

Coordination Group on Global Policy Dialogue 4th Meeting

17th-18th of February

Italy

Minutes of the meeting

List of participants

Country/Institution	First Name	Last Name	Attendance
EUA	Elizabeth	Colucci	Online
ENQA	Luis	Miranda	In person
EURASHE	Ana	Duplava	In person
Germany	Frederike	Krist	In person
Holy See	Melanie	Rosenbaum	Online
Italy (Co-Chair)	Elisa	Petrucci	In person
Italy	Marianna	Tardioli	In person
Italy	Isabella	Rinaldi	In person
Kazakhstan	Rauza	Mendaliyeva	In person
Malta	Jon	Vercellono	In person
Moldova (Co-Chair)	Nina	Pușuntean	In person
Moldova	Lilia	Parhomenco	In person
Norway	Andreas	Snildal	In person
Romania	Mădălina	Matei	In person
Romania	Elmira	Chengiali	In person
Slovakia	Peter	Ondreička	In person
Spain	Esther	Esteban Rodrigo	Online
UNESCO (Co-Chair)	Leila	Loupis	In person
EHEA Secretariat (Head)	Horia	Onița	In person
EHEA Secretariat	Oana	Țințar	In person
EHEA Secretariat	Irina	Duma	In person

The European Commission, Education International – ETUCE and Montenegro sent their apologies. Albania, Austria, ESU, France and North Macedonia were absent.

1. Welcome remarks and introduction to the meeting

The Italian Co-Chair welcomed everyone to the meeting organised by CIMEA in Rome, Italy, and thanked the hosts from the Università degli Studi Guglielmo Marconi for their support, as well as the EHEA Secretariat, the Ministry of Education and Research from Romania and UEFISCDI, as coordinator of the GLOBAL 2030 project. They briefly presented the agenda and the objectives of the meeting.

2. Adoption of the agenda and acknowledging the 3rd CG on GPD meeting minutes

Documents: [CG GPD 4 CY NO Agenda 10.02.2026](#)
[CG GPD 3 DK LI Meeting Minutes 05.11.2025](#)
[CG GPD 4 CY NO FeedbackReport 3rdCGGPDMeeting](#)

The Moldovan Co-Chair briefly presented the agenda, emphasising that the suggestions from the CG GPD members had been integrated. The agenda was adopted with no further comments. The minutes from the 3rd CG GPD meeting were also acknowledged.

The EHEA Secretariat presented the feedback received related to the organisation and the content of the 3rd CG GPD meeting in Bucharest, Romania, and thanked the organisers and the hosts for their support.

3. Updates and discussion on the CG GPD next steps and activities

Documents: [CG GPD 4 CY NO CGGPDWork](#).

The Moldovan Co-Chair presented the membership of the Coordination Group and the latest activities conducted for the global dialogue, as well as the roadmap of the upcoming activities, including the development of the Global Policy Statement and the organisation of the Global Policy Forum.

The Italian Co-Chair announced that the 5th meeting of the CG GPD will take place on the 10th of June 2026, online. They also underlined the upcoming development of the Global Policy Statement and the roadmap for the post-2030 global dialogue, to be prepared as a deliverable within the GLOBAL2030 project. The latter document will be presented to the BFUG to be referenced in the Ministerial Communiqué.

4. Updates about the GLOBAL 2030 project activities

The EHEA Secretariat briefly presented updates from the GLOBAL 2030 project activities on behalf of UEFISCDI, focusing on the current and future project deliverables. The Detailed GANTT Chart, List of Macro-Regional Stakeholders for the CG GPD and the Dissemination Plan were already developed and await further confirmation from the project partners before submission. The three reports on global developments in Quality Assurance, Recognition and Digitalisation would be prepared based on concept notes agreed in the project. They would be delivered by ENQA, CIMEA and UEFISCDI, respectively. The project also covers the Peer-Learning Activities, as well as the coordination meetings with macro-regions to consult on the content of the Global Policy Statement.

5. Discussion about the Global Policy Statement drafting process

The UNESCO Co-Chair presented the Draft of the Global Policy Statement (GPS), developed together with the drafting group composed of the CG GPD Co-Chairs, EUA, Holy See, Malta, Norway and Romania. They proposed discussing the document section by section, namely (1) *Introduction*, (2) *Vision*, (3) *Actions* and (4) *Outlook*. They also noted that the writing of the Global Policy statement would be coordinated with the development of the Ministerial Communiqué, ensuring compatibility between the two documents.

The Holy See recalled that the CG GPD had been asked several times to provide a more structured way of involving countries interested in being more continuously engaged in the

EHEA in a type of “Friends of Bologna” or associate format. Consequently, they believed that the GPS should be the place to anchor such a closer collaboration format.

Norway noted that the *Introduction* and *Outlook* sections were rather imbalanced in terms of ambition, suggesting that the forward-looking aspects would better fit in the *Outlook* part rather than in the *Introduction*.

The UNESCO Co-Chair also emphasised the necessity of introducing aspects related to interconnectedness, which arose from the discussions within the GPS drafting group.

Regarding the *Introduction* section, Malta asked for further clarification related to the meaning of “diverse higher education systems”, with the UNESCO Co-Chair clarifying that the inclusion of the word “diverse” was aimed at implicitly referencing other world regions where the higher education systems may differ both in terms of regulation and quality assurance. The Italian Co-Chair also underlined that the EHEA aims at finding a balance between diversity and cooperation through common approaches, thus identifying synergies and shared areas of interest with other macro-regions.

The Holy See suggested already naming the “Iași-Chișinău Ministerial Communiqué” in the document. In terms of time framing, they noted the necessity of deciding on the tense used in the document, which would also be linked to the timeframe of the vision, namely long, medium or short term.

Norway emphasised that the current GPS should be built on both the Tirana Communiqué and the Tirana Global Policy Statement, as well as on previous Ministerial Communiqués and activities carried out in the EHEA.

Regarding the *Vision* section, Kazakhstan suggested including aspects related to transnational education. The UNESCO Co-Chair agreed that, besides mentioning internationalisation and mobility, the document should also include a mention of transnational education. The Italian Co-Chair underlined the importance of the topic, mentioning that it would also be referenced when it came to recognition and quality assurance.

The EHEA Secretariat suggested realigning the terminology related to the EHEA fundamental values and the Bologna key commitments, in order to avoid possible ambiguity. They also noted that the ministers are expected to adopt an Action Plan on Internationalisation and Mobility as an Annex to the Iași-Chișinău Ministerial Communiqué. They highlighted that the latest discussion of the Working Group on Internationalisation and Mobility also referenced a global dimension of the EHEA Action Plan and, therefore, suggested alignment between this document and the GPS. On another note, they noted that it might be worthwhile mentioning the current geopolitical situation, which affects higher education. The Italian Co-Chair emphasised that higher education can play a decisive role in addressing the current geopolitical situation and creating and reinforcing international cooperation and interconnectedness.

Malta suggested including the term “opportunity” in the *Vision* section, in the context of internationalisation and mobility as opportunities for global dialogue and cooperation.

The Holy See noted that the vision should be better clarified, underlining that after setting the common vision with the global partners, the actions should be defined accordingly. They noted that while the principles and values underpin the vision, they do not represent the vision itself.

In this context, Kazakhstan suggested envisioning the way in which higher education institutions could react towards the geopolitical situation in which they are operating, thus protecting their researchers, teachers and students. The UNESCO Co-Chair further highlighted that there is a necessity for higher education institutions to react, adapt and even take the opportunities of the continuously changing landscapes, given their role in society.

In relation to the *Action* section, the EHEA Secretariat noticed the diversity of actions proposed in the draft GPS and suggested streamlining the topics addressed to identify how they are interlinked to each other. Upon a remark from the UNESCO Co-chair that social dimension should be further detailed in the GPS, he also noted that the topic of social dimension has been addressed in the Tirana Communiqué from a rather political perspective, while in the upcoming reference documents, it could be addressed more technically to ensure the implementation of the Principles and Guidelines of the Social Dimension. They also suggested that social dimension is rather a transversal element from a global perspective, depending on the focus within each macro-region, and recommended connecting the work for the GPS with the TPG D in this regard. The UNESCO Co-Chair considered that it would be challenging to go into too much detail on topics which had not been addressed in the Peer-Learning Activities (PLA) organised in the context of CG GPD.

Regarding the action point on refugees, Norway highlighted that research emphasised that recognition is not the main barrier in refugees' access to higher education, but rather language. Thus, they suggested enlarging the action line related to removing barriers for refugees' access to higher education.

ENQA mentioned that the point on addressing issues related to ethics, transparency and academic integrity seemed rather reactive than enhancement and support-oriented. They also suggested clarifying what ethics refers to in the context of the GPS, given its broader meaning that could refer to ethics in learning and teaching, work ethics in academia or research ethics. The Italian Co-Chair clarified that the aim was to address education fraud as a mean of building trust between systems, especially in the global context, at the same time agreeing that further discussion would be necessary for addressing ethics and integrity in the GPS.

Regarding the *Outlook* section, the UNESCO Co-Chair invited the CG GPD members to discuss whether a more concrete structure could be included in the GPS for the future dialogue with the other regions, as the Holy See previously suggested. EUA noted that it would be quite challenging to find a means of cooperation through an official associate status for non-EHEA countries, and suggested thinking of an associate country status to the CG GPD (such as "friends of the CG GPD") or its future iteration as a working structure. This could provide a mechanism to integrate them into the working structure in an informal way, while also recognising that they might have a more active role in the future global dialogue. They agreed on underlining this concept of cooperation, allowing more engagement with countries which might wish a deeper involvement in the work of the CG GPD. They also exemplified the OBREAL initiative of EUA, which set the scene of engaging higher education reform experts, who would like to be more engaged in the future, following the closing of the project. The Italian Co-Chair commended EUA's proposal of creating a status related to the CG GPD rather than in relation with the BFUG as a first step for enhanced cooperation.

The CG GPD members were invited to provide feedback on the draft Global Policy Statement by the 27th of February 2026, so that the drafting group would be able to integrate any suggestions and continue their work until the next discussion during the 5th CG GPD meeting.

6. Closing and Any Other Business

The Co-Chairs thanked everyone for their participation and engagement in the discussion.