

**Minutes of the
2nd Thematic Peer Group B on the Lisbon Recognition Convention
(TPG B on LRC) meeting
10th June 2025
Online**

List of participants

Country/ Organisation	Name	Last Name
Albania	Entela	Haloci
Andorra	Mar	Martínez Ramírez
Armenia	Varduhi	Gyulazyan
Armenia	Gayane	Harutyunyan
Belgium	Helene	Peterbauer
Bosnia & Herzegovina	Mirta	Mandić Martinović
Bosnia & Herzegovina	Dženan	Omanovic
Bulgaria	Vanya	Grashkina
Bulgaria (NARIC)	Kostadin	Tonev
CIMEA	Marianna	Tardioli
CIMEA	Andreina	Ghirlanda
CIMEA	Elisa	Petrucci
Council of Europe	Alessandra	Ricci Ascoli
Croatia	Marina	Crnčić Sokol
Denmark	Allan	Bruun Pedersen
Education International	Redouane	El Alami
European Commission	Agnieszka	Jelnicka
European Students' Union	Levente	Varga
Eurydice, Co-chair of the WG on Monitoring	David	Crosier
EQAR	Aleksandra	Zhivkovikj
France (Co-Chair)	Jingchao	Jingchao Shi
Georgia	Salome	Abramishvili
Germany	Tim	Tim Maschuw
Greece	Iannis	Katsanevakis
Greece	Vasileios	Charalampopoulos
Holy See	Melanie	Rosenbaum
Hungary	Gábor	Mészáros
Ireland	Andrina	Wafer
Italy (Co-chair)	Chiara	Finocchietti

Latvia	Baiba	Ramina
Latvia	Rūdofls	Aleksandrs Strods
Latvia	Solvita	Siliņa
Liechtenstein	Belgin	Amann
Malta	Graziella	Debattista
Moldova	Rodica	Isac
Netherlands	Arthur	Belle
Netherlands	Bas	Wegewijs
Romania	Adrian	Iordache
Slovakia	Lucia	Hustavova
Slovenia	Sabina	Zajc
Sweden	Ernst	Lindqvist
Switzerland	Stella	Krepp
Turkey	Canan	Ünvan
United Kingdom- Scotland	Ciaran	Donaghy
Ukraine (Co-Chair)	Maryna	Mruga
UNESCO	Leila	Loupis

Austria, EUA, Czech Republic, EURASHE, Kazakhstan, Montenegro, Norway, Poland, San Marino, Spain did not attend the meeting.

Meeting starts at 9:15 CEST.

1. Welcome and introduction

[Agenda of the Meeting](#)

The meeting opened with a welcome from the TPG B Co-Chairs from France, Italy and Ukraine. The Co-chairs welcomed the participants and introduced the discussions, as a continuation of debates held in Rome.

2. International mobility and Global trends in Higher Education

Documents: [Presentation](#)

The UNESCO representative presented global higher education trends, noting that enrolment continues to rise and reached 264 million students in 2023—more than double compared to two decades ago. Women outnumber men globally in relation to higher education enrolment, with 113 women per 100 men, although disparities persist, particularly in sub-Saharan Africa. The gross enrolment ratio (GER) increased from 19% in 2000 to 43% in 2023, but regional variations persist (79% at the highest versus 9% at the lowest). Furthermore, UNESCO added that refugee enrolment remained limited, with only 7% accessing higher education. International student mobility had tripled, growing from 2.1 million in 2000 to nearly 6.9 million in 2022, with Europe and North America hosting more than half of all mobile students. The impact of the COVID-

19 pandemic temporarily slowed mobility, though overall international students represent a growing share of global higher education enrolment. In the end, UNESCO pointed out the pace of the ratification of regional recognition conventions and the Global Recognition Convention, with the latter achieving the mark of 38 State Parties.

3. How recognition can support mobility: perspectives from the EHEA WG on Internationalisation and Mobility

Documents: [Presentation](#)

The Dutch Co-chair of the BFUG Working Group on Internationalisation and Mobility outlined the WG's work in the context of the mandate given through the Tirana Communiqué, emphasizing EHEA countries' commitment to removing barriers to mobility, reaching the 20% mobility benchmark, and promoting greener, more inclusive, and balanced mobility. The Tirana Communiqué also reaffirmed the commitment to enabling all learners to gain international and intercultural competencies. The Dutch Co-chair added that the WG's remit includes preparing an EHEA Action Plan on Internationalisation and Mobility, which would support EHEA members in developing internationalisation strategies, address disparities in mobility across countries and study cycles, and providing policy recommendations to enhance the inclusivity, balance, and sustainability of mobility. Furthermore, he pointed out that the WG's Terms of Reference include links with TPG B on the recognition of periods abroad.

Recognition was highlighted as essential for mobility: degree mobility requires recognition of qualifications and a move towards automatic recognition, as well as recognition of prior learning and access qualifications, while credit mobility depends on recognition of credits earned abroad and effective use of learning agreements. The WG requested TPG B's insights on mobility bottlenecks, seeking systematic data on barriers and recommendations to align the action plan with TPG B's work.

Participants observed that imbalances in mobility are often linked to broader differences in accessibility and attractiveness of systems. This raised the question of what indicators will be used to monitor accessibility and how systematic data on barriers and admission practices can be provided. Synergies between groups were highlighted. It was discussed the idea of joint seminars on "Recognition vs. Admission: Transparency in Selection Criteria" and to explore the possibility of joint guidelines for higher education institutions. Public seminars were identified as a natural venue for continuing this discussion.

4. International mobility in the EHEA: evidence from the Bologna Process Implementation Report (2024)

Documents: [Presentation](#)

The representative of Eurydice and Co-chair of the WG on Monitoring presented findings from the 2024 Bologna Process Implementation Report, noting that while significant progress had

been made on the three key commitments, the impact on mobility had been more complex. The 2009 benchmark of 20% mobile graduates by 2020 proved difficult to measure at the outset due to limited and unreliable data, though reporting has since improved.

Current data (2020/21) showed that mobility remained uneven, and was negatively affected by the pandemic. He noted that mobility rates rise with each cycle—7.7% in the first cycle, 13.5% in the second, and 16% at PhD level, with the majority of mobility taking place, in absolute numbers, in the first cycle. Credit mobility is more substantial than degree mobility, though imbalances persist, with some countries showing a higher share of incoming than outgoing students and vice versa. The WG on Monitoring Co-chair emphasized that while structural reforms support mobility, many additional factors influence student decisions, including financial capacity, family and institutional attitudes, housing, career prospects, perceptions of foreigners, and the availability of online learning. As a result, predicting future mobility trends remained challenging.

5. International recognition flows among the ENIC-NARIC centers

Documents: [Presentation](#)

The Report on the Global Dimension of the ENIC-NARIC Networks 2025 was presented by the Italian representative, which analysed recognition trends based on responses from 43 ENIC-NARIC centres (74% of the networks) and compared with earlier surveys since 2015. The top countries from which recognition requests were received included the UK, USA, Russia, Turkey, India, Germany, Italy, Pakistan, France, and Ukraine. Around 39% of centres reported developing information sources on non-European regions, mainly covering Africa, Latin America, South Asia, and Eurasia. Cooperation activities were reported by 28% of centres, focusing on projects, networks, and international conferences, with Asia-Pacific emerging as a leading region for collaboration. Bilateral agreements supporting automatic recognition were in place for 65% of respondents, while most centres also maintained links with networks outside Europe for information exchange, joint projects, and recognition requests. The report also noted progress in relation to the Global Convention, though participation remained uneven. Overall, the report highlights that while strategic cooperation and recognition flows have been stable, there is a growing need for enhanced information tools and stronger internationalisation strategies.

6. Input from the TPG A and TPG C groups

Documents: [Presentation - TPG A Co-Chair](#)
[Presentation - TPG C Co-Chair](#)

The Latvian TPG A Co-chair outlined TPG A's 2025–2027 work plan, supporting the Bologna key commitment of a three-cycle system compatible with the overarching qualifications framework

of the EHEA. Planned activities include peer-learning on self-certification of NQFs, recognition of transnational education and joint programmes, study programmes outside the Bologna three-cycle structure, and databases and registers of qualifications reflecting QFs. Two working groups will focus on supporting automatic recognition in terms of QF and using QFs for flexibility of learning, particularly in the context of short cycle qualifications, lifelong learning opportunities and professional HE.

The Armenian TPG C Co-chair presented TPG C's priorities for the 2024-2027 work period. Main themes include compliance with ESG, the application of the European Approach for the QA of Joint Programmes, cross-border QA, QA of transnational education and European Universities alliances, and external QA of flexible learning pathways. Planned outputs comprise thematic reports, peer-learning activities, an updated 'Key considerations' for CBQA and the development of a Code of Conduct for CBQA, as well as several policy briefs. The TPG C would be supported through the umbrella SIQA project, while also benefiting from synergies with the ROQA-TNE and SPICE projects.

7. Exchange of information and good practices

Documents: [Presentation from Albania](#)
[Presentation from France](#)
[Presentation from Greece](#)

Albania provided updates on the implementation of Bologna commitments in Albania, noting the full adoption of the three-cycle higher education system and the use of ECTS. The Albanian Qualifications Framework (AQF) has been referenced to the EQF and self-certified with the QF-EHEA. Recognition of foreign qualifications is managed by the Centre of Education Service (QSHA), though practices vary across HEIs. The Albanian representative highlighted that main challenges include the inconsistent practices between institutions, lack of training for staff involved in recognition, limited access to reliable databases, partial implementation of the use of learning outcomes and the lack of automated and/or digital tools for recognition. Current priorities include developing national guidelines and checklists, staff training, the development of digital tools, and improving recognition of vocational and non-formal learning.

France presented its Tour de France initiative for Automatic Recognition (AR), stemming from the desire to build HEIs capacity in implementing automatic recognition and the challenges in harmonizing the understanding of AR. During the implementation of the initiative, the French ENIC-NARIC found out that de facto AR was mostly in place, while different practices existed even within a HEI. Measures put in place along the Tour de France initiative included a dedicated AR webpage, annual national webinars on AR and updated country information sheets, while new plans include the creation of a MOOC focusing on AR and a communication platform for admissions officers.

Greece reported on the ratification of the Lisbon Recognition Convention by the Greek Parliament on 27 June 2024, while the initial integration of the LRC principles took place in

2005. The Greek representative also presented recent legislative reforms, particularly the Law 5094/2024. The new law facilitates recognition of foreign study periods and enables students to transfer into English-taught programmes. The reforms provide a comprehensive framework for internationalisation, reduce bureaucratic barriers and support Greek universities as international education hubs.

Meeting closed at 12:45 CEST.