

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

Name of the working structure	Coordination Group on the Global Policy Dialogue
Work period	2024-2027
Co-chairs	<ul style="list-style-type: none"> • Italy – Elisa Petrucci • Republic of Moldova – Nina Putuntean • UNESCO – TBC (temporary Vanja Gutovic, Programme Specialist)
Composition	Albania, Austria, Azerbaijan, EUA, Education International – ETUCE, ENQA, EURASHE, European Commission, ESU, France, Germany, Holy See, Italy, Republic of Moldova, Montenegro, Romania, Slovakia, UNESCO
Reference to the Tirana Communiqué	<p><i>We ask the BFUG and its working structures to continue to develop and strengthen dialogue and collaboration with macro regions on various levels and with appropriate interlocutors.</i></p> <p><i>This includes reciprocal referencing of qualifications frameworks and credit systems, ratification and implementation of the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, as well as the second-generation regional recognition conventions, and alignment and mutual understanding of quality assurance principles.</i></p>
Main goals	<p>Goals to be achieved by the working structure in relation to the Tirana commitments:</p> <ul style="list-style-type: none"> • Ensure dialogue, enhance cooperation and transparency and consolidate trust between EHEA and other countries, organizations and macro-regions; • Contribute to achieving the United Nations Sustainable Development Goals, notably SDG 4.3; • Support the alignment of tools for recognition and mutual understanding of quality assurance principles and ethical principles and values of international academic cooperation. • Raise awareness on the UNESCO recognition conventions and their potential for creating synergies among regions. • Contribute to the World Higher Education Conference III road-map implementation • Identify the themes where synergies can be found between regions, and with global organizations, be it at the intergovernmental level, or in transnational exchange and collaboration between higher education institutions and organisations • Supporting the organisation of the 2027 Global Policy Forum

	and organising other events, where possible and appropriate
Outcomes	<p>The main expected outcomes are:</p> <ul style="list-style-type: none"> • Draft of the Global Policy Forum Statement 2027 • Enhanced coordination with interregional instruments and projects dealing with HE policies • Strengthened interregional cooperation between EHEA and other macro-regions • Topic specific recommendations from the open meetings with stakeholders • Increased participation of international partners in the 2027 Global Policy Forum
Specific tasks	<p>Tasks that the CG GPD will implement:</p> <p>During the first CG GPD meeting, the group will map a list of stakeholders at regional level, including stakeholders with a specific remit (e.g. recognition, quality assurance, internationalisation).</p> <p>The identified stakeholders will be invited at further CG GPD meetings, based on the agreed calendar.</p> <p>Representatives of other BFUG working structures will be invited to CG GPD meetings, based on the topic of discussion and as relevant.</p> <p>Development of an action plan/roadmap for transnational cooperation in higher education - looking beyond 2030</p> <p>Enhance cooperation between higher education institutions within and beyond EHEA</p>
Meetings	<p>There will be at least two CG GPD meetings per year (one meeting/6 months).</p> <p>On a rotation basis, one CG GPD meeting should include only members of the group, while the next should include stakeholders and focus on debating one or more selected topics. Each year there should be a maximum of three topics discussed, from issues of common interest such as key commitments, microcredentials, use of learning outcomes, quality assurance, lifelong learning, internationalisation, right to education/social dimension, article VII of the Lisbon Recognition Convention, values and guiding principles, digitalisation and AI implications, crosscut by major challenges as student population decline, fast-changing market demand, social differences and rising costs of studying</p>
Liaison with other working structures	Cooperation is foreseen, with the TPGs working on the key commitments (A, B, C), the Working Group on Internationalisation and Mobility and any other BFUG working structure as appropriate.
Contribution to enhancing mobility	Through enhanced global cooperation, EHEA member states improve their knowledge and enhance their trust in relation of other HE systems, thus increasing international cooperation and mobility.

	Common work on technical tools in the area of key commitments increases comparability and compatibility of higher education systems, enabling learners to study cross-border and institutions/faculties to expand exchanges and collaboration.
Correlation with initiatives outside the Bologna Process	Synergy with the EU initiatives (Europe on the Move, Global Gateway, Skills and Talent Mobility Package, Higher Education Package), UNESCO's Campus Africa, The Global Convention on Recognition of Qualifications concerning Higher Education Work Plans and other relevant interregional initiatives, ASEAN Roadmap 2025 ENLACES initiative.
Reporting	<p>The minutes are provided after each CG GPD meeting by the EHEA Secretariat.</p> <p>The CG GPD will report at each BFUG Board and BFUG meetings on the progress of their work.</p> <p>The first draft of the Global Policy Forum Statement is submitted one year before the Ministerial Conference.</p>
Dissemination and enhancing knowledge sharing	Main outcomes and results will be made available to the public on the EHEA website and shared with interested stakeholders.
Tackling transversal topics	<p>Digitalisation & AI could be tackled within discussions on recognition, QA etc. This includes digital credentialling, interoperability, data architecture and others. The CG GPD, with the support of the Secretariat, aims to observe developments in other world regions and to exchange with stakeholders on potential synergies in this field.</p> <p>Contributing to SDG 4.3, including advocacy and monitoring of progress</p>