

Thematic Peer Group B on the Lisbon Recognition Convention 4th Meeting

24th of June 2026

Sèvres, France

Minutes of the meeting

List of participants

Country/Institution	First Name	Last Name
Andorra	Mar	Martínez Ramírez
Armenia (online)	Gayane	Harutyunyan
Austria	Karin	Giese
Bosnia and Herzegovina	Dženan	Omanović
Council of Europe	Catherine	Dolgova Dreyer
Czech Republic	David	Pavlorek
Denmark	Allan Bruun	Pedersen
EQAR	Aleksandra	Zhivkoviky
ESU	Katariina	Järve
EUA/ BICG (online)	Maria	Kelo
EURASHE	Jakub	Grodecki
European Commission	Camille	Odent
France (Co-Chair)	Jingchao	Shi
France (TPG A)	Sara	Thornton
France (TPG C)	Sophie	Guillet
France (Ministry of Labour and Employment)	Zacharia	Haryouli
Georgia	Anna	Kamladze
Georgia	Salome	Abramishvili
Germany	Tim	Maschuw
Holy See (online)	Melanie	Rosenbaum
Hungary	Julia	Juhász
Ireland	Andrina	Wafer
Italy (Co-Chair)	Chiara	Finocchietti
Italy	Elissa	Petrucci
Italy	Emanuela	Gitto
Italy	Marianna	Tardioli
Kazakhstan	Yerzhan	Irgebayev
Kazakhstan	Assem	Alshurina
Kazakhstan	Alibek	Madibekov
Malta	Graziella	Debattista
Netherlands	Merel	Eimers
Netherlands	Jenneke	Lokhoff

Country/Institution	First Name	Last Name
Norway	Dag	Hovdhaugen
Poland	Hanna	Reczulska
Romania	Adrian	Iordache
San Marino	Remo	Massari
Slovakia	Lucia	Hustavova
Sweden	Ernst	Lindqvist
Ukraine (Co-Chair, online)	Maryna	Mruga
Ukraine	Tetiana	Vahina
Ukraine	Viktoriya	Sergiyenko
UNESCO	Leila	Loupis
UNESCO	Wesley	Teter
United Kingdom - Scotland	Megan	Brown
EHEA Secretariat	Irina	Duma

Albania, Bulgaria, Croatia, Greece, Latvia, Liechtenstein, Lithuania, Montenegro, Republic of Moldova, Switzerland and Türkiye were absent. Slovenia sent their apologies.

1. Welcome remarks and introduction to the meeting

Documents: [TPG B 4 CY NO Draft Agenda](#)

The French Co-Chair welcomed everyone to the 4th Thematic Peer Group B on Lisbon Recognition Convention (TPG B on LRC) meeting, organised at the premises of France Éducation International in Sèvres. She pointed out that the meeting was aimed at stimulating reflection of flexible learning pathways. They briefly went through the agenda of the meeting, which was adopted without changes.

The Italian Co-Chair underlined the two major documents adopted in October 2025 by the Lisbon Recognition Committee, which are important for the work of TPG B, namely the [Code of Good Practice in the Provision of Transnational Education](#) and the revised [Joint ENIC/NARIC Charter of Activities and Services](#). Another element of interest would be the establishment of the [Centre for Preventing and Countering Education Fraud](#) of the Council of Europe, an initiative also in line with the commitment of the [Tirana Communiqué](#) to countering diploma and accreditation mills, fraudulent qualifications and academic cheating services.

2. Flexible learning paths: current policies, new developments and future scenarios look

Documents: [TPG B 4 CY NO 2 FlexibleLearningPaths](#)

Wesley Teter, representing the Higher Education Section of UNESCO, discussed emerging priorities for flexible learning pathways given dynamic and disruptive global contexts. The session provided an overview of UNESCO's work in the area of lifelong learning and flexible learning pathways that promote access, delivery and recognition.

3. Global perspectives on lifelong learning: reporting from the recent Coordination Group on Global Policy Dialogue

Documents: [TPG_B_4_CY_NO_3_GlobalPerspectives](#)

Elisa Petrucci, in her capacity as Co-Chair of the Coordination Group on Global Policy Dialogue (CG GPD), provided an overview of global perspectives on lifelong learning, a topic addressed during the [4th CG GPD meeting](#) held in February 2026.

Romania noted that access to education should also be addressed within the policy issue, especially given that in some parts of the world flexible learning paths usually represent the basis of education in the absence of formal access to primary education systems. Therefore, opined that it would be worthwhile to discuss about means to tackle recognition of prior learning in those countries where only formal education is regulated. In this sense, they proposed not only focusing on lifelong learning as learning opportunities after completion of formal education available later in life, but also on initial training through alternative and flexible pathways in the context of limited access to formal initial education.

The Italian CG GPD Co-Chair agreed that, depending on the regional context, lifelong learning is addressed either as an access path to further formal education, or as a mean to support education throughout the entire life after completion of formal education.

4. Union of skills & ECTS

Documents: [TPG_B_4_CY_NO_4_UnionOfSkills_ECTS](#)

Camille Odent presented the European Commission's work on the Union of Skills and its initiatives focusing on recognition, as well as the work for the revision of the ECTS Users' Guide, to be adopted by the 2027 Iași-Chișinău Ministerial Conference.

The Council of Europe addressed the European Commission's initiative of proposing a Common European framework for automatic recognition by 2027, considering that it might be ambitious given the workload needed to adopt such a mechanism.

Germany asked whether there are any plans from the European Commission's side to further incentivise the uptake of micro-credentials and skills, given the rather high amount of resources needed to implement such initiatives. They also mentioned that there is no general opposition from national governments to the implementation itself, but rather low provision of funds to support such initiatives. The European Commission mentioned the report on implementing micro-credentials in EU member states, noting that a follow-up to the report would be necessary, perhaps together with addressing the recognition of such learning experiences.

On the same note, France addressed the issue of recognition of prior learning for migrants or those who have been left out of the education system along the way, or who might have been sidelined for different kind of reasons. The European Commission noted that countries should look into the work of conceptualization of education of other countries and explore the different education systems, to identify solutions for those learners seeking recognition for different forms of prior learning.

5. Experiences sharing session from the perspective of...

5.1. TPG B members

Documents: [TPG B 4 CY NO 5.1.1 Experiences SkillsRecognition](#)

[TPG B 4 CY NO 5.1.2 Experiences VAE](#)

[TPG B 4 CY NO 5.1.3 Experiences RPL](#)

Merel Eimers, representative of Dutch ENIC-NARIC centre (Nuffic), presented the Pilot International Health Care Professionals, a project aimed at evaluating credentials for professional recognition in The Netherlands.

Further on, Zacharia Haryouli from the French Ministry of Labour and Employment shared the experience of the VAE (*la Validation des Acquis de l'Expérience* – Validation of Acquired Experience) reform and the French VAE Platform.

Nonetheless, Tetiana Vahina, Senior Advisor of ENIC Ukraine, presented the practices of recognition of prior learning in Ukraine, as well as learning acquired in a non-formal or informal settings.

5.2. TPG A and TPG C

Documents: [TPG B 4 CY NO 5.2.1 Experiences TPG A](#)

[TPG B 4 CY NO 5.2.2 Experiences TPG C](#)

To ensure synergies between TPG B and other BFUG working structures, the TPG A French Co-Chair, Sara Thornton, was invited to share the work on qualifications frameworks on flexible learning. She also presented key priorities related to the topic that the TPG A is working on. The TPG C French Co-Chair, Sophie Guillet, shared the work on the quality assurance of flexible learning pathways, in particular sharing the survey results on national regulations and guidelines, included suggestions for action to support effective quality assurance of flexible learning pathways.

5.3. Stakeholders' organisations

Documents: [TPG B 4 CY NO 5.3.1 EUA](#)

[TPG B 4 CY NO 5.3.2 EQAR](#)

Maria Kelo, Director of Institutional Development at European University Association (EUA), presented the work conducted by the EUA Learning & Teaching Thematic Peer Group, focusing on flexible learning and teaching, challenges for higher education institutions and trends.

Further on, Aleksandra Zhivkoviky from the European Quality Assurance Register (EQAR), shared the work in progress for updating the EQAR Knowledge base, representing an information resource for transparency, through the provision of detailed insights into how external quality assurance is organised across the EHEA.

6. Experiences sharing session from the perspective of...

6.1. Learners

Documents: [TPG B 4 CY NO 6.1 PLA Learners](#)

Katariina Järve, Executive Committee member of the European Students' Union (ESU), shared students' perspective on recognition of prior learning, focusing on ESU's position based on data gathered from national unions of students and outlined in the report "[Bologna with Students Eyes](#)" published by ESU in 2024.

6.2. Higher education institutions

Documents: [TPG B 4 CY NO 6.2 PLA HEIs](#)

Jakub Grodecki, Head of Higher Education Policy at EURASHE, presented the expectations and challenges identified across higher education institutions in the matter of flexible learning paths. They also shared the work to date within the Erasmus+ co-funded project "Bologna Process for Learning and Teaching", coordinated by EURASHE in partnership with EUA, ESU and Algebra Bernays University (Croatia).

6.3. Ministries

Documents: [TPG B 4 CY NO 6.3 PLA Ministries](#)

Andrina Wafer from Quality and Qualifications Ireland (QQI) presented the policies in place at national level, focusing on the intersection between the Lisbon Recognition Convention and the national legislation.

7. Reporting in plenary

The Italian Co-Chair noted the blended character of the meeting, by also including a peer-learning activity for the TPG B members, who had the opportunity to discuss about flexible learning pathways from the perspective of learners, higher education institutions and ministries. The presentations held during the previous session provided important insights of the needs and challenges of each of the mentioned groups, aiming at identifying solutions to overcome barriers in relation to recognition of different learning pathways.

8. Presentation of TPG B mid-term monitoring survey results

Documents: [TPG B 4 CY NO 8 Mid-termSurvey](#)

Following the dissemination of the TPG B mid-term survey among the group's members, focused on assessing the contribution of TPG B activities to the implementation of Bologna Key Commitment 2, the Co-Chairs presented the aggregated results on the usefulness of these activities and their national impacts, as well as suggestions for the next activities. The main areas of national impact identified included automatic recognition, digitalisation of recognition processes, recognition of refugee qualifications and legislative and procedural reforms. The respondents' suggestions mainly referred to implementation-oriented activities, peer-learning activities and staff mobility encouraging participation of different countries, practical guidance and training, continued work on emerging topics such as artificial intelligence, micro-

credentials, transnational education, recognition of prior learning and mitigation of fraud in education, as well as ensuring stronger links with other EHEA working structures.

9. Presentation of the narrative text for the Bologna Process Implementation Report (BPIR)

Documents: [TPG B 4 CY NO 9 BPIR](#)

The Italian Co-Chair shared the proposed timeline for preparing the narrative text for the Bologna Process Implementation Report (BPIR), based on the structure, contents and guiding questions for the document.

10. Presentation of staff mobility

Documents: [TPG B 4 CY NO 10 StaffMobility](#)

Emanuela Gitto from CIMEA Italy, as coordinator of the TPG-LRC Plus project, presented the staff mobility call within the framework of this project, focusing on the main information related to call for applications, selection procedure, financing, timing and matchmaking activity.

11. Matchmaking activity

During this session, TPG B members were invited to identify those topics or subtopics to specific thematic priorities on which they either offer or seek support for the staff mobility starting in Autumn 2026. The session was aimed at supporting the selection of mobilities for members once the Call for applications is launched.

12. Updates from the TPG-LRC Plus project

Documents: [TPG B 4 CY NO 12 TPG-LRCPlus Project](#)

Marianna Tardioli from CIMEA Italy, as coordinating institution, presented the main aim, objectives and implementation status of the TPG-LRC Plus, the project supporting the activity of the TPG B on LRC. They also announced the organisation of the upcoming second public seminar on Transnational Education (TNE) scheduled for the **12th of November 2026**.

13. Conclusions and end of meeting

Documents: [TPG B 4 CY NO 13 Conclusions](#)

The Italian Co-Chair thanked their peer Co-Chairs of TPG B, as well as France Éducation International for hosting the 4th TPG B on LRC meeting and closed the discussion.

They also announced that the upcoming **5th meeting of TPG B will be organised online, on the 7th of October 2026**, with further details to be announced in the upcoming months.