

Timeframe – TPG activity

Activity	Participants	Outcomes	Key commitment	Project	Time
Please list here the activities of the Peer Group (e.g. surveys, self-assessment, peer assessment, analysis, workshops, conferences, ...)	<i>Please list here the participating countries and organisations, if the case</i>	<i>Please write down the activity outcome (e.g. survey analysis, reports, workshop conclusions, conference booklet...).</i>	<i>Please explain here shortly the contribution of the activity to the implementation of the key commitment in one or several countries, if applicable.</i>	<i>Please name here the project supporting the activity, if the case</i>	<i>Please write down the envisaged time frame for the implementation of the activity.</i>
TPG meetings		meetings	The TPG A meetings will focus on the discussions among the Group members regarding initiatives and progress towards fulfilment of the key commitment.	n.a	<p>The events are planned according to the following schedule</p> <ol style="list-style-type: none"> 1) TPG A meeting – 20 March 2025 Riga 2) TPG A meeting– spring 2026 (Riga, Latvia); 3) TPG A meeting– autumn 2026 (St. Julians, Malta); 4) TPG A meeting– spring 2027 (Brussels, Belgium); 5) TPG A meeting– autumn 2027 (Tbilisi, Georgia).
Staff mobilities	n.a				
Peer Learning Activities		PLA	<ol style="list-style-type: none"> 1) Self-certification of the qualifications framework (NQF) in higher education is an important activity of key commitment 1 of EHEA. Although significant developments in the referencing NQFs to EQF and self-certification to QF-EHEA may be observed in the TPG A countries, first, there are still countries interested in this activity as they are in the process of self-certification, 		<ol style="list-style-type: none"> 1) Successful implementation of self-certification process (spring 2026; Riga, Latvia) 2) Transparency of QFs to support recognition of transnational (cross-border) education

e.g., Andorra, San Marino, Georgia, Armenia, Azerbaijan etc. Second, the countries that have undergone self-certification are interested to reflect the experienced reforms and developments in a new phase of self-certification as the NQFs are subject to changes.

- 2) The landscape of transnational education within the EHEA and beyond is evolving rapidly, presenting new challenges and opportunities. Explanatory memorandum of Revised Recommendation on the Recognition of Joint Degrees stresses the need of national qualifications authorities to guarantee a joint degree wherever referenced in their own NQFs, which must correspond to the same level of QF-EHEA, if relevant., so the seminar will support key commitment 1.
- 3) The Bologna Process Implementation Report (2024) states that around one-third of EHEA systems also offer programmes outside the Bologna-degree structure, which cannot be associated easily with the three cycle-degree-structure. These programmes claim to respond to specific needs, often related to professional development and lifelong learning. They often aim to develop the skills oriented towards labour market needs, and have some similarities in this respect with programmes leading to micro-credentials. Whether or not these programmes could be integrated into Bologna degree structures, what steps should be taken to promote their comparability and transparency and other issues will be discussed during the peer-learning activity.
- 4) National qualifications databases (NQD) and registers are practical tools for the comparability and transparency of QFs and qualifications. The Council Recommendation on the European Qualifications Framework for lifelong learning (2017) stresses the need

and joint programmes (autumn 2026; St. Julians, Malta)

- 3) **Study programmes outside of the Bologna three-cycle structure – making NQFs of HE and QF-EHEA more open to other types of qualifications** (spring 2027; Brussels, Belgium)
- 4) **Databases and registers of qualifications reflecting QFs** (autumn 2027; Tbilisi, Georgia)

for providing data on qualifications included in the NQF and proposes the relevant data fields for the information on qualifications in order to facilitate transparency and comparability of qualifications leading to free cross-border mobility of students and labour force.

Some member countries of TPG A (e.g. Georgia), are working to establish national qualifications databases and registers, while others are continuously updating and improving their existing systems. TPG A member countries will benefit from peer learning activities by sharing best practices and addressing common challenges related to national databases and registers

Working groups	Recommendations	<ol style="list-style-type: none"> 1) The Report from the Commission to the Council on the implementation of the Council Recommendation on promoting automatic mutual recognition (2023) emphasises that more needs to be done to implement automatic recognition in countries, and also highlights the importance of the QF as a transparency tool. In the Bologna Process, initially the concept of automatic recognition was raised in the 2012 Bucharest Declaration, following by Yerevan, Paris and Rome Communiqués. As well as Tirana Communiqué (2023) reaffirms commitment to making automatic recognition of qualifications and learning periods abroad to become a reality for all students and graduates; thus, showing great attention and priority of the topic. Lisbon Recognition Convention Subsidiary text on Recommendation on the Use of Qualifications Frameworks in the Recognition of Foreign Qualifications (2013) stresses the importance and use of QFs for recognition. Therefore, in the terms of the Working Group activities, the project team would like to discuss and recommend the use of QFs to support automatic recognition of HE qualifications. 2) The WG will explore how QFs can better support lifelong learning and flexible education pathways by analysing practical approaches to aligning QFs with institutional and
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- 1) **Supporting automatic recognition of HE qualifications in terms of qualifications frameworks**
- 2) Qualifications frameworks for flexibility of learning

national needs. This work builds on the priorities outlined in the Tirana Communiqué (2024), emphasising the need for quality-assured, inclusive, and responsive learning pathways that meet the evolving demands of learners, societies, and labour markets. A key focus of the WG will be examining how HEIs translate their learning offers into QFs, particularly in the context of short-cycle qualifications, lifelong learning opportunities, and professional higher education and training. By exploring institutional examples and identifying successful practices, the WG will consider how these frameworks support learners in understanding their progression opportunities and achieving recognition for their learning outcomes. Particular attention will be given to ensuring that short learning opportunities align with institutional inclusion and recognition strategies, enabling learners to navigate education systems more effectively and pursue reskilling or further education.

Composition of the Thematic Peer Group

Thematic **Peer group** A

Timeframe 2024-2027

Co-chairs

Georgia Khatia Tsiramua
France Sara Thornton
Latvia Baiba Ramina

Participating countries and organisations	Albania, Armenia, Azerbaijan, Belgium-Flemish , Community, Bulgaria, Council of Europe, Croatia, Czech Republic, Denmark, EURASHE, Estonia, ESU, France, Georgia, Greece, Hungary, Ireland, Italy, Kazakhstan, Latvia, Malta, Republic of Moldova, Montenegro, Netherlands, North Macedonia, Norway, Poland, Romania, San Marino, Slovakia, Spain , Sweden, United Kingdom – Scotland.
Umbrella project(s)	Applied, waiting for results
Other supporting project(s)	n.a

Topic specific actions from the national action plans

Action	Related key commitment	Outcomes	Contribution of the action to the implementation of the key commitment	Timeline	Supporting project? If yes, which one	Partner(s) from the own country	Partners from the Peer group	Achieved by 2027 (Yes/No/Partially) [to be filled in 2027]	Provide short explanation [to be filled in 2027]