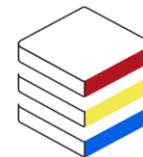




**Danish
Presidency**
Council of the
European Union



EHEA
Secretariat

Welcome to Copenhagen! Velkommen til København!

XCVII BFUG meeting
15th – 16th of December 2025



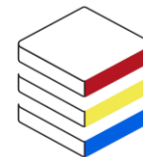
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OFFICE OF EDUCATION
PRINCIPALITY OF LIECHTENSTEIN



EHEA
Secretariat

Welcome & Introduction

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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Secretariat**

Information from the outgoing Co-Chairs

Poland & Albania

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



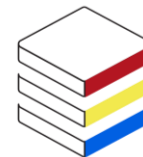
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Information about the XCVI BFUG Board meeting

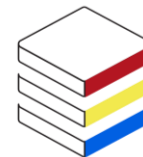
XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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Adoption of the Agenda

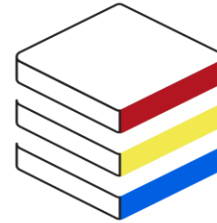
XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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EHEA Secretariat updates

Horia Onița, Head of Secretariat
XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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Supporting the meetings of the Working Structures



26 meetings of
the BFUG
working
structures



15 meetings in-
person



29 other WS
coordination
meetings



Procedure for
organising
meetings



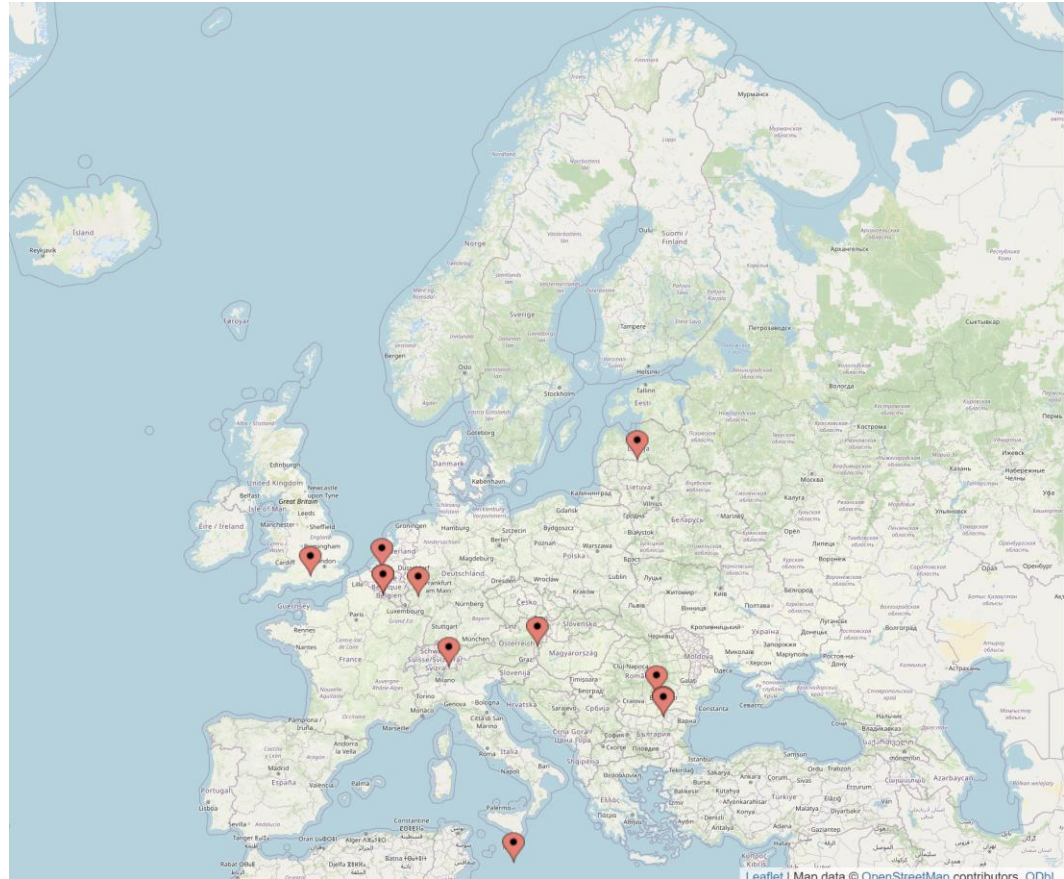
Support in the
organization of
meetings (agenda,
documents, liaison,
practicalities)



Meeting minutes

Location and planning of the WS meetings

- Balanced geographical distribution of meetings so far
- Most meetings for Spring 2026 are already scheduled



Finalising a Procedure for organising meetings

The Secretariat prepared a procedure for organizing Bologna meetings, shared with the co-chairs of the working structures

The procedure includes a division of responsibility, deadlines, usual practices and relevant practicalities

INTERNAL PROCEDURE FOR THE ORGANISATION OF BFUG, BFUG BOARD AND BFUG WORKING STRUCTURES' MEETINGS

Project: Support for the 2024-2027 Moldovan-Romanian EHEA Secretariat: Delivering together for a renewed Bologna Process

Project acronym: EHEA-SEC-4-BP-2027

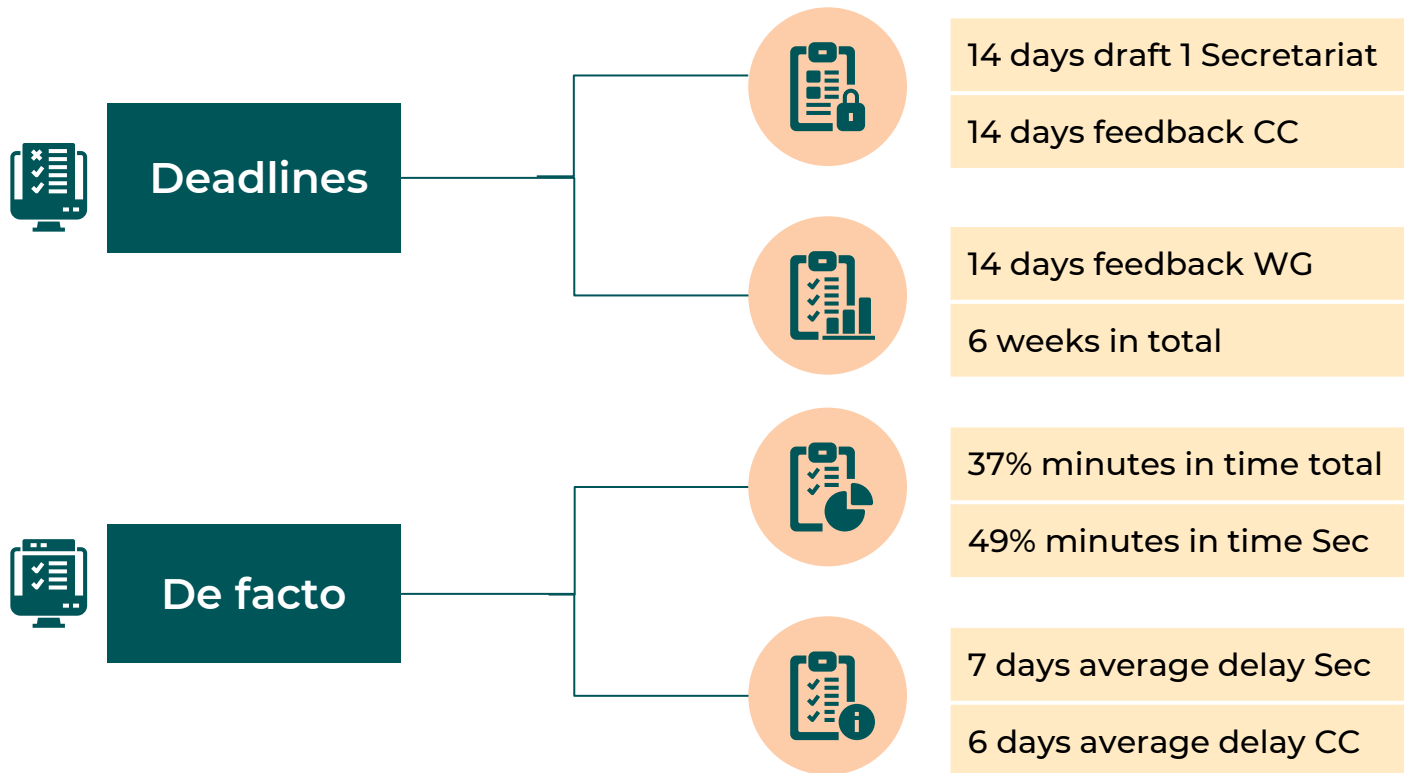


Internal process for tracking meeting minutes

Legend				Sending the draft minutes for internal feedback to the HoS		Sending the draft minutes for feedback to the Co-Chairs		Receiving feedback from Co-chairs		Sending the draft minutes for feedback to the members		Receiving feedback from members		Final minutes posted on the website and shared with members via email		Number of days delayed by the EHEA Secretariat	Number of days delayed by the Co-chairs	Number of days delayed by the members	TOTAL number of days delayed (after the 30 working days after the meeting)
Realised on time	Delayed by EHEA Secretariat	Delayed by Co-Chairs / Members	Delayed by members	Deadline (for EHEA Secretariat Member)	Date realised	Deadline (for EHEA Secretariat member)	Date realised	Deadline to receive feedback	Date of last feedback/ approval received	Deadline (for EHEA Secretariat member)	Date realised	Deadline to receive feedback	Date of last feedback / approval received	Deadline (for EHEA Secretariat member)	Date realised				
Working Structure	Meeting Number	Date of the meeting	Final deadline - 30 working days after the meeting	10 calendar days after the meeting		10 working days after the meeting		10 working days after the draft Minutes were sent to the Co-chairs		2 calendar days after receiving feedback/a approval from the last Co-chair		10 working days after the draft Minutes were sent to the members		2 calendar days after last feedback received					
e.g. TPG D	1	27/11/2024	16/01/2025	07/12/2024	12/12/2024	11/12/2024	13/12/2024	08/01/2025	09/01/2025	11/01/2025	13/01/2025	27/01/2025	27/01/2025	29/01/2025	29/01/2025	4	1	0	13
	2	25-26/03/2025	13/05/2025	05/04/2025	22/04/2025	10/04/2025	25/04/2025	05/05/2025	28/04/2025	30/04/2025	30/04/2025	12/05/2025	12/05/2025	14/05/2025	20/05/2025	21	0	0	7



Situation of minutes

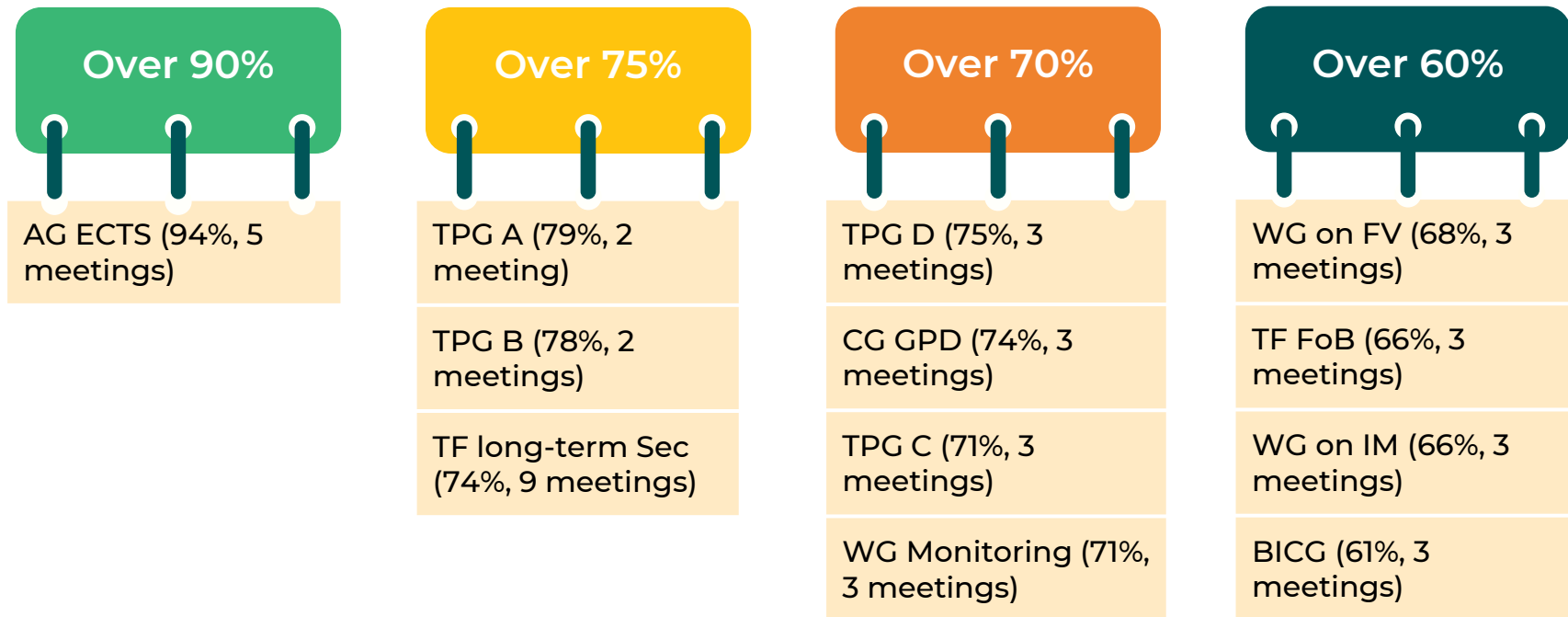


Monitoring membership attendance rates

[Working Structure Name]								
Country / organisation	Observations	1st meeting - 20 November 2024, online	2nd meeting - 29 January 2025, online	3rd meeting - 20 November 2025, hybrid	...	The participation rate (%) in the meetings of the working structure (relative to the total number of meetings held)	Total number of absences	Total number of apologies sent / excused absences
[Country name]	-	Absent	Absent	Online		33.33333333	2	0
[Country name]	-	Absent	Excused absence	In person		33.33333333	1	1
[Country name]	-	Excused absence	Online	In person		66.66666667	0	1
[Organisation name]	-	Online	Online	In person		100	0	0
[Organisation name]	<i>Joined on December 2024</i>	Not in the WS	Online	Absent		50	1	0
[Country name]	-	Absent	Online	Online		66.66666667	1	0
[Country name]	<i>Withdrew on December 2024</i>	Online	Not in the WS	Not in the WS		100	0	0
...	...							
Participation rate (%) of the meeting		33.33333333	66.66666667	83.33333333				



Situation of membership attendance



Cases of no-show (three consecutive absences/no presence) from 11 BFUG members – BFUG representatives were contacted separately

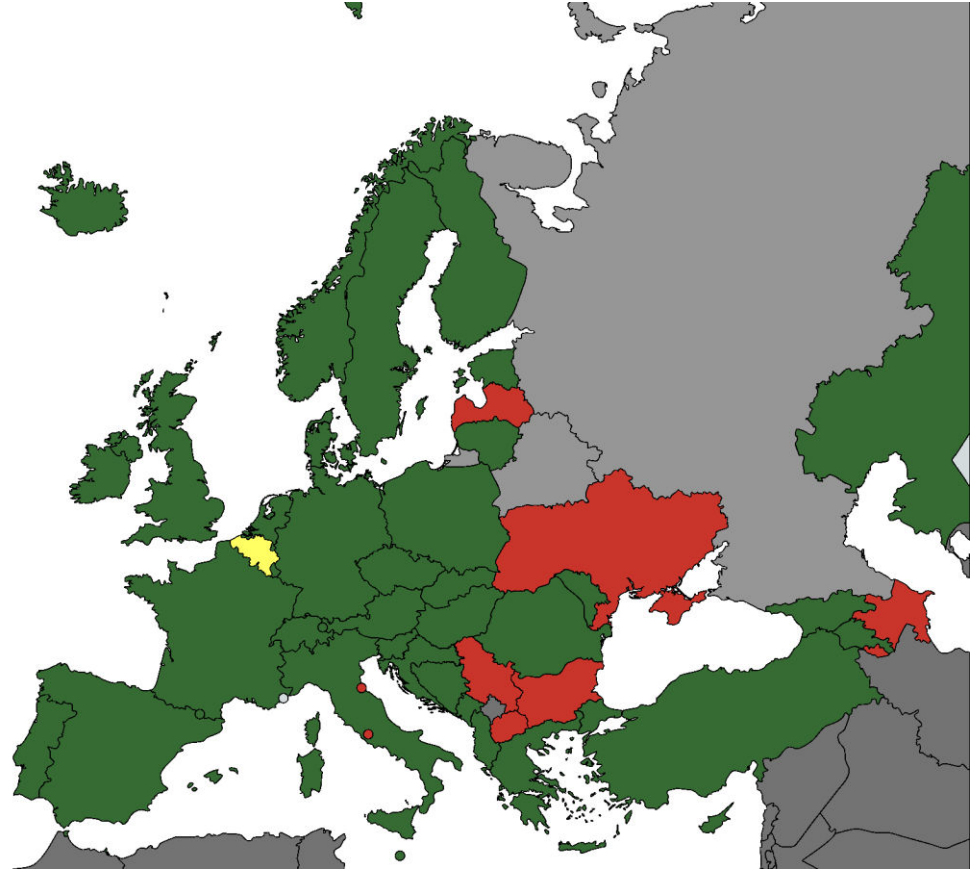


Situation of submitting the National Action Plans

By the XCVII BFUG meeting, the Secretariat received 40 out of 49 national action plans.

Plans missing from Azerbaijan, Belgium – Flemish Community, Bulgaria, Holy See, Latvia, North Macedonia, San Marino, Serbia, Ukraine.

Separate document with information provided to BFUG members



Compiling the data from NAPs

National commitments on ECTS and Qualifications Frameworks 2025-2027

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Estonia.....	16
Finland.....	18
France.....	20
Georgia.....	21
Germany.....	24
Greece.....	25
Hungary.....	27

The Secretariat compiled the data from the NAPs in various formats:

- Compiling all actions for a key commitment
- Compiling all plans for a key commitment
- Determining the number of countries with actions on a specific topic
- Preparing matrixes of countries and topics

No.	Country	Legislative compliance with EQF	European Approach	Micro-credentials	TNE	Internal QA/QI culture	European Degree level	Academic integrity	Digitalisation of QA	CRQA	ECTS	Thematic analysis	Student participation	QA of e-learning	QA of Doctoral cycle	QA of WBL	QA of L&T	QA and AI	Shift to enhancement	Sustainability in QA	QA of research
1	Albania	x				x							x								
2	Andorra	x		x		x															
3	Austria	x				x												x			
4	Austria - French Community	x				x												x			
5	Croatia	x				x				x											
6	Cyprus								x												
7	Czech Republic	x					x														
8	Denmark		x																		
9	Estonia						x														
10	Finland					x															
11	France				x	x					x										
12	Georgia	x		x					x			x		x	x					x	
13	Germany		x																		
14	Greece					x	x														
15	Hungary																		x		x
16	Iceland	x														x					
17	Ireland		x	x	x			x													
18	Italy		x	x	x											x					
19	Kazakhstan	x				x															
20	Latvia																				
21	Lithuania																				x
22	Luxembourg	x																			
23	Malta	x								x		x									
24	Montenegro	x												x							
25	Netherlands	x	x										x								
26	Norway		x				x														
27	Poland	x					x														
28	Portugal																				
29	Republic of Moldova	x	x		x	x	x					x									
30	Romania					x	x														
31	Slovakia					x	x														
32	Slovenia		x										x								
33	Spain											x									
34	Sweden																				
35	Switzerland		x					x	x	x	x										x
36	Turkey																				
37	United Kingdom	x																			
38	United Kingdom - England																				
39	United Kingdom - Scotland					x															



Main priorities identified in the National Action Plans

TPG A: Micro-credentials, self-certification, ECTS, short cycle



TPG B: Automatic recognition, HEI practices, digitalisation, Refugees, RPL



TPG C: Legislative compliance with ESG, Q culture, European approach, digitalisation, MCs, TNE



TPG D: Study grants, strategies on SD, students with disabilities, data collection



Showcasing the link between national plans and monitoring

The overview table was sent to BFUG members through e-mail

Developments were noted based on received comments

Revised national action plans would also be accounted for in the table

The table compares the actions submitted in the National Action Plans to the policy commitments in the Bologna Process Implementation Report 2024 where the BFUG members did not fully implement the commitment (was not 'dark green')

Legend					
			Policy area in the BPIR 2024 where commitments were not fully met yet a direct corresponding action was not identified		
			Policy area in the BPIR 2024 where commitments were not fully met and a direct corresponding action was identified		
			Additional actions in Bologna commitments not covered by BPIR 2024 or where commitments were already fully met in BPIR 2024		
Nr. Crt.	Policy area	Topic in the BPIR	Situation in BPIR	Corresponding action (National Action Plan)	Details for the corresponding action (National Action Plan)
1	ECTS	/	/	The Ministry of Education, Sport and Youth and CYQA will continue to monitor the implementation of ECTS in Higher Education Institutions of Cyprus	
2	Microcredentials	Inclusion of microcredentials in national qualifications frameworks, 2022/2023	No microcredentials	Implementation and Recognition of Micro-Credentials	Inclusion of Microcredentials is to be recognised in NQF
3	Qualifications Frameworks	Implementation of national qualifications frameworks	No public self-certification report on NQF		
4	Recognition	Principles of the Lisbon Recognition Convention in national legislation, 2022/2023	Four of the principles specified in national legislation	Develop student appeal procedures for credit recognition	
		Implementation of Article VII of the LRC at national level, 2022/2023	Not legally required, and procedures are not in place	Introduce legal requirements for refugee qualification recognition	Established national procedures
		System level (automatic) recognition for academic purposes	There is no automatic recognition.	Enhance automatic recognition along with EHEA countries	
5	Quality assurance			Ensure that international expert involvement in Quality Assurance procedures will continue	
				Implementation of the European Approach for Quality Assurance of Joint Degrees	
				Strengthen Higher Education Institutions' (HEIs) commitment towards diversity by encouraging them to develop a comprehensive Equity and	Encourage all HEIs to develop an Equity and Diversity Action



Preparing the Newsletter for December 2025

Guidelines [here](#)



To be launched this week



Promoting the activities of the WS and new E+ projects



Don't forget to subscribe!



Provisional interface for the revised EHEA website



- [Home](#)
- [About EHEA](#) ▾
- [Governance](#) ▾
- [Bologna Policies](#)
- [Resources](#) ▾
- [Working structures 2024-2027](#) ▾



- [Home](#)
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- [Governance](#) ▾
- [Bologna Reforms](#) ▾
- [Working Structures 2024-2027](#) ▾
- [Resources](#) ▾



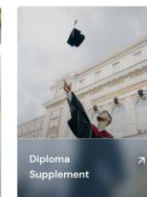
EHEA: Transforming education together

The European Higher Education Area is a successful and unique model for coordinated policy reform between public authorities and representative stakeholders, aiming to enhance the quality of higher education, academic mobility and cooperation, strengthening higher education in and its contribution to society and consolidating the fundamental values of higher education.

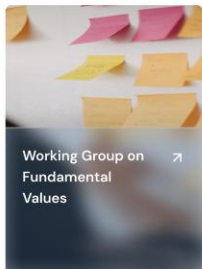


[Learn more](#)

Bologna Policies



Working Structures 2024-2027



Upcoming Events

Q Search events by keyword...

All categories ▾

[See All Events](#)



Events

Online 18 June 2025

AR-GO Tool for Automatic Recognition

The event, taking place on the 18th of June 2025 starting at 13:30 CEST, organised by SKVC (Lithuania), will mark the launch of the AR-GO Tool for Automatic Recognition...

[See Event](#)

Working Structures

Hamrun, Malta

16 June 2025 - 17 June 2025

Updates on the revised website

Demo for the BFUG to be included in the UDrive folder ([here](#))

The site would be sent to BFUG members for feedback

Archive transferred from the current website



Archive

Lorem ipsum dolor sit amet consectetur. Sit integer magna phasellus arcu lorem aliquam sed. Volutpat urna et quis id nibh elementum ultricies volutpat.

Each working cycle corresponds to a defined period of EHEA governance and reform planning

2012-2015

2012-2015

[WG Reporting on the Bologna Process Implementation](#)

[WG Structural Reforms](#)

[Ad-hoc WG on the Revision of the ECTS Users' Guide](#)

[WG Social Dimension and Lifelong Learning](#)

[WG Mobility and Internationalisation](#)

[Ad-hoc WG on the Third Cycle](#)

[Network of NQF Correspondents](#)

[Network on Recognition of Prior Learning European](#)

[NESSIE](#)

[Work Plan 2012-2015](#)

[Other Events](#)



BFUG Meetings 2024-2027

Title Event – 11 Dec 2025, Online

[Event & Meeting Resources](#)

[See Event Details](#)

[Meeting Agenda](#)

[Meeting Minutes](#)

Update on establishing the Drafting Committee

01.

Members

Cyprus, Norway, Ireland, Montenegro,
Lithuania, North Macedonia, Romania,
ESU (proposed)



02.

Formation

January 2026



03.

Roadmap

To be submitted at the XCIX BFUG in
Cyprus



Other activities conducted by the Secretariat

01.

Organising the
online information
session on LT Sec

03.

Supporting the TF LT
Sec in the process &
procedure

02.

Hosting the 3rd
CG GPD meeting

04.

Coordination with the
hosts of the Ministerial
Conference



Other activities and plans for the Secretariat

05.

Plans to support for ESG consultation process and BPIR data collection

06.

Plans to organise a coordination meeting on terminology

07.

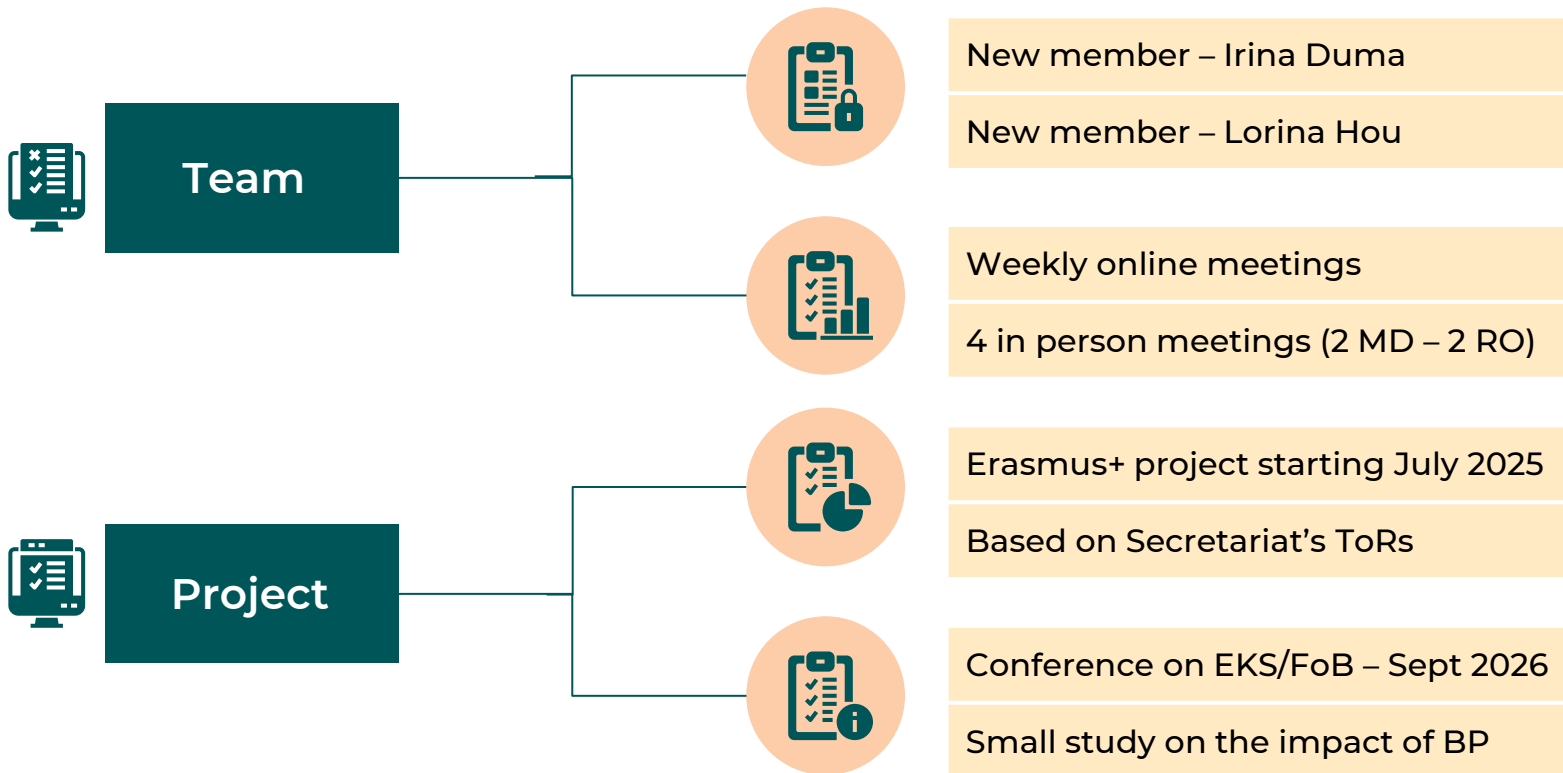
Promoting EHEA (social media, newsletter, events)

08.

Compiling the list of contacts for the Ministerial Conference

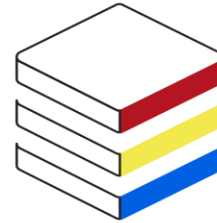


Secretariat's team and supporting project



EHEA Secretariat updates

Horia Onița, Head of Secretariat
XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



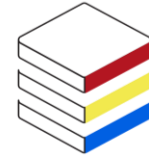
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Updates on the Ministerial Conference & Global Policy Forum

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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Shaping the Bologna Process Implementation report 2027

BFUG Copenhagen, 15/16 December
2025

*David Crosier, Helga Posset, Stefan Sant,
Co Chairs WG on Monitoring*

15/16 December 2025



The story so far...

- Report structure approved by BFUG in Warsaw...
- BPIR to align with policy priorities as reflected in working group structures
- Two types of information:
 - a) indicators on policy developments
 - b) narrative text on work supporting implementation in each thematic area



Indicators

- Indicator proposal has been discussed with all working groups/EHEA structures
- Focuses on monitoring of main policy commitments
- Aim to ensure balanced chapters
- Substantial reduction of indicators, and therefore also of information to be collected from BFUG members



Indicators (2)

- Indicators aim to have as much continuity with previous reporting as possible
- Many scorecard indicators - enabling assessment of progress over time
- No big surprises, but some amendments to indicators and a few new indicators...



Narrative texts

Authors should be proposed by working structures

Draft text should be written by end of summer 2026 – following guidelines (draft tabled)

Content is responsibility of the authors and working structures

BPIR editor will be responsible for harmonising texts, guided by WG monitoring



Process and timetable

- January 2026: questionnaire development
- February: questionnaire testing with WG monitoring
- February/March: questionnaire launch

Deadline **2 months after the launch...**

- May - July: checking and cleaning
- July - October: report drafting
- October/November: first draft checking by BFUG
- Jan/Feb 2027: second (pre-final) draft report
- March – May: finalisation

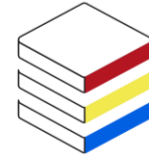




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EHEA
Secretariat

Coffee Break

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



Co-funded by the
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Report from the WG on Fundamental Values for the BFUG Meeting

15 December 2025, Copenhagen



WG on Fundamental Values - Composition

Co-chairs:

Romania and
Malta

BFUG Members (18):

Austria, Croatia, France, Germany, Hungary, Ireland, Kazakhstan, Latvia, Republic of Moldova, Montenegro, North Macedonia, Norway, Poland, Portugal, San Marino, Spain, United Kingdom, European Commission

BFUG Consultative Members (4):

European University Association (EUA), Council of Europe (CoE), Education International (EI-ETUCE), European Students Union (ESU)

Main goals of the WG (ToR)

Framework Completion

Finalise comprehensive monitoring framework and indicators

Reporting to BFUG

Collect findings and report back to BFUG



Implementing the Monitoring Tool

Coordinate the first round of implementation

Knowledge Sharing

Promote and raise awareness across EHEA

The journey towards this point

2018 – Paris Ministerial Communiqué – fundamental values were listed.

2020 – Rome Ministerial Communiqué

- The definition and the common understanding regarding academic freedom were adopted.
- A monitoring framework was requested by ministers to monitor the implementation of commitments towards the fundamental values.

2020–2024 – The NewFAV project was implemented to support the work of the WG on Fundamental Values, particularly in the development of the monitoring framework

2024 – Tirana Ministerial Communiqué

- The definitions and common understanding regarding the remaining fundamental values were adopted.
- Ministers requested the implementation of a monitoring framework taking into account the work already done and report back.
- The EHEA Implementation Report should seek to assess not only the state of each value but also how the fundamental values of the EHEA are put into practice as a whole. The indicators should therefore make it possible to assess the extent to which members of the EHEA respect and practice the values on which the EHEA builds.

2025

- The NewFAV2 project started implementation to support the work of the WG on Fundamental Values in monitoring and promoting FV.
- BFUG meeting in Poland (February 2025) – the monitoring framework was presented together with the project plan that would support the monitoring.
- This presentation included the indicators, the approach with the monitoring tool (questionnaires), the use of NOs and an open platform.

2027

1. Monitoring report on Fundamental Values
2. Chapter on Fundamental Values within the Bologna Process Implementation Report

1. Monitoring report on Fundamental Values

- Drafted with the support of the NewFAV2 project, adopted by the WG on Fundamental Values

2. Chapter on Fundamental Values within the Bologna Process Implementation Report

- Drafted with the support of Eurydice and adopted by the WG on Monitoring the Implementation of the BP

Framework used for the monitoring of fundamental values

VALUES	Type of monitoring and Indicators	
Rights/Freedoms		
<ul style="list-style-type: none"> - Academic freedom - Institutional autonomy - Participation of students and staff in university governance 	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Infringements	
	Threats	
	Positive developments	

VALUES	Type of monitoring and Indicators	
Duties/Obligations		
<ul style="list-style-type: none"> - Academic integrity - Public responsibility <i>for</i> higher education - Public responsibility <i>of</i> higher education 	<i>De jure</i>	
	Protection	Outlook
	Promotion	
	<i>De facto</i>	
	Fulfilment	
	Threats	
	Positive developments	

The monitoring framework was presented at three consecutive BFUG meetings (Brussels, Brussels, Warsaw) and all comments were integrated. It was part of the 2021-2024 WG FV report to the Tirana Ministerial Conference.

For the monitoring of FV 2027, the Questionnaire has been updated.

Questionnaire details

- 1 EHEA statements on fundamental values are analyzed to extract dimensions and commitments.
- 2 Questions are based on EURYDICE model or generated using the same approach.

NO new policy/commitments



The process of identifying the subdimensions for institutional autonomy – organizational autonomy

"Higher education institutions need to be able and willing to define their leadership and governance models. This organisational autonomy also entails the autonomy to set an institution's priorities and strategic direction. It should ensure participatory rights for the different members of the academic community. Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation. Public as well as institutional regulations and policy must ensure campus integrity and prevent the use of force and reprisals against academic staff and students, which would constitute a violation of the fundamental values of the European Higher Education Area."

DIMENSIONS

HEIs are able & willing to define their leadership & governance models.

HEIs are able to set institutional priorities and strategic direction.

Participatory rights for the different members of the academic community

Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation.

Campus integrity



Questionnaire development based on the identified dimensions for each fundamental value

ORGANIZATIONAL

HEIs are able & willing to define their leadership & governance models.

HEIs are able to set institutional priorities and strategic direction.

Participatory rights for the different members of the academic community

Bodies representing the interests of staff and students should be able to function freely, contribute to institutional policies, further the interests of their constituents and help protect them against discrimination, harassment or intimidation.

Campus integrity

3.2.6. Who decides on the responsibilities of HEIs' governing bodies?

	Decision on governing body responsibilities
Responsibilities of HEIs' governing bodies regulated in legislation	?
HEI's governing body decides responsibilities for itself	
Other	

If 'Other', please specify

3.2.2. Is there a requirement for higher education institutions' (HEIs) governing bodies to include:

	Required by legislation	Not required by legislation, but usually included in HEIs' governing bodies	Not required by legislation usually not included in HE governing bodies
Government / top-level authority representative			
Student representative(s)			
Staff representative(s)			
Employer representative			
Other			

3.2.5. Does legislation specify that all members of governing bodies have full rights to take decisions on issues?

	Required by legislation	Not required, but usually happens	Not required and usually does not happen
All members have full rights to take decisions on all issues			

If "Not required and usually does not happen", please explain which members may not be able to contribute on some matters

3.2.4. Does legislation specify that all members of governing bodies have full rights to contribute to all issues?

	Required by legislation	Not required, but usually happens	Not required, and usually does not happen
All members have full rights to contribute to all issues			

If "Not required and usually does not happen", please explain which category(es) of members may not be able to contribute on some matters

Academic freedom

*

Q1.3. If the concept of academic freedom mentioned is defined in different legal instruments in the respective system, are these definitions consistent?

Select all that apply

- Yes, they are fully or mostly consistent.
- No, there is a contradiction between constitution and laws.

*

Q1.5.2. To what groups do these protections apply?

Select all that apply

- Tenured staff (permanent contract)
- Non-tenured staff (fixed term contract)
- Students
- Unspecified in the legislation





Questions were divided into 4 questionnaires

A. For public authorities

1

A survey with 12 questions

- On the "**de jure**" as part of the Bologna Process Implementation Report (**BPIR_1**):
- will support BPIR 2027 and FV Monitoring Report 2027

2

A survey with 22 questions

- On the "**de jure**" as part of the WG on Fundamental Values monitoring process (complementary to the BPIR process) (**FVMonitoring_2**)
- will support FV Monitoring Report 2027

3

An optional survey with 20+16 questions

- On the "**de facto**" as part of WG on Fundamental Values monitoring process - following the BFUG request in Poland (**FVMonitoring_3**) + "**de jure**" outlook
- will support FV Monitoring Report 2027

B. For stakeholders

1

A survey with 70 questions

- Addressed to national stakeholders (**FVMonitoring_4**)
- will support FV Monitoring Report 2027

Bologna Process Implementation Report (BPIR 2027)

Chapter 4 Fundamental Values

- *Figure 3.1: Academic freedom in national legislation*
- *New indicator: Dimensions of academic freedom covered by legislation*
- *Figure 3.3: Academic integrity in national legislation*
- *New indicator: Quality assurance procedures to evaluate how academic integrity is ensured in HEIs*
- *Figure 3.6: Institutional autonomy in national legislation*
- *Figure 3.8: Evaluation of institutional autonomy covered by legislation*
- *New indicator: Legally protected rights of students and staff*
- *New indicator: legislation to ensure public responsibility for higher education*
- *New indicator: legislation to ensure public responsibility of higher education*

About this chapter:

- Follows the general rules of the Bologna Process Monitoring Process
- **Data will be shared and integrated in the Fundamental Values Monitoring Report**
- Aimed at providing a general overview on fundamental values.
- Will be accompanied by narrative text provided by the Fundamental Values WG (for context).
- **Elements from the FV Monitoring Report could be added depending on the future decisions of the WG on Monitoring/BFUG.**

Fundamental Values Monitoring Report

Will include the results from all data collection processes:

- The 4 surveys (including the BPIR survey on FV)
- The desk research from third-party reports (Academic Freedom Index, Institutional Autonomy Scorecard etc.)
- Input provided by the academic community within the platform that will be open for a limited period of time.

About the report

- Will provide an in-depth perspective on fundamental values
- Will provide information in a similar manner to the Bologna Process Implementation Report – Traffic light system for each fundamental value and a narrative description of de facto findings.
- There will not be national reports/sections but a report at the level of EHEA with maps, graphs and narrative text like the BPIR.



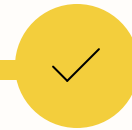
BFUG, WG on Fundamental Values and the NewFAV2 Project

The ERASMUS+ NewFAV2 project was funded to support the work of the WG on Fundamental Values on monitoring and promoting fundamental values, similar to projects of other working structures or the previous project on FV.

The project is led by the Co-chairs of the WG on Fundamental Values

The work is carried out in constant consultation with the WG on FV members.





The project team is responsible for:

- Implementing the data collection process (Lymesurveys, platform form, desk research), data cleaning, clarifications, data analysis with coordination from WG on FV at each step
- Drafting the report based on data collection
- Providing a final version of the report based on the feedback received.

The WG on Fundamental Values and BFUG

1

The WG on Fundamental Values, as the structure responsible for the first round of implementation, will discuss/validate the outcomes of the monitoring process according to the decision of the BFUG.

2

The WG on Fundamental Values will be reporting back to the BFUG throughout the process, as it did in the past.

3

The BFUG will provide input on the monitoring process and report on the monitoring to the Ministerial Conference as mandated by ministers. For this the BFUG can acknowledge or not the report proposed by the WG on FV.

National Operators (1)

- National Operators (NOs) selected for the NewFAV2 project to support EHEA-wide monitoring of fundamental values.
- National Operators were proposed by the project team to be selected in coordination with BFUG members as requested in the last BFUG meeting.
- The consultation process began with the FV WG members.
- **Selection:**
 - National Operators were identified based on previous work with project team members and desk research.
 - National Operator profile provided the criteria for selection.
 - Where WG FV or BFUG members expressed opposition, National Operators were replaced with other recommended experts.





Role of NOs

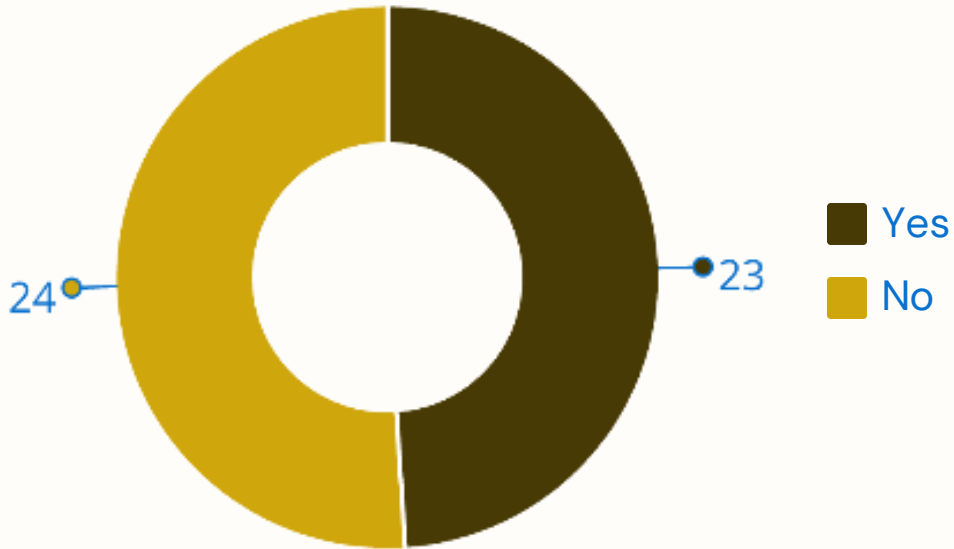
- Pre-fill the de jure section (excluding the outlook section) of the questionnaire using existing data sources (e.g., Eurydice reports, EUA Autonomy Scorecard, ESU reports, Scholars at Risk, databases, press reports).
- Respondents (public authorities/stakeholders) must verify, amend, or complete the pre-filled data but may opt for a blank questionnaire if preferred.
- Cross-check information for each indicator and clarify factual contradictions.
- For the "de facto monitoring," gather information from external reports, databases, and media, then cross-check against respondent inputs.
- Their objective is to ensure accuracy and neutrality
- National operators do not interpret information; they focus solely on rigorous collection, verification, and cross-checking.
- Fact-check that evidence aligns with answers without adding subjective analysis.

Training of National Operators

- As of December 2025/January 2026, NOs are in the process of being trained on the monitoring framework and tools
- Training focuses on:
 - Understanding fundamental values definitions,
 - indicator application,
 - ethical data handling
 - using the LimeSurvey instrument
- Sessions include practical guidance on prefilling questionnaires and collaborating with Eurydice;
- Goal: Build capacity for accurate, consistent implementation across EHEA systems



Status of the BFUG consultation – as of 1st of December



No answer	24
Will come back with alternatives	3
Confirmed the proposed operator(s)	9
Proposed alternative operator(s)	11

Next Steps

1

National operators

- Contacting NOs (ongoing with the confirmed NOs)
- Contacting BFUG representatives for alternatives (as needed if proposed NOs refuse)
- Contracting of the Nos within the project
- Training of the National Operators in 2 waves:
 - one training with the first confirmed group,
 - one training with the next confirmed group.

(By 15th of February 2026)

2

BPIR Survey

Next Steps

FV monitoring (February – June 2026)

- prefilling survey (**FV_monitoring_1**) by the NOs
- Sending the survey to public authorities
- Public authorities will have time to validate / change the content
- Identifying **national stakeholders**:
 - ESU members for student unions
 - EUA / EURASHE members for national rectors conferences representatives
 - EI/ETUCE - for trade unions
- prefilling survey (**FV_monitoring_3**) by the NOs
- Sending the survey to national stakeholders
- Opening the online platform for input from academic communities

Next Steps



Data processing (July - October 2026)

- Data analysis, data cleaning
- Contacting respondents for clarifications (if needed)



Report on FV (November 2026 - January 2027)

- Drafting the report
- Consultations (WG FV/BFUG)
- Integrating the feedback



BFUG consultation/validation (according the BFUG Work Plan)

- BFUG Meeting Lithuania (early spring 2027) - draft FV monitoring report
- BFUG Meeting Lithuania (late spring 2027) - final FV monitoring report

Main activities

1. 1st WG on Fundamental Values meeting, 6 December 2024 (online)
 2. 2nd WG on Fundamental Values meeting, 16–17 June 2025 (Hamrun, Malta)
 3. PLA on Academic freedom and academic integrity in the EHEA, 19 November 2025 (Bucharest, Romania)
 4. 3rd WG on Fundamental Values meeting, 20–21 November 2025 (Bucharest, Romania)
- Online consultations with the WG on Fundamental Values (proposal of FV indicators for BPIR 2027, proposed NOs)
 - 4 Co–chairs Coordination meetings
 - 2 Coordination meetings with the Co–chairs of the WG on Monitoring

Q&A

Open for questions!

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Thank you!





**Reporting for the XCVII BFUG meeting
15-16 December 2025 in Copenhagen**

**Working Group on Internationalization and Mobility
(WG I&M)**

Main Goals of the WG

The WG will deliver an EHEA Action Plan for internationalisation and mobility, to be submitted for approval to the BFUG and adopted by the Ministerial Conference in 2027, that;

- Supports the EHEA members in developing and implementing **internationalisation policies** that enable all learners to acquire international and intercultural competencies.
- Fosters a **discussion of EHEA mobility targets** in light of greatly varying mobility numbers in different countries, between credit and degree mobility and different cycles, and **identify the barriers to mobility** as well as offering recommendations for the removal of these barriers.
- Provide concrete recommendations for member countries to develop or enhance policies that collectively strive for **1) more inclusive, 2) more balanced, and 3) greener mobility**'.
- Includes a **Note on Terminology** of the key terms in the area of internationalisation and mobility, to ensure common understanding of terminology.

WG I&M Work Plan 2024-2027 (1)

- Reporting to the BFUG

BFUG number	BFUG XCV	BFUG XCVII	BFUG XCIX	BFUG CI	BFUG CIII	BFUG CIV
Host	Poland	Denmark	Cyprus	Ireland	Lithuania	Lithuania
Period	February 2025	December 2025	Spring 2026	Autumn 2026	Early Spring 2027	Late Spring 2027
WG on Internationalisation and Mobility		Note on Terminology		Draft I Action Plan on Mobility	Draft Action Plan on Mobility II	

Three WG Meetings held

- #1 Chisinau (27 -28th of January 2025)
- #2 Bonn (27-28th of May 2025)
Including PLA on 26th of May 2025
- #3 The Hague (30-31st of Octobre 2025)
Including PLA on 29th of Octobre 2025
- And ad hoc Subgroups held in between
 - Subgroup drafting of the Note on Terminology
 - Subgroup drafting of the Action Plan

Note on Terminology (1)

Timeline:

- Draft 1.0 discussed in the subgroup
- Draft 1.1 discussed at #2 WG in Bonn (May 2025)
- Draft 2.0 discussed in the subgroup
- Draft 2.1 discussed at #3 WG in Hague (October 2025)
- Draft 2.2 circulated to the BFUG (December 2025)

Note on Terminology (2)

Method:

- Drafted a list of concepts to be included where conceptual clarity was deemed necessary.
- Identified existing sources and compared definitions when multiple sources exist.
Consulted sources:
 - BPIR
 - Erasmus+ Glossary
 - ECTS Users Guide
 - EQAR Glossary
 - GRC/LRC Glossaries
- When multiple differing sources existed, we selected the best suitable definitions.
 - Where necessary and appropriate we revised them to better align with the context of the EHEA.
- Where no widely accepted definitions were available, the WG has developed original drafts.

Note on Terminology (3)

Content:

- Structure: Introductory note + 2 sections:
 - Internationalisation
 - Learning Mobility
- The Note will be further developed in parallel with the Action Plan, and synchronously to EC study on balanced mobility, the ECTS Users Guide update, ESG and EA revision and the BPIR Glossary

Note on Terminology (4)

Dilemma's:

- We had to balance between using **descriptive elements** (in the Note on Terminology) and **normative elements** (in the Action Plan). Some existing definitions were rather normative; we have aimed to make them more descriptive.
- The selection of the most **suitable definitions** was straightforward in most cases, and somewhat more complex in others. In a few instances, we chose to develop a new draft that integrates elements from multiple existing definitions.
- While we have generally been cautious about changing **existing and widely used definitions**, we sometimes found adjustments necessary to ensure **completeness and conceptual clarity**. In such cases, we have indicated the source with the reference *“based on”*.

Thank you!





The work of the Coordination Group on Global Policy Dialogue

Noah W. Sobe – CG GPD Co-chair, UNESCO

BFUG meeting

15.12.2025

Copenhagen, Denmark

CG on GPD - Composition (2024-2026)

Co-chairs (3)

Italy, Republic of Moldova, UNESCO

Members (22 – 15 countries; 6 consultative members; EC)

Albania, Austria, Azerbaijan, EUA, Education International – ETUCE, ENQA, EURASHE, European Commission, ESU, France, Germany, Holy See, Italy, Kazakhstan, Malta, Republic of Moldova, Montenegro, North Macedonia, Norway, Romania, Slovakia, UNESCO



Main Goals

1 Ensure dialogue and consolidate trust

Between EHEA and other macro-regions, countries, organisations

3 Support mutual understanding on principles

Recognition, quality assurance, ethical international and academic cooperation

2 Identify themes to be addressed globally

Between regions, at intergovernmental level

4 Fostering quality education for all

Contribute to achieving SDG 4.3



Agreed methodology

1

Topic-based work

Horizontally on thematic priorities instead of vertically on geographical regions

2

Alternation of meeting formats

One CG GPD meeting including only members of the group, while the next open to external partners

3

Synergies

Other **BFUG** working structures: TPGs, TF on the Future of Bologna, WG on Internationalisation and mobility.

European and global initiatives: EU initiatives; ASEAN Roadmap, UNESCO Campus Africa, etc.

Outcomes

Core Priorities

- Bologna Key commitments with a special focus on recognition conventions and quality assurance
- Lifelong learning and micro-credentials
- Recognition of refugees qualifications with insufficient documentation (Art. VII)
- Right to education/social dimension
- Digitalisation and artificial intelligence as transversal topics

Expected results

- Global Policy Statement
- Global Policy Forum
- Topic-specific recommendations from the open meetings with stakeholders



What have we done to date?

1st CG GPD meeting 30.01.2025 – online

17 participants from the Group's members countries

Discussion of the ToRs

First matching exercise: thematic areas and HE actors

2nd CG GPD meeting 21.02.2025 – online

17 participants from the Group's members countries

Interactive discussion on the topics to be addressed

Drafting of the list of HE actors to be involved

3rd CG GPD meeting 29-30.09.2025 – Bucharest

Meeting open to external experts and stakeholders

Recognition and Quality assurance + digitalisation as cross-cutting topic



3rd CGGPD meeting

29-30.09.2025 – Bucharest



Venue and participants

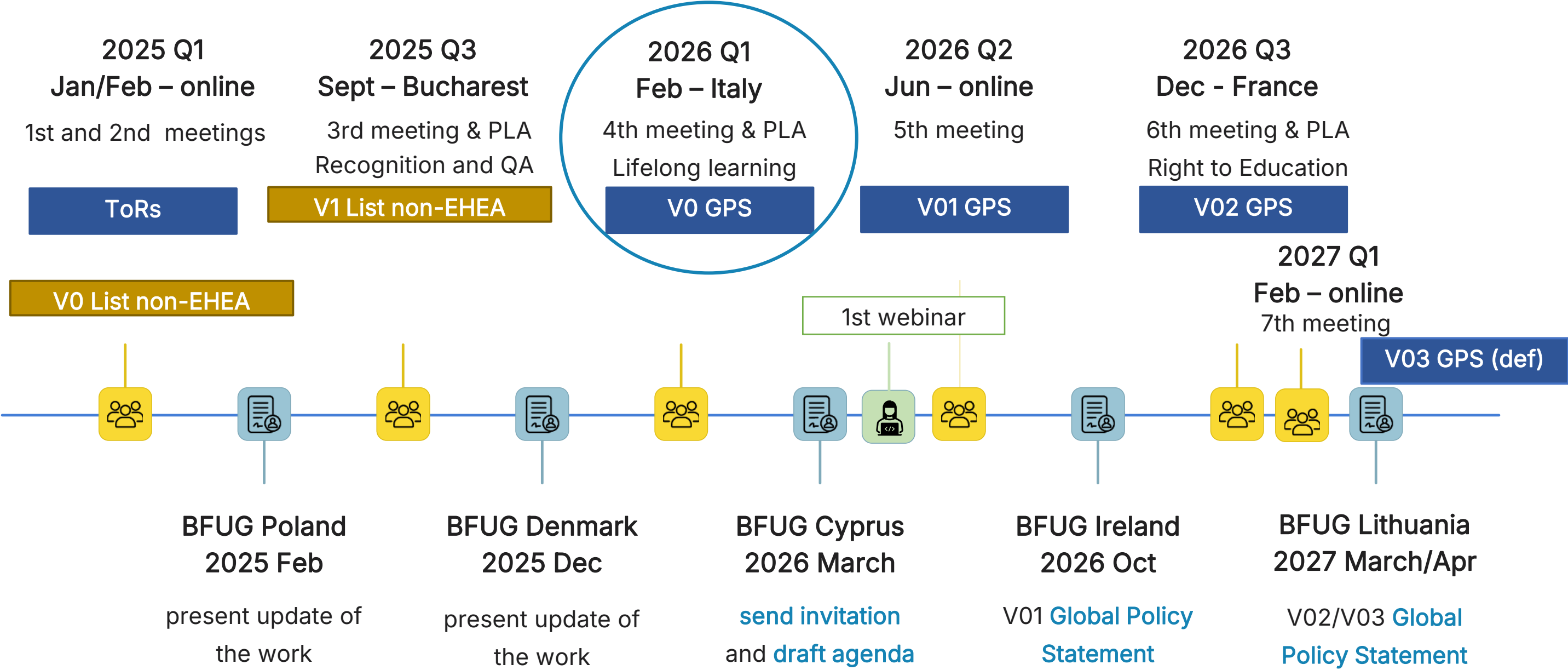
- Held at the National University of Science and Technology POLITEHNICA in **Bucharest and online**
- **Participants:** 24 from the Group's members countries and 8 external experts in presence, 65 online.
- Organised in conjunction with the **SPHERE Bologna Symposium and Annual Conference**, supported by OBREAL and the European University Association

Agenda

- ✓ focus on the topics of **recognition of qualifications and quality assurance (QA)** from a global perspective
- ✓ **digitalisation** as a transversal topic
- ✓ **panel discussions and Peer Learning Activities (PLAs)** involving the presidents of the Regional Recognition Conventions and of the Regional Quality Assurance Frameworks
- ✓ Meeting's insights informing the **Global Policy Statement**, adopted at the EHEA Global Policy Forum in 2027 in Iași/Chișinău



CG GPD Timeline 2025-2027



Global Policy Forum Statement

Drafting group

Who: CG GPD members

When: First meeting planned in early 2026

What: Timeline; workplan

Members: EUA, Italy, Holy See, Malta, Moldova, Norway, Romania, UNESCO



External partners will be involved in consultations – not in the drafting team



List of external partners



1. List of actors and relevant topics at regional and global level
2. List of countries

Consultation process

- **Participant lists** from previous Global Policy Forums, Tirana (2024) and Paris (2018)
- **First list** drafted during the second online meeting and circulated among Group's members in preparation for the 3rd CG GPD meeting in Bucharest
- **Consultation and discussion** with Group's members during the 3rd CG GPD meeting
- **Proposed list** includes comments gathered during and after the 3rd CG GPD meeting
- **Proposal circulated** to BFUG Board members on 21 October 2025

Thank You



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BICG – report II

BFUG, 15-16 December 2025, Copenhagen

Key activities

- Drafting and dissemination of a template for national action plan → completion by April
- Template for the TPGs for their work plans → completion
- Collection and analysis of priorities in the areas of the TPGs from the national action plans → identification of needs to adjust TPG work plans accordingly
- High correspondence of key topics, BUT : not all countries that had priorities in the TPG topics are members of the TPGs!

BICG meetings

Meeting 2 - 5 June 2025, online

- Updates from the TPGs
- Discussion about National action plans and their impact on the work of the TPGs
- Impact of project on TPG work plans
- Follow-up on key common topics

Meeting 3 - 21 October 2025, online

- Updates from the TPGs, particularly related to changes implemented due to national action plans
- Preparation of possible BFUG thematic discussion on implementation

TPG A

2nd meeting, 26 November 2025, Online

- QUATRA – TPG A 2 activities in 2026
- Information about Thematic Working Groups (call of interest)
- Update from TPG B on LRC and TPG C on QA
- The structure and indicators of the Bologna Process Implementation Report 2027 regarding Key Commitment 1
- *Question on how to deal with self-certification reports (who will be in charge?) - TPG A meetings could serve as a platform for presenting self certification reports.*

TPG A

Project QUATRA –TPG A 2

Qualifications Frameworks for trust, transparency and diversity – TPG A 2

Main activities:

- 5 TPG A meetings
- 4 PLA and a final conference
 - successful implementation of self-certification process
 - transparency of qualifications frameworks
 - study programmes outside of the Bologna three-cycle structure
 - databases and registers of qualifications reflecting QFs
- Working Groups on specific topics to elaborate recommendations:
 - Group 1:** Supporting automatic recognition of HE qualifications in terms of QFs (chaired by AIC)
 - Group 2:** Qualifications frameworks for flexibility of learning (chaired by EURASHE)

TPG B

2nd meeting - 10th June 2025 (online)

Participants: 48 (29 countries and 6 consultative members)

Stimulating reflection on how recognition support international mobility

- Share data and information on international mobility from both a regional and a global perspective: International mobility and Global trends in Higher Education; How recognition can support mobility: perspectives from the EHEA WG on Internationalization and Mobility
- The planned workplan of the TPG A and TPG C groups, with a focus on the qualifications frameworks and quality assurance
- Exchange of information and good practices, drawing from the experience of different member countries.
- with the involvement of representatives of the BFUG WG on internationalization and mobility

TPG B –next activities

Upcoming TPG B meetings

- 3rd TPG B meeting – 29 January 2026, online
 - Sharing national experiences on automatic recognition
 - Launch of the mid-term survey on TPG B monitoring
- 4th TPG B meeting – June 2026, France
- 5th TPG B meeting – October 2026, online
- 6th TPG B meeting – January 2027, Italy

<http://ehea.info/page-peer-group-B-LRC>

TPG B - TPG-LRC Plus umbrella project

- **Peer support activity** (in conjunction with 4th and 6th TPG B meetings)
- **Staff mobility activity of the TPG B members** (August 2026 – May 2027)
- **Research and publications** – 4 Working groups established
 - WG1 on automatic recognition (AD, DK, IT, NL)
 - WG2 on transnational cooperation (FR, IT, UA)
 - WG3 on alternative pathways including micro-credentials (FR, GE, KZ, RSM)
 - WG4 on digital transition (UA, EQAR)

<https://www.cimea.it/EN/pagina-TPG-LRC-Plus>

TPG C -3rd meeting

8-9 October, Brasov, Romania

- **Country Action Plans (2024–2027):** exchange of experiences and peer feedback through breakout discussions.
- **Updates from the BFUG:** BPIR 2027 core indicators, ECTS User's Guide revision, ESG revision
- **Stakeholder involvement:** presentation of ENQA thematic analysis; group discussions on national practices.
- **Project Presentations:** SIQA – in particular staff exchange programme, ROQA-TNE – robust QA of transnational education, SPICE – stakeholder perspectives in the EHEA (ESU)BP4LnT – Bologna Process for Learning and Teaching
- **Cross-Border QA (CBQA):** ENQA & EQAR session on cooperation mechanisms and working group formation.
- **AI and QA Session:** exploration of AI's impact on learning, teaching, and implications for internal/external QA.

TPG C - Activities

Mapping the EQA processes for flexible learning pathways

- **18 Sept 2025 – webinar**

- Introduced the concept of flexible learning pathways and its QA implications
- IIEP-UNESCO, FINEEC (Finland), EUA good practices
- Cross-TPG discussion (TPG A, B, D)

- **24 Oct 2025: in-person seminar on flexible learning pathways, Brussels, Belgium**

- **Survey on national practices**

- Designed by TPG C and distributed to all members
- Collected data on how flexibility is addressed in national EQA systems
- Informed the agenda and discussions for the seminar

TPG C - Next steps

- **Policy brief** on flexible learning to guide future QA developments in flexibility, recognition, and SCL -end of December
- **Open call** for *staff exchange and mobility applications* among QA agencies and ministries

TPG D – update

NB. During the 2024–2027 cycle, activities on SD will shift from a focus on policy to an emphasis on implementation.

Meeting in March 2025, Brussels (in person) -Discussion Points:

- **identify key aspects** they would like to learn more about regarding the social dimension and the **types of support, guidance, or practical advice** most valuable for implementation of SD policies.
- **Eurostudent:** Transnational comparative overview regarding the social dimension in the EHEA
- Introduction of the Croatian and Austrian national strategies for the social dimension in higher education
- **Obstacles, challenges, strengths and positive experiences in implementing the PAGs**
- Setting up joint working targets for the TPG, based on the PAGs, overview about the next steps
- Development of National Action Plans on SD
- **INSPIRE project:** country reviews ongoing (selection results have been published)

TPG D – Update 2

- TPG D meeting November 11-12, Oxford (in person)
 - **Tour de table on National Action Plans (NAP)**. The aim is not to present a general summary or specific actions of the content that is already included in the NAPs, but to focus on specific actions and the concrete steps envisioned in this area.
 - **Discussion on social dimension indicators for the Bologna Process Implementation Report 2027** (12 November, hybrid)
- 1st in person meeting for INSPIRE project 4-5 November 2025, Brussels:
 - General updates (progress and next steps of WPs)
 - Planning of all PLAs
 - Country reviews

Additional observations from the BICG

- Participation in the TPGs: many ENIC-NARICs, QA agencies, stakeholders, BUT fewer ministries → ***need a discussion, especially for the future***
- Workplan foresees a session on implementation and the TPG methodology in the BFUG → Cyprus
- ***What is the role and impact of the national action plans and how to deal with them, now and in the future?***
- ***Need for a decision on the self-certification process by the BFUG***



**Danish
Presidency**
Council of the
European Union



OFFICE OF EDUCATION
PRINCIPALITY OF LIECHTENSTEIN



EHEA
Secretariat

Lunch

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



Co-funded by the
European Union

Task Force for establishing a longterm Secretariat

BFUG, Copenhagen, 15 December

Task Force (TF) for establishing a longterm Secretariat

- Based on the results of the previous TF on Rules of Procedures (2022-2024)
- exploration of a **longterm and independent Secretariat**
- no longer rotating as presently
- re its **legal, financial, organisational features, including staffing**
- to be **located in one of the EHEA countries**
- Go-no go decision: BFUG March 2026
- If positive, lay grounds for establishing the SEC by 2027

Agenda today:

1. Report on the work of the TF
2. Presentation on the potential features of the LTS, and identification of open questions, concerns, obstacles – in view of the go-no-go decision at Nicosia BFUG
3. Agree on a short list of hosts for the LTS: choose 3 from 5

Report – Task Force activities

- 9 meetings
- Further development of concept for the Longterm Secretariat (LTS)
- Hosting arrangement
 - Preparation of call for hosts, and evaluation forms
 - Evaluation of the call, review of the submission of 5 applicants
 - Online information session (22 Oct)

Part I: Longterm Secretariat – its functions and features



Legal form:

association, foundation, non-profit company – or other

- Other forms:
 - TR: international entity
 - CZ: part of an existing organisation
- Association – preferred over foundation, non-profit company
- similar framework in different countries (minimum number of members, non-profit, general assembly & executive board ...)
- differences in detail (e.g. minimum number of members: RO 3, DE 7, CY 20)
- Members can join any time
 - Foundation: only founding members; Company: no members
- Easy to establish
 - Foundation requires foundation capital
- Democratic governance easier to establish in an association than a foundation or company

Governance

BFUG oversees the LTS

LTS reports to BFUG - full accountability

no third-party interference

HoLTS & LTS staff

- implement workplan
- follow instructions evolving from BFUG & BFUG Board meeting, and of the Co-chairs
- attend BFUG and BFUG Board
- support working structures etc.
- provide annual technical & financial report

General Assembly

- BFUG members who are part of the association
- Associates
 - Consultative members
 - Countries which cannot join the association
- Observers?

Association Board

- ensures that a) WP is implemented b) SEC is in good state
- BFUG Board - Board members change
- Permanent Board members: Vice-chair, EC, CoE, ESU, EURASHE, EUA
- Committee to be appointed by the BFUG

Align association and BFUG structures as much as possible

- All or most BFUG members are members of the association
- No real difference between BFUG and association assembly
- Formal agreement that association assembly transmits the BFUG's decisions

Costs

Depend on

- Staff cost
 - How many, workload, activities
 - Country: price-level, taxes etc.
 - Salaries competitive at national / European level
- Location/country
 - Some impact on price-level
- Premises
 - All hosts offer premises

Annual budget

Item	Estimated cost (EUR)
Staff salaries (ca. 7 FTE)	675 000
Travel/meeting costs	65 000
Office space	75 000
Other administrative costs	50 000
Total	865 000

Financing the Secretariat

Annual total cost	865 000
EC contribution	250.000
=	615.000
Per BFUG member	13.000

- Lower than the average EQAR fee
- Possibility of adjusting fee to system size/ national income
- EQAR: 4.000-16.000 EUR

Fair cost sharing between BFUG members

- So far: all costs paid by the one member + EC

Annual fee for members of the association

- Fee levels determined by economic situation & size of system

If a country cannot pay?

- Principally, fee levels should be affordable for all countries

Solutions for countries which

- face legal obstacles, e.g. cannot join the association
- can temporarily not contribute

Country does not want to engage in the association, and contribute to the budget

- Not included in decisions concerning the LTS

EQAR fee system

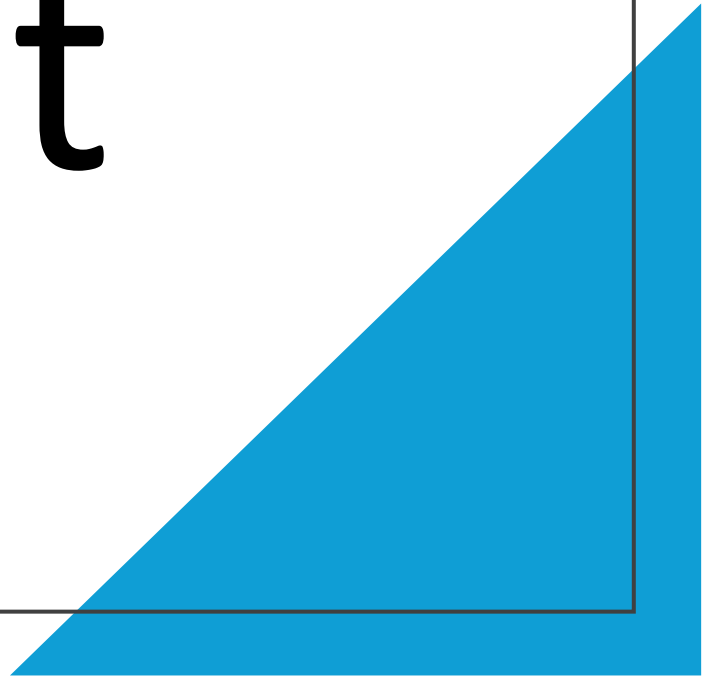
Indicative annual contributions per country (EUR)

Example based on the current EQAR fee system: countries are assigned to one of four brackets based on an index calculated from their GDP (absolute) and GDP per capita. See below and in detail at [https://www.eqar.eu/assets/uploads/2024/12/Final EQAR Indexed Governmental Fees 2025.pdf](https://www.eqar.eu/assets/uploads/2024/12/Final_EQAR_Indexed_Governmental_Fees_2025.pdf)

Governmental Members

Group per GDP category ²	# of countries per group	Base fee	Fee 2023	Fee 2024	Indexed Fee 2025
Group 1	11	€ 16,740.00	€ 14,949.00	€ 18,304.45	€ 18,935.48
Group 2	8	€ 12,555.00	€ 11,213.00	€ 13,728.33	€ 14,201.61
Group 3	14	€ 8,370.00	€ 7,474.00	€ 9,152.22	€ 9,467.74
Group 4	10	€ 4,185.00	€ 3,737.00	€ 4,576.11	€ 4,733.87
Total		€ 443,610.00	€ 373,723.00	€ 485,067.79	€ 501,790.26

Part II: Hosting arrangement



Role of the host

Hosting must

- **respect & enable the agreed principles for the SEC ([revised concept note](#), BFUG Budapest 2024)**
 - independent, accountable to the BFUG, governed by the BFUG (incl. dismissal of HoS)
 - internationally staffed
 - reception of financial contributions from other BFUG members.
 - country: rule of law, no undue influence of authorities
 - long-term, robust arrangement (sustainable)
 - **support the Secretariat proactively, in particular during its set-up:** provision of legal advice, support finding premises, assist on establishing visa and residence permits; etc.

Hosting is welcome to

- offer in-kind contributions, e.g. office premises
- offer an extraordinary financial contribution (as any BP member)
- delegate staff (in consideration of the RoP, as any BP member)

Hosting must not

- finance the Secretariat
- interfere with its work
- do anything that would jeopardize its independence

Applications & review

So far

Call for applications - deadline 12 June

5 applications received (Cyprus, Czech Republic, Germany, Romania, Türkiye)

TF: discussion in view criteria (independence, governance, employment etc.) and feasibility of the legal form

Additional questions to applicants

- further information from all
- specific questions to individual applicants

All documents shared with BFUG

- Applications
- Responses to the additional questions

Opportunities to ask questions to applicants

- Information session 22 Oct
- Written inquiries 13 Nov -10 Dec

- Discussion in the TF
- Each proposal reviewed by 3 reviewers
- All fulfil the principles
 - Independence and Accountability
 - Sustainability
 - Staff requirement
 - Non-profit
- Documents
 - Comparative overview of applications
 - Scores of three reviewers

1 Legal Form

The choice of the legal form is important as it can have implications on the governance and the operation of Long-term secretariat(LTS).

The applicants were invited to

1. explain whether and how an association and a foundation could be established in their national legal system, what would the consequences for the governance and operation of the LTS.
2. indicate other possible legal forms
3. share their views on which of these forms would be preferable and why

	CY	CZ	DE	RO	TR
Preferred legal form	Association (implicit)	Structure within the DZS agency	Association	Association	Entity of international nature
Other legal forms presented	Foundation, Non-profit company	/	Foundation, Non-profit company	Foundation	/
Other legal forms possible (not supported)		Association, Foundation		/	/

- TR: “international organisation/entity”
 - Requires the endorsement of the President of Türkiye
 - Features and conditions similar to an association? “No mandatory governance structures”
 - Council of Higher Education (CoHE) will serve as the Secretariat's interlocutor
- CZ: within a publicly funded, autonomous national agency DZS.
 - LTS not be a legal entity itself.
 - Develop an agreement between BFUG & DZS to ensure independence
 - E.g. BFUG selects Head of LTS - Director of DZS formally appoints

Staff

Price levels

Accessibility

- **Staffing**
 - International staff possible
 - National labour laws
 - Migration rules?
- **Cost & price levels** differ
 - not an obstacle, not a selection criteria
- **International accessibility**
 - Distance to airport
 - Direct connections and their frequency

2.2 Location and accessibility

	CY	CZ	DE	RO	TR
Location	Nicosia	Prague	Bonn	Bucharest	Istanbul
Accessibility	EU non-Schengen	EU Schengen	EU Schengen	EU Schengen	Non-EU
International connectivity index (IATA, 2022) - country, not city	59 th place	55 th place	3 rd place	46 th place	10 th place

International accessibility

2.2 Location and accessibility

	CY	CZ	DE	RO	TR
Location	Nicosia	Prague	Bonn	Bucharest	Istanbul
Accessibility	EU non-Schengen	EU Schengen	EU Schengen	EU Schengen	Non-EU
International connectivity index (IATA, 2022) - country, not city	59 th place	55 th place	3 rd place	46 th place	10 th place

Support & Financial & in-kind contribution

2.3 Support (non-material) from the host

	CY	CZ	DE	RO	TR
Support (non-material)	Assistance with legal registration, support in identification and leasing of appropriate office premises, facilitation of administrative procedures related to staff employment and integration, assistance with translation	DZS employee with relevant language skills will be made available to assist the Secretariat with communication in the local administrative or legal context as needed.	Support services closely related to the actual establishment and registration process of the sponsoring association or foundation are subject to the Legal Services Act, as is the ongoing advice provided to the Secretariat on issues relating to labour, tax and social security law.	Operational and administrative assistance, legal assistance, support in obtaining visas	Administrative support to streamline international hiring, liaison with authorities

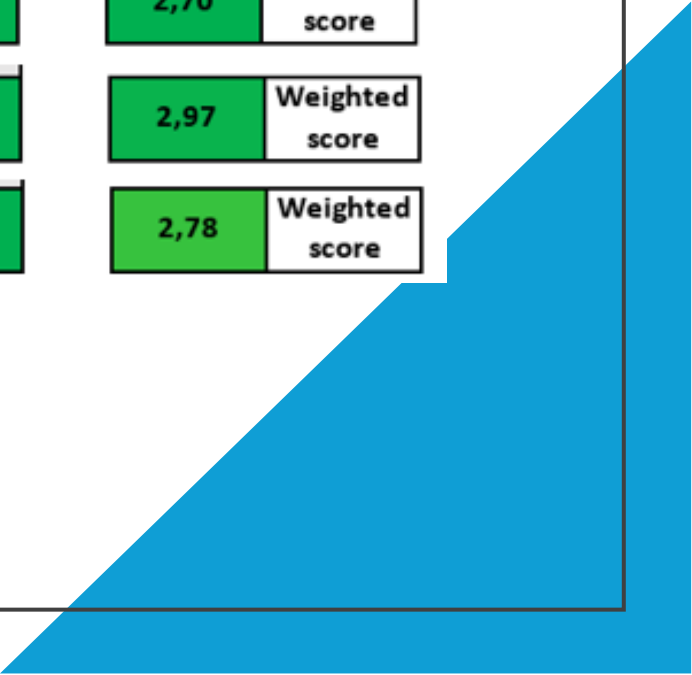
2.4 Financial or in-kind contribution

	CY	CZ	DE	RO	TR
Financial or in-kind contribution	Preferential access to public facilities for meetings and conferences subject to	1-3 fully equipped dedicated offices and meeting rooms.	Office space, IT infrastructure, basic administrative support	Equipped offices offered rent-free, covering the utilities for the offices,	Conference and meeting rooms, technical infrastructure, computer equipment

*Cyprus proposed a contribution in kind (office premises & utility costs), 27 Nov.

Scores of reviewers

Total Cyprus	/	3,00	2,67	3,00	2,67	3,00	2,33	2,33	3,00	2,80	Weighted score
Total Czech Republic	/	2,00	2,67	2,50	3,00	3,00	3,00	3,00	3,00	2,68	Weighted score
Total Germany	/	2,67	2,67	2,67	2,67	3,00	2,67	2,33	3,00	2,70	Weighted score
Total Romania	/	3,00	3,00	3,00	3,00	3,00	3,00	2,67	3,00	2,97	Weighted score
Total Turkiye	/	2,67	3,00	3,00	2,33	3,00	2,67	2,67	3,00	2,78	Weighted score



Opinion poll

- Each ballot:
 - up to 3 different candidates
 - no rank
- Selection of the 3 candidates
 - highest number of ballots (simple majority)
 - additional ballot between candidates with the same score, if needed

What's next?

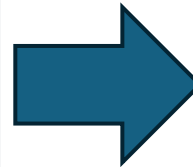
From Copenhagen to Nicosia

Long-term Secretariat

- further develop the concept
- identify and clarify questions
- consider situation of individual countries

Hosting arrangement

- additional information



BFUG Nicosia 9-10 March

Long-term Secretariat

- Decision on whether or not to establish it (Go no Go decision)

Hosting arrangement

- Decision on a hosting country

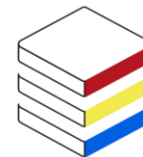
Your questions & suggestions not much time ...



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EHEA
Secretariat

Coffee Break

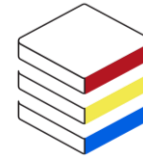
XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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Interconnectedness with VET and ERA by Task Force on the Future of Bologna

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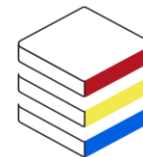
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Breakout Session

**Plenary Room (Sal. III) | Room 4 |
Salon A | Sal. IV**

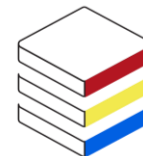
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SCAN ME





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End of Day 1

XCVII BFUG meeting
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15th – 16th of December 2025



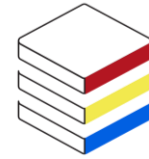
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Good morning! Godmorgen!

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15th – 16th of December 2025



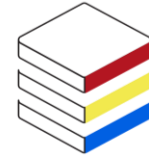
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Task-Force on establishing a Long-Term Secretariat

XCVII BFUG meeting
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ESG 2027 DRAFT FOR CONSULTATION

BFUG COPENHAGEN

DECEMBER 2025

ANNA GOVER, ON BEHALF OF THE ESG STEERING COMMITTEE



enqa 25

CELEBRATING 25 YEARS

PUBLIC CONSULTATION



17 November 2025 until 9 January 2026



Full draft text of the ESG (introduction and 3 parts)
and explanatory note



Online survey



Open to all interested parties (individual and
organisational)



BFUG CONSULTATIONS



December 2025

Denmark: consultation on full draft of ESG 2027 (in parallel with public consultation)

Autumn 2026

Ireland: approval of ESG (agreement on final version to be tabled for Ministerial Conference) and detailed review of European Approach

Cyprus: detailed review of new draft of ESG 2027

March 2026

Lithuania (1st meeting): approval of European Approach (agreement on final version to be tabled for Ministerial Conference)

Spring 2027

OUTCOMES FROM PREVIOUS DISCUSSIONS

- Current structure is appropriate (introductory section, 3 parts)
- Caution against overloading the ESG with too many topics, as it risks diminishing its strength
- Focus on learning, teaching (and assessment), but with much stronger reference to links with research and the societal mission
- Maintain applicability to all types of higher education provision (including “other/alternative providers” and smaller units of learning e.g. micro-credentials)
- The ESG are standards for quality assurance and not for quality itself and should support different concepts of quality
- The standards should be self-explanatory, while the guidelines support implementation in different contexts instead of explaining concepts mentioned in the standards

CONTEXT, SCOPE, PURPOSES AND PRINCIPLES

- Restructured and updated for current context
- Scope and applicability of ESG remain the same
- Reference to QA as part of the context that creates the conditions for fostering social dimensions and fundamental values for higher education
- Additional purpose: The ESG support diverse groups of stakeholders in higher education systems in continuously monitoring and enhancing the education provided
- Additional principle: Quality assurance supports and enables international cooperation based on trust
- Definitions included in a glossary

PART I MAIN CHANGES

I.1 Policy for quality assurance

- Requirement for the internal quality assurance policy to reflect links between learning and teaching and other institutional missions and activities.
- Explicit reference to the involvement of students and other stakeholders in the development and implementation of the policy.
- Reference to the societal mission, social dimension and fundamental values of higher education in the guidelines.

PART I MAIN CHANGES

1.2 Design, approval, ongoing monitoring and periodic review of programmes

- Merger of ESG 2015 standards 1.2 and 1.9.
- Societal relevance and employability are added to the standard
- Emphasis on involvement of stakeholders, including students, in programme design/monitoring.
- Emphasis on importance of learning outcomes approach.

PART I MAIN CHANGES

I.3 Student-centred learning, teaching and assessment

- Updated understanding of student-centred learning and focus on the role of QA in supporting this.
- Strengthening the reference, primarily in the guidelines, to students' active role, quality assurance perspective and inclusivity.
- Use of digital tools added to guidelines as good practice

I.4 Student admission, progression, recognition and certification

- Guidelines now include specific reference to the diploma supplement.

PART I MAIN CHANGES

I.5 Teaching staff

- Updated understanding of the role of the teacher.
- Expansion of the standard to cover all staff involved in education delivery
- Societal mission added to guidelines as element for scholarly activity

I.6 Learning environment

- Expanded to cover the whole learning environment – learning resources, infrastructure and student support.
- Includes digital tools among learning resources and infrastructure.
- Added reference to accessibility and inclusiveness.

PART I MAIN CHANGES

I.7 Information management

- Guidelines include reference to collecting data on student satisfaction.

I.8 Public information

- Inclusion of the need to publish outcomes of quality assurance processes.

I.9 Cyclical external quality assurance

- No significant change

PART 2 MAIN CHANGES

2.1 Consideration of internal quality assurance

- Specifies the need to address internal QA in general and all Part I standards specifically.
- Includes the need to verify that education provision is higher education and developed in line with requirements specific to the declared level of qualification offered.

2.2 Designing methodologies fit for purpose

- Underline the need to consider both accountability and enhancement, as well as relevant applicable regulations; and that the involvement of stakeholders is needed at all stages.

PART 2 MAIN CHANGES

2.3 Implementing processes

- Underlines the need to have consistency and alignment between the aims, processes and methodologies.
- Clarification that a site visit normally takes place in person (unless otherwise justified), it is realised by the peer-review experts and includes interviews with different types of stakeholders (moved from guidelines).
- Clarification that the report is developed by the experts (moved from the guidelines).

PART 2 MAIN CHANGES

2.4 Peer-review experts

- The requirement for the experts to be competent and independent and that their selection should be adapted to the specific quality assurance process was moved from the guidelines to the standard.

PART 2 MAIN CHANGES

2.5 Processes and criteria for outcomes

- Changed name of the standard to cover also the processes to reach the outcomes.
- Reference to the evidence base for decision-making is strengthened (link between criteria, evidence in reports, outcomes of the procedure, and decision-making processes to reach the outcomes).
- The need to transparently communicate if and how the outcomes of the process are formally recognised was added to this standard (following deletion of standard of official status)

PART 2 MAIN CHANGES

2.6 Reporting

- Expanded with the need to publish all documents used to reach the outcome of the review, in addition to the reports by the experts, if applicable.
- Reinforce the usability of the reports by the institutions, including recommendations, as well as the need to provide the opportunity to institutions to fact-check the reports (moved from guidelines).
- The need for digital accessibility and usability of reports was included in the guidelines.

PART 2 MAIN CHANGES

2.6 Complaints and appeals

- The need for appeals to be considered by a different entity than the one that took the decision was added to the standard.
- Further clarify in the guidelines the difference between complaints (related to process) and appeals (related to outcomes).

PART 3 MAIN CHANGES

3.1 Activities, policy and processes for quality assurance

- It is emphasised that involvement of stakeholders in the work and governance should be meaningful, while the students are now explicitly mentioned as one of the stakeholders to be involved.

(ESG 3.2 Official Status – deleted)

- The need for transparent information on how the outcomes of the reviews can be used and by whom they are recognised was included in ESG Part II (2.5).

PART 3 MAIN CHANGES

3.2 Independence

- Clarification that agencies have to act without undue influence from any single internal or external party, and that safeguards should be in place to prevent this.
- The three dimensions of independence - organisational, operational, and formal outcomes – are moved from the guidelines to the standard.

3.3 Activities for enhancement

- Standard is renamed and broadened to cover enhancement activities more generally.

PART 3 MAIN CHANGES

3.4 Resources

- Stronger emphasis on human resources, including the added requirement to ensure continuous professional development of the staff.

3.5 Professional conduct and integrity

- ESG 2015 standard 3.6 split into two standards
- Reference to the need for having and maintaining high professional standards and tools for ensuring integrity in order to facilitate trust (including when working across borders)

PART 3 MAIN CHANGES

3.6 Internal quality assurance

- Requirement for the existence and application of an internal QA policy is added to the standard.
- Professional conduct moved into a separate standard.

3.7 Review of agencies

- Requirement to address development since the previous review was added.

BFUG DISCUSSION

The BFUG is invited to reflect on the main proposed changes to the ESG.

The outcomes of the discussion will be taken into consideration together with the outcomes of the public consultation.

All consultation documents:

<https://www.enqa.eu/esg-standards-and-guidelines-for-quality-assurance-in-the-european-higher-education-area/#revision>





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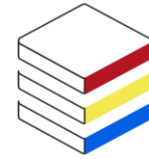
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Coffee Break

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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Review of the ECTS Users' Guide

BFUG, 16 December 2025



Session Agenda

Time	What
11:00 – 11:30	Introductory presentation <ul style="list-style-type: none">• Main findings from research• Overview of changes in the draft 2027 Users' Guide Followed by immediate clarifying questions
11:30 – 11:50	Overarching comments and general discussion
11:50 – 12:10	Focus: mainstreaming micro-credentials and LLL
12:10 – 12:30	Focus: mobility, incl. grade transparency and conversion

Revision Timeline

When	What	
Feb – Sep 2025	Research on implementation	desk research, surveys, focus groups
June – Nov 2025	Advisory Group meetings	review draft 0, 1 & 2
November 2025	Consultation session	Use of ECTS outside HE, esp. VET
November 2025	BFUG Board	update incl. draft 2
15/16 December 2025	BFUG	Review of draft 2
January 2026	Advisory Group meeting	review draft 3
Q2 2026	BFUG	Endorse draft 3 (final)
Q2 2027	Iași-Chișinău Ministerial Conference	

Background Research

- Objective: analyse implementation and current practice in using ECTS in higher education
- Sample:
 - **8 EHEA countries:** Austria, Bulgaria, France, Ireland, the Netherlands, North Macedonia, Spain, Sweden
 - **10 HEIs** per country (different status, sizes, profiles ...)
- Sources:
 - Desk research (course catalogues, sample documents)
 - Surveys of students and staff
 - Focus groups (2 HEIs per country)
 - Erasmus+ participants' survey results

Key Findings: Programme Design and Delivery

ECTS is universally used in full degree programmes, and regarded by students and staff as increasing transparency.

- **Learning outcomes:** clear, but coherence varies
- **Workload:** concept understood, but monitoring inconsistent
- **Student-centred learning:** welcomed, but suffers from resource constraints
- Programme **flexibility:** differs widely
- **Course catalogues:** information not always complete, but largely satisfactory for students

Key Findings: Mobility and Recognition

Automatic recognition based on Learning Agreement largely works, **but ...**

- **Rigid approaches** to recognition persist: one-to-one matching, detailed content equivalence, ...
- **Issues became “hidden”** at Learning Agreement preparation stage
- Learning Agreements often **not final before student starts** or need change
- **Grade conversion rarely works**, very few institutions in EGRACONS
- Institutions **continue to use deprecated A-E/F** scale
- **Digital infrastructure** (incl. Erasmus Without Paper) streamlined processes

Key Findings: Lifelong Learning

Use of ECTS outside full degrees and their courses not fully mainstreamed:

- Credits from blended intensive programmes (BIPs) or similar not always recognised/stacked as part of the curriculum
- ECTS allocated **only for ca. 60% of micro-credentials**
- **Regulatory uncertainty**, especially QF level assignment inconsistent
- **Recognition of prior learning** options often not known and underutilised

Changes: Overarching

- **ECTS as universal credit system for lifelong learning**
 - Suitable for learning at all levels
 - All contexts: formal, non-formal and informal
- **Key features** thoroughly reviewed
 - Include all essential elements, e.g. learner-centred, constructive alignment, grade issues
 - Quoted in the remaining Guide to avoid repetition
- **Mainstream** lifelong learning
 - Recognition of non-formal and informal learning integrated with awarding and accumulating chapter, rather than a separate add-on
 - Separate learning opportunity design and delivery (= formal education focus)

Changes: Overarching

- Use of ECTS **outside higher education**
 - Not entirely new, but growing relevance since ECVET repealed
 - Terminology changes: e.g. student → learner
 - Clear specification re. awarding of credits and QA references for all levels
- ECTS remains **“owned” by EHEA ministers**
 - For higher education: use of ECTS is EHEA key commitment and obligatory
 - For other sectors (or regions): use of ECTS is optional
 - Differentiated arrangements for future changes

Changes: Micro-Credentials

- **Clarify applicability**

- Reflect micro-credentials as a regular offer, on par with full programmes
- Use of ECTS for all learning opportunities, incl. micro-credentials
- Adjust language throughout Guide: whenever “programmes” are mentioned, also small standalone learning opportunities are

- **Transparency**

- ECTS credits always come with QF level indicated



accumulation



stacking



qualification/degree

Changes: Mobility and Recognition

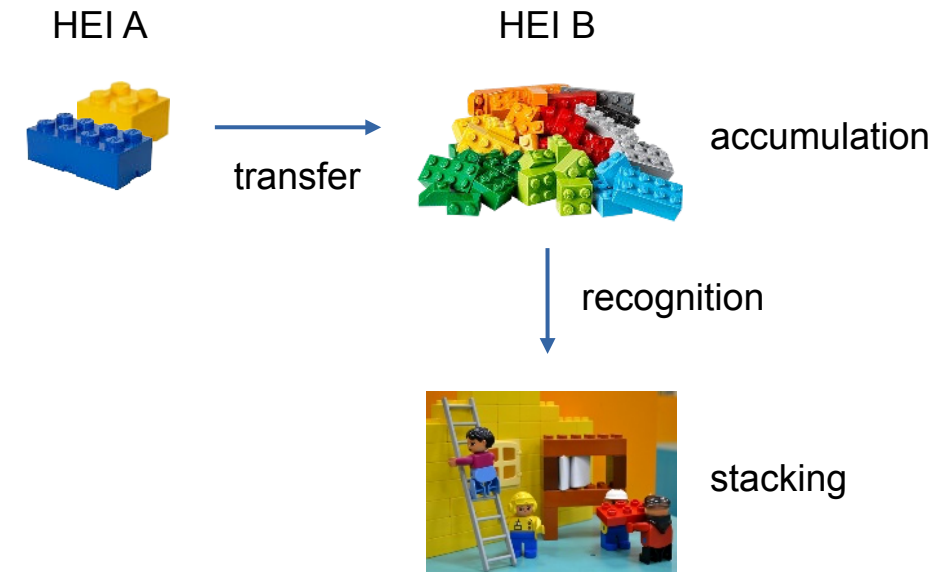
- Clearer **distinction of key concepts:**

- Transfer = move credits from A to B
- Recognition = count those credits towards a qualification

- Structure follows stages of mobility in practice

- Distinguish different scenarios

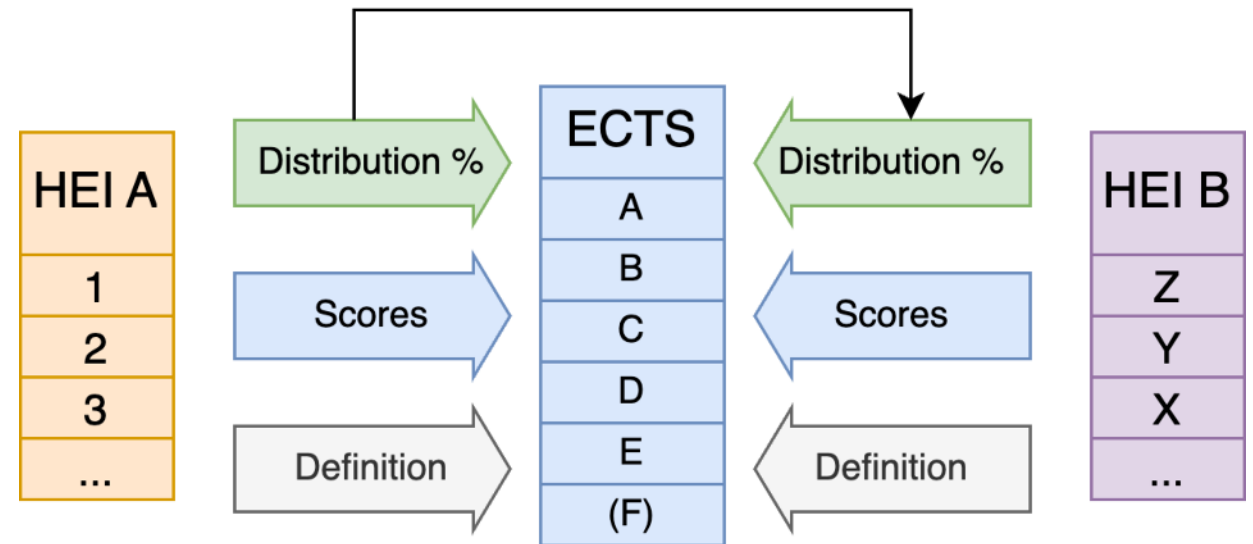
- **Individual pre-agreed** mobility: classical Learning Agreement (LA) → automatic recognition
- **Embedded pathway:** general agreement instead of individual LA → automatic recognition
- **Free individual mobility:** no LA → recognition decided ad-hoc afterwards



Changes: Mobility and Recognition (cont'd)

- **Grade transparency**

- Reintroduce A-E/F as reference grades, mapping from local grades, indicated for transparency
- Grade distribution info simplified and part of Transcript, rather than separate



- **Grade conversion**

- Perform only if necessary (e.g. average, student request, ...)
- Direct statistical method: matching between distribution tables (= current Guide)
- Via reference grade: always possible, even if both sides used different mapping approach

Changes: Digitalisation

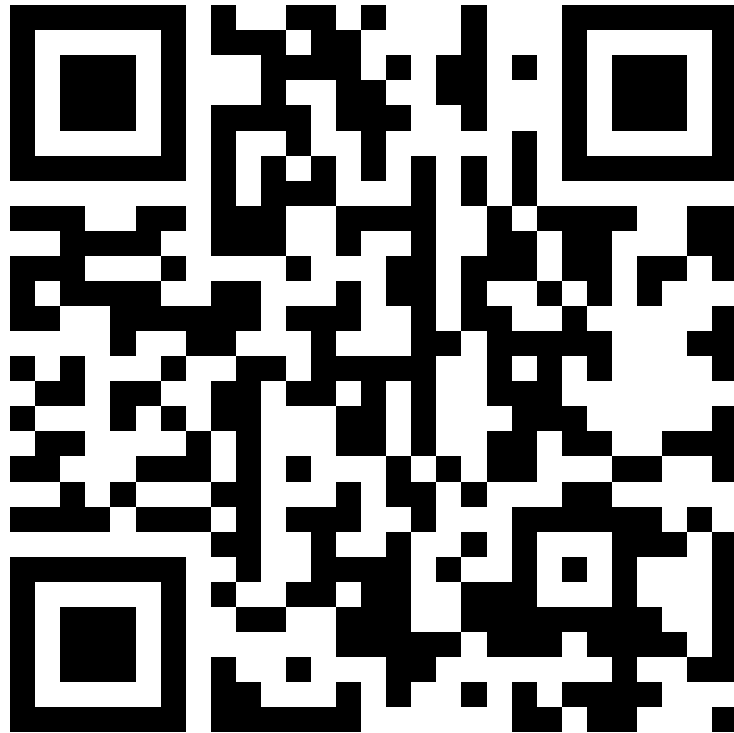
- Reflect advancement in digital infrastructure
- Basic principles regarding the use of artificial intelligence (AI)
- Reference key Europe-wide technology standards where applicable
 - Erasmus Without Paper (EWP) standards and network for mobility documents
 - European Digital Credentials for Learning (EDC) as universal format for documenting learning (and credits)
 - Current digital approaches to publish course catalogues, link to European Learning Model (ELM)

Changes: Structural

- **Clarified** language (must/should/can) and terminology
- **Streamlined quality assurance** chapter, focus on indicators for ECTS implementation
- Anticipate **modern publication format**, e.g. website rather than only PDF
- Shortened glossary:
 - No key feature duplication
 - No terms not used in Guide
- **No "breaking changes"** proposed

Additional feedback option

<https://survey.zohopublic.eu/zs/LNDDkd>



Questions – general

- Do you agree with opening ECTS explicitly for use outside higher education? Is that clear from the document, e.g. in the terminology used?
- Do you agree on the proposed modalities for future changes:
 - “Principles and Objectives” and “Key Features”: ministers' approval
 - Remaining, explanatory chapters: BFUG to commission and approve changes
 - “Further reading” boxes: can be updated by the European Commission and EHEA Secretariat, BFUG to be informed
- Do you find the terminology (must/should/can) understandable and clear?
- Do you agree with the provisions on awarding of credits at different QF-EHEA/EQF levels?
- Do you agree that a web-based publication would be preferable over (only) a monolithic PDF document? Should this be part of the EHEA website?

Questions - mainstreaming MCs and LLL

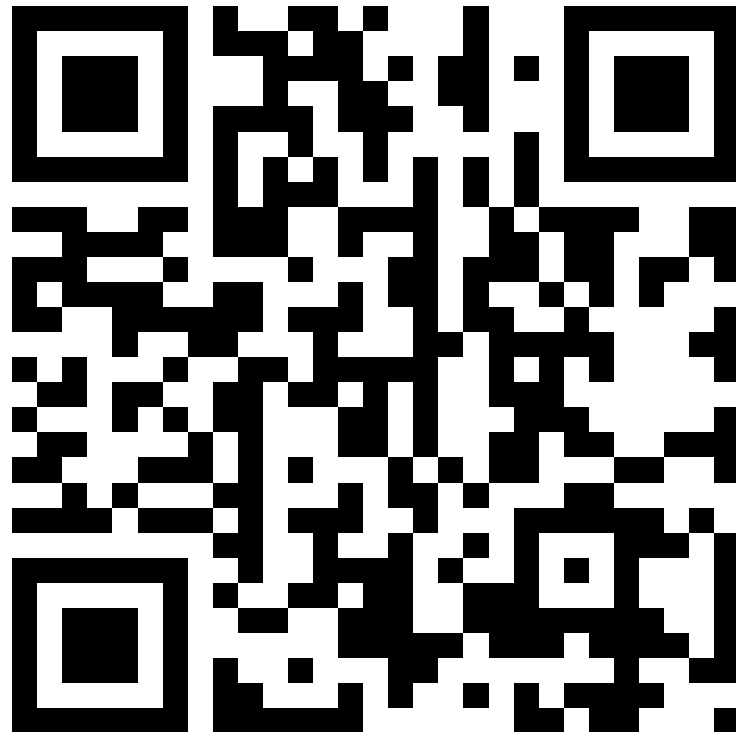
- Is the distinction and clarification of the terms “accumulation” and “stacking” clear?
- Is it clear from the text that ECTS credits should be used for full programmes (leading to short cycle, Bachelor, Master, PhD) as well as for micro-credentials or other smaller self-standing learning opportunities?
- Do you agree that ECTS credits should always be accompanied by an indication of a level (QF-EHEA or EQF)?
- Do you agree that the separation of design/delivery of learning opportunities from awarding and accumulating credits (regardless of formal, non-formal or informal learning) underlines the equal standing of learning, regardless of context where it was achieved?
- Is the text around recognition of prior learning clear and reflects EHEA commitments?

Questions – mobility, including grades

- Do you agree that the updated scenarios capture the reality well or do you see any scenario missing?
- Do you agree with the updated guidance on credit transfer and recognition?
- Do you agree with the principle that original grades should be reported, incl. contextual information, and only be converted if actually needed (e.g. to calculate an average grade or similar)?
- Do you agree that re-introducing an ECTS reference grade (A-E + F) could help transparency and understanding?
- Which do you consider the most preferable option for mapping local grades to the ECTS reference table?
- Would you consider a national/system-wide mapping of grades against the ECTS reference table or leave it up to individual HEIs?
- Which option for mapping local grades to the ECTS reference table would you/your HEIs most likely use?

Additional feedback on this draft until Wed 17 December:

<https://survey.zohopublic.eu/zs/LNDDkd>



Thank you!



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Information from consultative members

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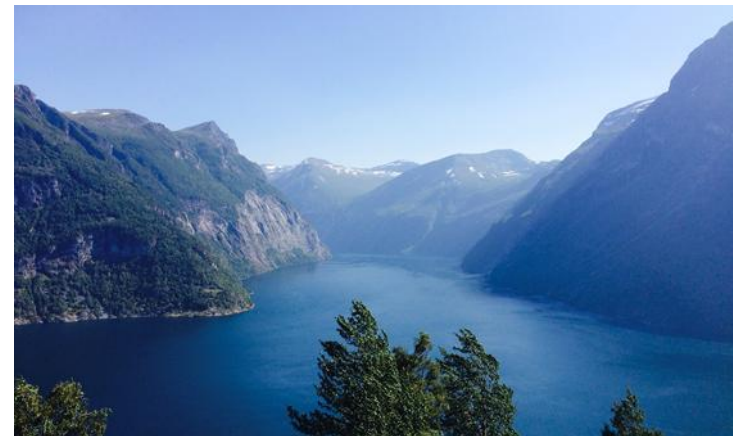
Board meeting in Norway 5 February

Tone Flood Strøm



Norway

- The *Kingdom of Norway*
 - Constitutional monarchy - King Harald V
 - parliamentary democracy
- Independence in 1905
- Approx 385. 000 sq.km
- Population of 5.4 million
- Currently one party minority government, lead by Mr. Jonas Gahr Støre from the Labour Party
- Minister of Education & Minister of Research and Higher Education
- Also the land of the midnight sun, the Vikings, the Nobel Peace Prize, Aha and Erling Braut Haaland..



Norway and the Bologna Process

- Norway joined the Bologna Process in 1999
- Norway has maintained an active role in the Bologna Process throughout
 - Co-chair in Monitoring Working Group (multiple terms)
 - Co-chair in Fundamental Values Working Group
- Currently active in:
 - Working Group on Internationalisation and Mobility
 - Fundamental Values - Working Group
 - Social Dimension - Working Group
 - Several Thematic Peer Groups, including on Quality Assurance



Higher Education in Norway



- 11 public universities, and 10 university colleges
- 29 private higher education institutions (mostly small in size)
- 3 higher education institutions under the auspices of other ministries (defence, police)



- Number of students – approx. 311 765 (2025)
- About 60,9% of the students are female (2025)



- No tuition fees for Norwegian students at state-owned HEIs
- State Educational Loan Fund (Lånekassen)

Board Meeting Oslo 5 February



- Board meeting in Oslo February 5th
- Dinner and social gathering the evening before – February 4th
- We will send more detailed information early January



MINISTRY OF EDUCATION
SPORT AND YOUTH



Republic of Cyprus

Bologna Following Up Group Meeting

Nicosia 9-10 March 2026



Cyprus at a glance



- Republic of Cyprus
- Presidential Republic
- Approx. 9,251 sq. km
- Population: ~1.15 million
- Independence in 1960
- 1974 Turkish Invasion:
37% of island occupied,
190.000 refugees
- Member of the European
Union (EU) since 2004



Cyprus and the Bologna Process

- **Cyprus joined the Bologna Process in 2001**
- **Strong commitment to the European Higher Education Area (EHEA)**
- **Active involvement in:**
 - **Quality Assurance Initiatives**
 - **Recognition and Mobility Projects**
 - **Social Dimension Working Groups**
 - **Internationalisation and European cooperation efforts**



Strategic Priorities of the CY Presidency

- **Strengthening the Southern Neighbourhood**
(which includes the broader Middle East and Gulf countries)
- **Addressing Migration**
- **Enhancing Enlargement Policy**
- **Ensuring Maritime Security**
- **Improving Cross-border Connectivity**
- **Supporting Innovation in the Primary Sector**
- **Dealing with Climate Change**



Priorities in the Field of Education and Training (foreseen)

- **Strengthening Basic Skills**
(in relation to the Basic Skills Action Plan and the Union of Skills strategy)
- **Empowering Teachers**
(in relation to the expected Teachers Agenda)
- **Advancing Higher Education and VET**
- **Negotiating the Future of Erasmus+**



Priorities in Higher Education

- **Internationalisation and Sustainable Cross-border Institutional Collaboration**
- **Enhancing Mobility in Higher Education**
- **Advancing the Development of a Joint European Degree Framework**
- **Union of Skills for Social Inclusion / Accessibility in Higher Education**
- **Upskilling and Reskilling in Higher Education in Alignment with the Labour Market**



CY Presidency Events (1/2)

High Level Group on Education and Training

1-2/12/2025, Municipality of Nicosia, Nicosia

Informal Meeting of Education Ministers

29-30/1/2026, Filoxenia Conference Center, Nicosia

Meeting of Directors-General for Schools (DG Schools)

18-19/2/2026, Filoxenia Conference Center, Nicosia

6th International Conference 'Literacies and Contemporary Societies'

24-25/2/2026, Filoxenia Conference Center, Nicosia

Bologna Follow Up Group Meeting (BFUG)

9-10/3/2026, Filoxenia Conference Center, Nicosia

Meeting of Directors-General for Vocational Education Training (DGVT)

30-31/3/2026, Municipality of Nicosia



CY Presidency Events (2/2)

Whole School Approach (WSA) for Education for Sustainable Development (ESD)

7-8/5/2026, Filoxenia Conference Center, Nicosia

EYCS Council (Brussels)

11-12/5/2026

Meeting of Directors-General for Higher Education (DG HE)

20-21/5/2026, Filoxenia Conference Center, Nicosia

Meeting of the Education Committee - Attaché Trip

11-12/6/2026, Limassol

Standing Group on Indicators and Benchmarks (SGIB)

24-25/6/2026, Filoxenia Conference Center, Nicosia

European Training Foundation (ETF) Conference

24-25/6/2026, Filoxenia Conference Center, Nicosia



Bologna Follow Up Group Meeting (BFUG)

Nicosia 9-10 of March 2026



Filoxenia Conference Center, Nicosia

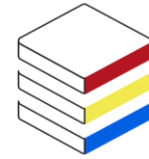


A large group of graduates in black gowns and caps are celebrating. Many have their arms raised high, and numerous black graduation caps are seen flying through the air against a clear blue sky. The graduates are looking upwards with expressions of joy and excitement.

We look forward to welcoming you to Cyprus!



**Danish
Presidency**
Council of the
European Union



EHEA
Secretariat

Any other business

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



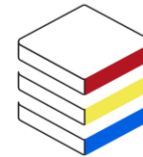
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**Danish
Presidency**
Council of the
European Union



OFFICE OF EDUCATION
PRINCIPALITY OF LIECHTENSTEIN



EHEA
Secretariat

Lunch

XCVII BFUG meeting
Copenhagen, Denmark
15th – 16th of December 2025



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