation of the IN-Global project</li> <li>▪ Discussion on the draft action plan</li> </ul>
IV. 07 December 2023, online	<ul style="list-style-type: none"> <li>▪ Revision of the action plan</li> </ul>
V. 16 February 2023, online	<ul style="list-style-type: none"> <li>▪ Update on the IN-Global project</li> <li>▪ <b>Implementation of the action plan</b></li> <li>▪ Discussion on the preliminary contribution to the Tirana Communiqué</li> </ul>
VI. 05 April 2023, Rome, hybrid	<ul style="list-style-type: none"> <li>▪ Implementation of the action plan <ul style="list-style-type: none"> <li>– Motto</li> <li>– Brief Report to the EKS Task Force on the 2019 Consultation</li> <li>– Countries to be considered for Focus Group 1</li> <li>– Survey for the Analysis of stakeholders' Perception of the EHEA at the national level</li> <li>– Topics for the dissemination tools</li> <li>– General layout for podcasts</li> <li>– "Modular" video script</li> <li>– Proposal for series of events</li> <li>– Suggestions for improvement of the website; social media accounts</li> <li>– Bologna experts networks/hubs</li> <li>– Newsletter format and structure</li> </ul> </li> </ul>
VII. 10-11 July 2023, Bucharest	<ul style="list-style-type: none"> <li>▪ Visit to EURONEWS Romania headquarters, Vodafone Innovation Hub, National University of Science and Technology POLITEHNICA Bucharest Campus</li> <li>▪ Discussion regarding the communication strategy between the TF members, INGLOBAL project consortium and the BFUG Secretariat</li> <li>▪ Action plan implementation <ul style="list-style-type: none"> <li>– Report on Focus Group 1 and organisation of Focus Groups 2 and 3 in September 2023</li> <li>– Preliminary results of the Survey for the Analysis of stakeholders' perceptions of the EHEA at the national level</li> <li>– Organisation of break-out sessions within the BFUG</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>– Development of key messages to be delivered for different topics</li> <li>– General layout for podcasts</li> <li>– Modular video script</li> <li>– Event series proposal</li> <li>– Website suggestions for improvement; social media accounts</li> <li>– 1st Newsletter content</li> <li>– Bologna experts networks/hubs</li> <li>– Collaborate with other organisations at national/regional level</li> </ul>
<p><b>VII. 9 – 10 October, Tirana</b></p>	<ul style="list-style-type: none"> <li>▪ Action plan implementation <ul style="list-style-type: none"> <li>– Report on Focus Groups 2 and 3 (September 2023)</li> <li>– Preliminary results of the Survey for the Analysis of stakeholders’ perceptions of the EHEA at the national level</li> <li>– Development of key messages to be delivered for different topics (Digitalisation, Fundamental Values, Social Dimension)</li> <li>– Podcasts series concept</li> <li>– Video series concept</li> <li>– Event series guideline</li> <li>– Concept of side event for the BFUG meeting February 2024</li> <li>– Website suggestions for improvement; social media accounts activity</li> <li>– Regional events: <ul style="list-style-type: none"> <li>10 October, Tirana, Albania: regional event dedicated to NCR and HERE experts form the Western Balkans with the participation of the TF members</li> <li>19-20 October 2023 Belgrade, Serbia: <a href="#">Bologna Hub Conference in the Western Balkans Sharing Knowledge – Building Networks</a>, organised by DAAD</li> </ul> </li> <li>– Bologna experts networks/hubs</li> <li>– Report on 1st Newsletter, preparation of 2nd</li> </ul> </li> <li>▪ Contribution to the Tirana Communiqué</li> <li>▪ Report of the Task Force</li> </ul>
<p><b>IX. 9 November, online</b></p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Contribution to the Tirana Communiqué</li> </ul>

**Next meeting:**

- ✓ 8- 12 January 2024, Malta (TBC)

## IV. The IN-GLOBAL project

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 in 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:

- 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,
- Support for organising different activities,
- Website ([www.in-global.eu](http://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,
- Interviews on the Bologna Process and the European Higher Education Area,
- Translations of the 2020 Rome Communiqué in the languages of the EHEA (16 versions),
- Contact lists to promote activities: National EHEA stakeholders (Rectors Conference, Higher Education Representation, QA Agency, Students Representation or Union, Teachers Union, ENIC-NARIC, HE reform 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.

## V. Implementation of the Action plan

The TF is proposing the following slogan for the dissemination and promotion activities and tools related to the Bologna Process:

### **EHEA: Transforming Education together**

This can be used as a distinctive feature, together with the logos, for all BP related knowledge sharing initiative.

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 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 in 2030<sup>1</sup>,
- data collected from three focus groups with higher education (HE) stakeholders,

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<sup>1</sup> <https://www.ehea.info/page-governance-thematic-priorities-after-2020>

- the results of the IN-GLOBAL survey focussing on stakeholders' perception of the BP,
- a review of selected literature about how the BP is perceived and understood and
- consultations with the BFUG members (*to follow*).

These are:

1. Ensure greater engagement of higher education stakeholders with the BFUG work
2. Set up national Bologna expert teams
3. Consider establishing national Bologna hubs
4. Reform the Task Force and set up a Coordination Group within the BFUG
5. Assure sustainable and consistent resources and funding dedicated to knowledge sharing

In a separate document are presented data, context and action points for each recommendation.

- 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 resulting from the BFUG 2019 consultation on "The Future of the EHEA" has as its aim 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.** ([Annex A1.1](#))

The main consultations formats identified were:

- most countries began their consultation using email or on-line questionnaires. After the first round, the results were either 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 as well,
- a few countries still 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, spread out over a year, dedicated to various topics and stakeholder groups, thus creating a possible model for 'Bologna seminars',
- one country chose 30 individuals it thought would be informed and committed and carried out separate in-depth interviews with them.

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

The survey aims to gain insights on **EHEA stakeholders'** perception of the Bologna Process, its implementation, impact on their academic path and professional activity, and effectiveness of communication to date. The survey targets a broad and diverse group: **all stakeholders**, at **all levels** (European, national, regional, local/HEI), and **includes both individuals and organisations.**

In May, the data analysis expert, together with the TF members, finalised **the survey**, which was sent to BFUG members and consultative members on 23 **June**.

It was opened to be filled in by 6 September and the following types of answers were received:

	EHEA	non-EHEA
Complete	1.930	560
Incomplete, but usable	495	75
<b>Total</b>	<b>2.425</b>	<b>635</b>
Individuals	2.176	494
Organisational	249	141

The results will be included in a report to be finalised by early **December 2023**.

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

This activity consists of a series of three focus groups, that were organised with different stakeholders, as follows:

**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 also 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). ([Annex A1.2](#));

**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) ([Annex A1.3](#));

**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 to the TF ([Annex A1.4](#)).

The discussions were moderated by the INGLOBAL 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 when it comes to 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 that could/aiming 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.

The findings of these discussions are outlined in the reports elaborated for each meeting and included in annex to the present report, and helped the Task Force members to map national approaches and 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*

Break-out sessions will be organised in the Bruxelles BFUG meeting (19 – 20 February 2024), based on a concept note developed by the TF. The main aim is to consult the BFUG members on the content of the recommendations, and might include:

- A plenary session of 30 minutes to set the context and present the recommendations and questions for discussions, as well as the purpose of the sessions;
- 10 min break to move to the rooms;
- 1 hour breakout discussions;
- Plenary session of 30 minutes (the next day) to present the main outcomes and next steps.

## 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

The TF members are developing concise texts to be illustrated and presented by the dissemination tools. These are being translated in scenarios for the videos by the INGLOBAL communication experts, and for some videos will be produced by the project Consortium.

The following topics were selected,

- **History and main features of the Bologna Process,**
- **Present:** fundamental values of HE, mobility, flexible learning, recognition, inclusion, quality and relevance, social dimension, the European Approach for Quality Assurance of Joint programs,
- **Vision for future:** microcredentials, digitalisation, internationalisation,
- **Why Bologna matters to you?:** addressing directly different stakeholders.

The texts on fundamental values, recognition, social dimension and digitalisation were

developed, while for History and main features of the Bologna Process also the scenario is finalised ([Annex A2.1](#)).

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

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. A well-produced podcast can inform, entertain, and inspire listeners, making it a powerful tool for content creators and marketers alike.

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

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. 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, but some 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.

Further content will be developed to tackle:

1. Diploma Supplement
2. ESG – internal quality assurance
3. ESG – external quality assurance.

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

The 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.

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

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

Three video interviews were produced so far, which are available on [INGLOBAL website](#)<sup>2</sup>, surprising the view of a expert, of students unions and of a regular student on student mobilities. These are also being promoted on the EHEA website and social media.

#### 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, aiming 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. ([Annex A4.1](#))

Several topics are proposed, and one was chosen "Empowering Education: Microcredentials and the Digital Learning Revolution" to develop a fully fledged event description.

That includes:

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

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

A side event at the Bruxelles BFUG meeting (19 – 20 February 2024) is proposed that consists of setting an EHEA dissemination corner, that would include:

- capsules and video reportages looping on a screen,
- table for distributing handouts,
- sitting corner that would allow inviting attendees to engage by creating capsules on the spot or participating in interviews.

This event would also allow producing videos with insights on how the BFUG works, which is the role of different types of participants, how decisions are being made etc.

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.

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<sup>2</sup> <https://www.in-global.eu/2023/10/24/interviews-and-videos-on-the-bologna-process-and-ehea/>

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. 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 Twitter<sup>3</sup> account used by the Italian Secretariat was transferred to the BFUG Secretariat. Accounts for Facebook<sup>4</sup> and LinkedIn<sup>5</sup> were also created. All these social media tools are used to regularly publish materials – text and photos- to illustrate the work of the BFUG, BFUG working groups, or its members and consultative members, that are relevant for the Bologna process and the EHEA. They are being 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<sup>6</sup>, 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<sup>7</sup>

The TF developed draft guidelines for setting Bologna experts' networks, which are including the composition of such teams, their objectives and activities, necessary resources and funding. ([Annex A8.1](#))

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

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

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<sup>3</sup> <https://twitter.com/BFUGsecretariat>

<sup>4</sup> <https://www.facebook.com/EHEA.info/>

<sup>5</sup> <https://www.linkedin.com/company/european-higher-education-area/>

<sup>6</sup> <https://eu.daad.de/service/veranstaltungen/2023/de/84983-bologna-hub-conference-in-the-western-balkans-sharing-knowledge--building-networks/>

<sup>7</sup> <https://eua.eu/resources/projects/584-here.html>

Materials published on social media can be used also for the newsletter, to be published periodically, but also dedicated calls are sent to the BFUG members.

A sign-up facility will be implemented on the EHEA website.

The first newsletter was sent in September 2023<sup>8</sup>, and the second one is under preparation. Guidelines for newsletter contributions are being developed.

## VI. Contribution for the Tirana Communiqué

*Ministers recognise the urgent need, highlighted by the consultations regarding the perception of the Bologna process, to disseminate knowledge and strengthen the dialogue about the ongoing work and new perspectives developed by the BFUG and its working groups, in order to ensure a more effective linkage between the policy level and the higher education community. Tools have been identified, tested and are ready to be used systematically for enhancing knowledge sharing within our countries. 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 identification and support of national experts well informed and able to disseminate knowledge about the Bologna Process and support the implementation of higher education policies and reforms.*

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<sup>8</sup> <https://ehea.info/page-newsletter>

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## Annex 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.<sup>9</sup>

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 committed, and to carry out in depth interviews with each of them. By the time of the report, 18 of the 30 interviews had

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<sup>9</sup>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 Helsinki BFUG)



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<sup>10</sup>.

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.<sup>11</sup>

In the case of **Finland**, the consultation documents refer to an '**unofficial Finnish BFUG**', 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.<sup>12</sup> There is also a Scottish

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<sup>10</sup> 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](#)

<sup>11</sup> <https://erasmusplus.org.ua/wp-content/uploads/2020/11/Bologna%20ProcessBy%20Experts.pdf> for a description written in 2018 of the functions and the relevance of the NL Bologna experts.

<sup>12</sup> 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".



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.<sup>13</sup>

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<sup>13</sup> 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.

## Annex A1.2.: Notes Focus group 1

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 Ghițulică	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 Ghițulică 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](http://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 attend 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. In a 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 and 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.

## Annex A1.3.: Notes Focus group 2

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 Ghițulică	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 Ghițulică 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 Ghițulică 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 written 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 latter 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 committees 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 attendees 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, newsletters, 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. newsletters) 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 matters. 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.

## Annex A1.4: Notes Focus group 3

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 Ghițulică	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 Ghițulică 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 Ghițulică 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 better 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 Committee 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 committee, 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 Committee (MAB) to reform the requirements of Hungarian HE programmes. The aim is to better 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 committees, each focused on specific scientific fields, to address pertinent issues. These committees 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 matter 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 attributed 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 pattern 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 committed 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 A2.1: 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 communiqués.

***[Visual representation of a network of universities]***

Every Communiqué acts a little 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](http://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]***

## Annex 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 matter.

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 Together” and discover the exciting possibilities and challenges facing higher education policies and reforms today.”*

## Proposals of Topics

4. Qualifications Frameworks compatible with the QF-EHEA
5. The European Credit and Accumulation System (ECTS)
6. The Lisbon Recognition Convention
7. The Diploma Supplement
8. The European Standards and Guidelines for Quality Assurance in Higher Education

9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. 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 better 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.

## Annex 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<sup>14</sup>.

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 surveys, event teasers and so on.

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<sup>14</sup> According to Google: <https://www.thinkwithgoogle.com/marketing-strategies/video/short-and-long-form-videos/>

## 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, 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-site 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.

## Annex A4.1.: 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 better 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.*

### **Attendee 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 and Inclusive Education	Exploration of digital tools and technologies contributing to 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.
<b>Day 2</b>		
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.
<b>Day 3</b>		
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.
10:00 am - 12:00 pm	Session 9: Report Development and Finalizing Recommendations	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.
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 attract attention to the event and the Bologna Process itself, especially within the context of many of the original signatories attending. 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

Stakeholders	Needs
<b>Policy-Makers</b>	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.
<b>Academics</b>	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.
<b>Industry Professionals</b>	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.
<b>Technology Experts</b>	Exploration of technological advancements in digital learning platforms. Opportunities to showcase innovations and discuss how technology can enhance educational experiences through microcredentials.
<b>Educational Institutions</b>	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.
<b>Students</b>	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.
<b>Non-Profit Organizations (Special Educational Needs)</b>	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 attendees. The plan should use multiple channels, including email, social media, and website updates, to keep attendees 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 ranking, 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 newsletters 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 attend.

#### **Event Recap and Highlights**

Share post-event content, including highlights, key takeaways, and participant testimonials.

Continue engaging with attendees 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* (attendance numbers against expectations - analysing patterns 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 attendees).



## Event planning task list

15 Weeks Prior

Task	Comments
Determine goals and purpose of event	<p>Who is the target audience for the event?</p> <p>What are your objectives?</p> <p>What are your key messages?</p> <p>What do you hope to accomplish?</p> <p>How will you gauge effectiveness?</p> <p>How does this event complement the general strategy of the Bologna process?</p>
Select date and time	<p>Ensure hosts, VIPs, and/or speakers are available for specified dates</p> <p>Consult national calendar &amp; religious calendars when selecting</p>
Set budget	<p>Research potential funding sources such as partnerships or participation fee</p> <p>You can use the budget template provided with this document</p>
Select and reserve venue	<p>Remember to review:</p> <ul style="list-style-type: none"> <li>A/V capabilities</li> <li>Parking availability/restrictions</li> <li>Maximum capacities</li> <li>Other events occurring near space – will they conflict?</li> <li>Accessibility – how will persons with disabilities enter the venue?</li> <li>Access times to space</li> <li>Load-in/delivery capabilities</li> <li>Included equipment with room rental</li> <li>Surrounding sound impediments</li> <li>Potential security issues</li> </ul>
Determine guest list	<p>Consider your target audience and key messages</p> <p>When possible, research similar past events to determine RSVP prognosis</p>
Ensure inclusivity, accessibility, and sustainability	
Investigate needs for special permits, licenses, insurance, etc.	
Research potential vendors & caterers	<p>Review national or local policies regarding contracts, procurement, and RFPs</p>
Develop a production schedule for any design elements	<p>Include items like your program, flyers, website graphics, and signage</p> <p>Determine deadlines to send items to printers to receive materials on time</p>
Determine meeting schedule for your committee	<p>Create a reoccurring calendar appointment</p>



12 Weeks Prior

Task	Comments
Develop a communications plan	<p>What is your event's main message?</p> <p>What media reaches your target audience?</p> <p>Determine what channels to advertise and when is the best time to send messages.</p> <p>Consult with BFUG's Task Force on Enhancing Knowledge Sharing in the EHEA for advise and inspiration.</p>
Update any website material	<p>Include common guest questions such as parking, dress code, and program schedule</p> <p>Ensure the website offers accessible features like alt text in images and <a href="#">proper color contrasts</a></p>
Determine if you will live stream your event	<p>Who is coordinating?</p> <p>Where will the webcast run on the website?</p> <p>Who will write copy for the site?</p> <p>When will the site go live?</p> <p>How will you communicate the webcast to your guests/audience?</p> <p>Where will the video be archived afterward?</p> <p>Who will caption the stream live?</p> <p>Can you run analytics afterward? If so, do for assessment purposes</p>
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	
Schedule meeting with event logistics responsables	

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 attendees are traveling
Secure A/V needs for event	<p>Lighting</p> <p>Supplemental video needs</p> <p>Sound</p>



Task	Comments
	<p>Ensure you have wireless presenter remote, if using ppt and projector/screen</p> <p>Coordinate additional mics in the audience for any Q&amp;A needs</p> <p>Ensure you have on-site A/V tech for event</p> <p>Confidence monitors for speakers</p>
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	<p>Do any of your guests have dietary restrictions?</p> <p>Remember vegetarian options</p> <p>Determine VIP's F&amp;B (Food &amp; Beverage) preferences</p> <p>Will you need linens from the caterer or other rental company?</p> <p>Remember waters for the podium and/or bottled for guests, if applicable</p>
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
Request participation of additional speakers	<p>Masters of ceremonies, presenters, etc.</p> <p>Always have someone introduce the VIPs</p>
Order additional décor materials	<p>Flowers</p> <p>Balloons</p> <p>Other?</p>
Reserve additional set-up materials	<p>Rental chairs</p> <p>Stage</p> <p>Podiums</p> <p>Tables</p> <p>Coat rack</p> <p>Heat lamps</p>
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, 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 attendees	
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 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





Task	Comments
	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 committee 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 attendees and extra plain ones for surprise guests	
Create "Event Day Survival Kit" full of needed items: pens, sharpies, tape, scissors, etc.	
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	



## **Annex A8.1.: Peer support to promote implementation of EHEA objectives, strengthen cooperation, enhance student learning and teaching in all cycles - KNOWING, UNDERSTANDING, IMPLEMENTING**

### Introduction

Since the launch of the Bologna Process, the Ministerial Communiqués have provided a challenging agenda for change and an increasing number of aspirational objectives. Although the formal reviews indicate progress other surveys, reports, commentaries indicate that there is still much work to be done. There is an evidenced based lack of engagement on the ground with the ideals, objectives, tools of the Bologna Process. The Ministerial Communiqués are publicly available, but the majority of the higher education community remain ignorant. Moreover, knowledge does not necessarily engender understanding. If there is not full understanding there can be no effective implementation and knowledge and understanding while prerequisites do not guarantee correct implementation. Without full knowledge, understanding and correct implementation, aspirations, which can benefit all in higher education, remain unfulfilled.

The Bologna with Student Eyes 2020 report reveals serious gaps in the implementation of EHEA recommendations. It provides a basis for our proposals. Mobility has been a key objective since 1999 but, as a recent EUA BRIEFING September 2023 *Going beyond the 20% student mobility benchmark* (Howard Davies) reveals, overall mobility, as currently measured, is far from the 20% aspiration.

The range and diversity of the EHEA reforms and agenda for change can be seen in the partial list below, which illustrates the urgency for an effective, coordinated, peer to peer programme of information, implementation, training and mentoring:

- Student-centred learning
- Flexible learning paths
- Interdisciplinary programmes
- Synergies between education, research and innovation
- Swift up-dating of knowledge, skills and competences
- Digital skills and competence
- Micro credentials and lifelong learning/ personal development
- E-based teaching and learning
- Correct implementation of ECTS in accumulation and transfer
- Full recognition of credits, qualifications, mobility
- Recognition of prior learning and experience
- Curriculum integration of work placements, assessment and recognition
- Work-based learning assessment and recognition
- Societal challenges
- Meeting the UN SDGs
- Continuous professional development (CPD) for staff
- Quality enhancement
- Training trainers
- Mentoring
- Mobility
- Internationalising the curriculum
- Qualifications frameworks (overarching, national, sectoral and disciplinary based).



The need for a pro-active implementation policy and strategy is endorsed by the Paris and Rome communiqués. Paris (2018) stressed that to unlock the full 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 policy makers, public authorities, institutions, staff, students and other stakeholders”. It committed “to intensify *cross-disciplinary, cross-border cooperation* and an inclusive and innovative approach to learning and teaching. ... can succeed only .. in *close collaboration with the European higher education community*”

Rome (2020) emphasised the need to foster *dialogue and collaboration* in learning and teaching, to continue to employ *peer support* to implement key commitments fully. In Annex 3 it committed “to explore ways to stimulate *cross-border exchange of good practice* to enhance the quality of learning and teaching”. (our italics)

These intentions cannot be achieved without the active, committed work of students and staff. The disappearance of Bologna process experts in the majority of EU countries has had a negative impact on awareness, promotion, and implementation of the EHEA objectives. Facilitated topic-based networks committed to implementing the ideals and the instruments of the EHEA communiqués in curricula reform, student-centred learning and teaching and the range of other curricula-related objectives are essential. Only through an organised, resourced peer to peer programme of information, training and correct implementation, which actively engages students, academics and universities, will the EHEA agenda be realised.

#### Our recommendation:

**An international, integrated network of Bologna-EHEA experts.**

#### Composition and objectives

The number in each team will be determined on the size of the country, but to provide a diversity of disciplines and types of institution, we suggest a **minimum of five and a maximum of nine**. It is vital that the teams should be provided with **international training** and see themselves as part of an international (EHEA) network committed to the full and correct implementation of Bologna aspirations and instruments - ECTS, Diploma Supplement, Qualifications (Reference) Frameworks, Quality Assurance, student-centred learning and curriculum development in all disciplines.

Each team should include students, have a diversity of members, who understand the national system, have experience of European and wider systems.

Their **objectives** inter alia are:

- to spread knowledge, understanding of the EHEA objectives
- to assist, monitor, enhance, high quality implementation
- to position higher education for the future.
- to support stakeholders,
- to ensure full understanding and implementation of micro credentials, credit recognition, access to comparative information, student-centred learning.
- to train trainers,



- to provide mentoring support
- to establish working relations with Bologna Hubs
- to promote best practice
- to engage in peer-to-peer learning
- to establish networks for: subjects, curriculum reform, staff development.

The network will draw on the experience and outcomes of projects managed by the DAAD and the EUA (HERE project) and ESU but represent a wider more inclusive community.

### Resources

The Bologna - EHEA peer to peer teams should be provided with resources (short videos, training materials information note) emanating from the Task Force on Enhancing knowledge sharing in the EHEA. They will generate further materials, presentations, best practice examples through their work. They will require funding.

### Activities and Funding

To make best use of experts' time and to support the green agenda full use will be made of online meetings. However, it will be essential to have physical regional and international meetings to strengthen the network, exchange best practice, address issues relating to inclusion, innovation, inter-connectivity and sustainability and build mutual support, trust and solidarity. Experts should also be available to provide direct support for institutions online and in person visits. Consequently, it is essential to secure funding for staff-time, meeting costs, travel and the development of resources.

Noting the Erasmus + sector specific priorities in higher education, which include:

- supporting and facilitating transnational and international cooperation
- support for higher education institutions to implement the Bologna principles
- promoting inter-connected higher education systems
- stimulating innovative learning and teaching practices

The TF propose to include Bologna experts' activities among the eligible ones within calls dedicated to the Bologna process.