# Coordination Group on Global Policy Dialogue

# 2027 Global Policy Forum Statement

# Draft (V1) – September 2026

## Introduction

We, as Ministers responsible for Higher Education, representatives of staff, students, higher education institutions and organisations participating in the EHEA Global Policy Forum, reaffirm the central role of higher education as a human right and a public good. Higher education helps build peaceful, inclusive, interconnected, resilient, democratic and sustainable societies. This is especially crucial at a time marked by geopolitical tensions, conflict and crises, economic uncertainty, climate change, technology disruption, persistent social inequalities and regional asymmetries in access to knowledge, science, technology and innovation.

The Global Policy Forum (GPF) has become a unique platform that brings together ministries, higher education institutions, students, and stakeholders for structured dialogue across macro regions. It enables policy exchange, mutual learning and the co-construction of joint responses to shared challenges. The Coordination Group on Global Policy Dialogue (CG GPD), has deepened this cooperation over time. It has improved trust and understanding of diverse higher education systems. Furthermore, it has identified areas where interconnected and coordinated action can be developed, including structural and institutional inter-regional partnership.

Building on the previous statements of the Global Policy Forum and in line with the Iași-Chișinău Ministerial Communiqué and the progress achieved between 2024 and 2027 within the EHEA, the 2027 Statement reinforces the GPF as a venue for shared commitments and collective progress. It focusses on higher education institutions that respond to fast-changing societies and supports the development of individuals. Through meetings, consultations and inter-regional dialogue, representatives across all macro-regions have developed a common statement of future commitments based on shared ownership, mutual respect and collective responsibility.

## Vision

We envision higher education as an international space for cooperation and solidarity and knowledge, fostering critical thinking, innovation and the capacity to tackle complex societal, economic and environmental challenges. It drives sustainable development, mobility, interconnectedness, peacebuilding, social cohesion, civic engagement and international cooperation for democratic and inclusive societies. This vision builds on the Bologna key commitments and is supported by fundamental values. It extends to the right to inclusive education and training for all, offering flexible pathways into and through higher education, expanded opportunities for students, staff, researchers, and faculty through internationalisation and mobility. Strengthening links between higher



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education, communities, and the world of work, it aims to enhance knowledge, skills, and competencies to support personal development within societal, cultural, and employment contexts at different stages of individuals' lives. This vision recognises the importance of catering for diversity to guarantee equitable access, mobility and recognition.

This vision also embraces the potential of digital transformation and artificial intelligence to enhance teaching, learning, research, labour-market relevance and the recognition and verification of qualifications and skills, while safeguarding human agency, sustainability and academic integrity. It is underpinned by the principles of ethics, transparency, and integrity in higher education, with the goal of improving confidence in the quality of education systems through shared practices to prevent and counter education fraud.

We uphold the United Nations Sustainable Development Goal (SDG 4) and the global target to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". We support the strengthening of this work in the future post 2030 development agenda.

We uphold the EHEA fundamental values and call for these to be upheld at all times and in all contexts.

## Actions

We will enhance structured and sustained policy dialogue among higher education areas, ensuring that regions learn from one another, share good practices, co-design responses to shared challenges and deepen cooperation. We commit to:

- Enhance comparability, mutual understanding, information-sharing and cooperation across regional quality assurance systems and networks within and between Europe, Africa, Asia and the Pacific and Latin America and the Caribbean.
- Strengthen the right to fair and transparent assessment of qualifications by encouraging the ratification and implementation of the Regional and Global recognition conventions. Deepen the links between recognition and quality assurance (including in transnational education), and reinforce the role of, and cooperation between, regional networks, in particular[1], ANNIS, APNNIC, and CINALC[2].

[1] ANNIS is the African Network of National Implementation Structures, APNNIC, the Asia Pacific Network of National Information Centres, CINALC, the Regional Network of National Information Centres in Latin America and the Caribbean and ENIC-NARIC the European Network of Information Centres in the European Region and National Academic Recognition Information Centres in the European Union.
[2] The National Information Centres network under the Revised Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in the Arab States had not yet been officially launched at the time this statement was drafted. Nevertheless, it is considered included in the list.

- Support the development and use of transparency and comparability tools, including national and regional qualifications frameworks, compatible credit transfer and accumulation systems (such as ECTS) and the Diploma Supplement, to enhance mobility of learners and professionals. This includes supporting national qualifications frameworks which are comparable with regional frameworks and global standards.
- Foster deeper, sustainable intra-and inter-regional cooperation among higher education institutions for research, innovation and knowledge-production, to build a more interconnected and inclusive global academic community.
- Remove the barriers to higher education faced by refugees and displaced persons, by strengthening recognition processes, language support and secure, portable learning pathways.
- Support the continuity and resilience of higher education in context of war, conflict, occupation, displacement and crisis, while protecting democracy, rule of law, institutional autonomy, academic freedom and integrity, and the participation of students and faculty in higher education governance.
- Promote flexible learning pathways within higher education systems, including micro-credentials, recognition of prior learning and partial studies, and advance the social dimension and skills for human development across all forms of learning.
- Promote quality education, research and lifelong learning in higher education institutions as a right that extends beyond professional skills to encompass civic, social, cultural and artistic learning that supports critical thinking, global citizenship, sustainable practices and community engagement.
- Foster access, participation, and completion of studies for all, at different stages of life and from diverse knowledge, and social backgrounds.
- Enhance ethics, transparency, and integrity across education and research, while promoting mechanisms to monitor, prevent, and counter education fraud, including diploma mills, forged qualifications, and academic misconduct, addressed in close cooperation with quality assurance and recognition systems.
- Promote ethical, trustworthy and human-centred approaches to digitisation and AI, addressing issues of bias, privacy, transparency and academic integrity, and supporting digital equity and inclusion through capacity-development and investment so that all learners and institutions can benefit from technological innovation.

We encourage mutually beneficial partnerships and co-designed joint actions to support these actions, between government bodies, higher education institutions, quality

assurance agencies, recognition structures and their networks and stakeholder organisations.

## Outlook

In a context marked by complex geopolitical, social, economic and environmental challenges, we reaffirm the central role that higher education plays in providing transformative solutions, strengthening peacebuilding, social cohesion and sustainable development. The Global Policy Forum shall continue to serve as a platform for interconnectedness, continued policy dialogue within and across macro-regions and advancing cooperation on strategic priorities in higher education. This should also serve to support the further development of cooperation between evolving higher education integration spaces.

We strongly support the continued work of the CG GPD and/or a comparable structure within the framework of the Bologna Follow-up Group. We call for deepened collaboration between the BFUG and non-EHEA members by developing operational methods and mechanisms for targeted cooperation and structured forms of partnership in higher education. We urge all EHEA and non-EHEA members to advance this dialogue through the CG GPD or a comparable structure and via existing mechanisms, notably through the EHEA *Roadmap for international cooperation to 2030 and beyond,* the SDGs, the post-2030 agenda, and the Global and regional recognition conventions with a view to supporting implementation.

We will continue to strengthen cooperation with multilateral organisations, regional higher education spaces, associations or networks that connect macro-regions. Together, the GPF and the CG GPD can make global cooperation in higher education more systematic, inclusive, balanced, operational and aligned with the long-term objectives in the Global Policy Forum Statements.