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## REPORT

### on participation in the seminar “Towards the 2024 Tirana Ministerial Conference: Implications and points of interest for higher education systems in Partner Countries neighbouring the EU”

**Name of the event:** Seminar "Towards the 2024 Tirana Ministerial Conference: Implications and points of interest for higher education systems in Partner Countries neighbouring the EU".

**Date:** November 7-8, 2023.

**Venue:** University of Sarajevo, Bosnia and Herzegovina.

**Participants from Ukraine:** Mariia MYSHLOVSKA, HERE, student, Manager of international educational projects and programs, International Academic Relations Office, Ukrainian Catholic University and Veronika TKACHENKO, Manager, National Erasmus+ Office in Ukraine.

**Target Audience:** The event is aimed at those involved in higher education policy making at all levels of experience and expertise, and the event was particularly relevant to HERE from national authorities/ministries, higher education management and student representatives.

The event discussed current aspects of the Bologna process and prospects for further functioning; quality assurance; recognition of qualifications; student perspective and engagement; greening in higher education; mobility and student exchange; academic freedom and other values, micro-credentials.

Through a combination of plenary discussions and workshops, the event provided space for regional exchanges with an emphasis on the European Higher Education Area, and participants had the opportunity to contribute to the discussion of the situation in their institutions and systems.

## **LEARNING OUTCOMES**

1. Gain insight on the state of art of the Bologna Process, as well as on the future developments towards the Tirana Ministerial Conference in 2024.
2. Identify how the Bologna Process is currently perceived by different HERE countries, and in which ways it remains relevant.
3. Critically reflect on the implementation of the Bologna key commitments at system and institutional levels, identify new approaches to address them in the context of participants.
4. Explore examples of higher education greening policies and understand better how this can translate in the context of participants.
5. Reflect on the correlation between emerging higher education policy issues and the Bologna Process.
6. Understand the role of student involvement in the Bologna Process and identify approaches for addressing student expectations.

## Development prospects for Ukraine:

### *In the field of student participation*

Further development of the culture of student participation in educational management at various levels is significant for Ukraine, however, to facilitate these processes, we need a clear understanding of the actual:

1. Level of student participation and representation in educational management.
2. The main obstacles to student participation in educational management.
3. Students' needs for state and institutional support in this process.

### *Greening in higher education*

The key areas within which the Ukrainian education system, in particular, at the institutional level, can be included in the further process of "greening" even during the war are:

1. The topic of greening, in particular in the context of the Sustainable Development Goals, can be more widely included in educational programs, as well as as additional educational activities (for example, public lectures, courses or their modules on relevant topics, micro-credentials).
2. Deepening of research work in the field of "greening".
3. Greening of campuses (developing a culture of waste recycling and sorting, reducing energy, water, and other resource use, optimization and reorganization of premises, etc.).
4. Digitization of educational processes.

### *Mobility and student exchange*

Virtual learning formats are one of the methods of greening in higher education, but also an essential element of the internationalization process of higher education. Virtual international study cannot replace academic exchanges and programs in a live format, but it is an additional opportunity that allows:

1. Provide international experience for more students.
2. Stimulate additional dialogue and cooperation between students worldwide, especially if the possibilities of physical mobility are limited.
3. Offer students the "first step" in the internationalization process, which can subsequently stimulate them to a deeper inclusion in the international dimension of education, particularly in the format of further physical mobility.

In addition, the further development of virtual forms of education and research is highly relevant for Ukraine, given the fact that it provides male students an opportunity to gain international experience. It is also an opportunity to participate in the formation of the Ukrainian agenda in the world through educational diplomacy, including a wider audience of international students to study Ukraine. One of the forms for the further development of virtual learning formats can be co-teaching through the COIL - Collaborative online international learning program.