

Terms of Reference for the Coordination Group on Global Policy Dialogue, 2024-2027

Name of the working structure	Coordination Group on the Global Policy Dialogue
Work period	2024-2027
Co-chairs	<ul style="list-style-type: none"> Italy – Elisa Petrucci Republic of Moldova – Nina Putuntean UNESCO
Composition	Albania, Austria, Azerbaijan, EUA, Education International – ETUCE, ENQA, EURASHE, European Commission, ESU, France, Germany, Holy See, Italy (Co-chair), Kazakhstan. Republic of Moldova (Co-chair), Montenegro, North Macedonia, Norway, Romania, Slovakia, UNESCO (Co-chair)
Reference to the Tirana Communiqué	<p><i>We ask the BFUG and its working structures to continue to develop and strengthen dialogue and collaboration with macro regions on various levels and with appropriate interlocutors.</i></p> <p><i>This includes reciprocal referencing of qualifications frameworks and credit systems, ratification and implementation of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, as well as the second-generation regional recognition conventions, and alignment and mutual understanding of quality assurance principles.</i></p> <p><i>We will support them [the HEIs] in strengthening their contribution to society and their local communities, responding to the Sustainable Development Goals (SDG) and the green transition in the area of higher education, to the ongoing digitalisation and the combination of physical and online learning and teaching. We will also ensure synergies with the European Education Area (EEA) and the European Research Area (ERA).</i></p>
Main goals	<p>Goals to be achieved by the working structure in relation to the Tirana commitments:</p> <ul style="list-style-type: none"> Identify the themes where synergies can be found between regions, and with global organizations, be it at the intergovernmental level, or in transnational exchange and collaboration between higher education institutions and organisations. Ensure dialogue, enhance cooperation and transparency and consolidate trust between EHEA and macro-regions, their countries and organisations, with a focus on similar regional organisations in other macro-regions; Improve relationship with countries which are interested in a

	<p>closer cooperation with EHEA</p> <ul style="list-style-type: none"> • Drafting the 2027 Global Policy Forum Statement; • Supporting the organisation of the 2027 Global Policy Forum, including identifying and proposing partners to invite to the Global Policy Forum, and organising other events, where possible and appropriate • Support the alignment of tools for recognition and mutual understanding of quality assurance principles and ethical principles and values of international academic cooperation. • Raise awareness on the UNESCO recognition conventions, their tools and instruments, and their potential for creating synergies among regions. • Contribute to the international fora fostering quality education for all (e.g. the World Higher Education Conference III road-map implementation and other regional and global initiatives), and in that way contribute to achieving the United Nations Sustainable Development Goals, notably SDG 4.3.
Outcomes	<p>The main expected outcomes are:</p> <ul style="list-style-type: none"> • Draft of the Global Policy Forum Statement 2027. • Contribute to defining the agenda for the Global Policy Forum 2027. • Increased participation of international partners in the 2027 Global Policy Forum. • Enhanced coordination with interregional instruments and projects dealing with HE policies • Strengthened interregional cooperation between EHEA and other macro-regions • Topic specific recommendations from the open meetings with stakeholders
Specific tasks	<p>Tasks that the CG GPD will implement:</p> <p>The group will map a list of stakeholders at regional level, including stakeholders with a specific remit (e.g. recognition, quality assurance, internationalisation) and define means to engage with them in the dialogue with the EHEA.</p> <p>The identified stakeholders will be invited at further CG GPD meetings, based on the agreed calendar.</p> <p>Identified topics of interest will be addressed using various methodologies to share information, exchange practices, and engage discussion within smaller groups.</p> <p>Representatives of other BFUG working structures will be invited to CG GPD meetings, based on the topic of discussion and as relevant.</p> <p>Enhance cooperation with higher education institutions within and beyond EHEA</p>
Meetings	<p>There will be at least two CG GPD meetings per year (one meeting/6</p>

	<p>months).</p> <p>On a rotation basis, one CG GPD meeting should include only members of the group, while the next should include stakeholders and focus on debating one or more selected topics. Each year there should be a maximum of three topics discussed, from issues of common interest such as key commitments, microcredentials, use of learning outcomes, quality assurance, lifelong learning, internationalisation, right to education/social dimension, article VII of the Lisbon Recognition Convention, values and guiding principles, digitalisation and AI implications, crosscut by major challenges as student population decline, fast-changing market demand, social differences and rising costs of studying</p>
Liaison with other working structures	Cooperation is foreseen, with the TPGs working on the key commitments (A, B, C), the Working Group on Internationalisation and Mobility, the Task Force on the Future of Bologna and any other BFUG working structure as appropriate.
Contribution to enhancing mobility	<p>Through enhanced global cooperation, EHEA member states improve their knowledge and enhance their trust in relation of other HE systems, thus increasing international cooperation and mobility.</p> <p>Common work on technical tools in the area of key commitments increases comparability and compatibility of higher education systems, enabling learners to study cross-border and institutions/faculties to expand exchanges and collaboration.</p>
Correlation with initiatives outside the Bologna Process	Synergy with the EU initiatives (Europe on the Move, Global Gateway, Skills and Talent Mobility Package, Higher Education Package), UNESCO's Campus Africa, The Global Convention on Recognition of Qualifications concerning Higher Education Work Plans and other relevant interregional initiatives, ASEAN Roadmap 2025 ENLACES initiative.
Reporting	<p>The minutes are provided after each CG GPD meeting by the EHEA Secretariat.</p> <p>The CG GPD will report at each BFUG Board and BFUG meeting on the progress of their work.</p> <p>The first draft of the Global Policy Forum Statement is submitted one year before the Ministerial Conference.</p>
Dissemination and enhancing knowledge sharing	Main outcomes and results will be made available to the public on the EHEA website and shared with interested stakeholders.
Tackling transversal topics	<p>Digitalisation & AI could be tackled within discussions on recognition, QA etc. This includes digital credentialling, interoperability, data architecture and others. The CG GPD, with the support of the Secretariat, aims to observe developments in other world regions and to exchange with stakeholders on potential synergies in this field.</p> <p>Contributing to SDG 4.3, including advocacy and monitoring of progress</p>

