Finding path toward automatic recognition

Seminar on the Second Cycle

Zagreb, 12 April 2013

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bologna process

1. Background and Rationale

Background

- Recognition issues are in the **centre** of Bolognia and HE **policy debate**.

- **A complex reality**:
  - Diversification of **qualifications**
  - **National** education systems
  - **Moving** betwen education systems
  - **Legal** framework
  - The ENIC and NARIC **networks**

Qualifications –
Introduction to a concept

Background

- Transparency **tools**:
  - ECTS
  - Diploma Supplement
  - EQF
  - Lisbon Recognition Convention
  - EAR Manual
  - EQAR
  - ECA
  - …
- **Divergence** in recognition practices still exist.
- Recognition **obstacles**.

Rationale

- "Recognition is important for promotion **international education** and promoting cross-border **mobility** of students, researchers and workers. Moreover, it promotes mutual **understanding** and rapprochement among different nations." *

AR as a policy tool

- Academic recognition constitutes and important policy tool for **achieving Europe 2020 goals** and reinforcing the European Higher Education Area.

- Without **commitment** to and implementation of EU 2020 and the EHEA policies **at national level** these cannot become an effective reality.

2. Bucharest Communique, 2012

Bucharest Communique, 2012

"Fair academic and proffessional recognition, including recognition of non-formal and informal learning, is **at the core of the EHEA**. It is a **direct benifit** for **students'** academic mobility, it improves **graduate'**s chances of professional mobility and it represents an accurate measure of the degree of **convergence and trust attained**."

Bucharest Communique, 2012

"We are determined to remove outstanding **obstacles** hindering effective and proper **recogniton** and are willing **to work together** towards the <u>automatic recognition</u> of comparable **academic** degrees, building on the **tools** of the Bologna framework, as a **long-term goal** of the EHEA."

3. Bologna Pathfinder group on Automatic Recognition

Pathfinder group (PG)

- "Support the work of a **pathfinder group** of countries exploring ways to achieve the **automatic academic recognition** of comparable degrees" (Bucharest Communique, 2012)

- **Members** of PG (BE-fr, BE-fl, DE, DK, EE, LU, NL, PT, SE and SI).

Key points for AR*

- Need from equivalence of **individual** diplomas to a more **systemic**, generic level recognition.

- A common understanding of the levels of **qualifications frameworks**.

- Linking **Quality Assurance** processes with checking how **HEI's** tackle admission of foreign qualifications.

* Source: Margie Waters, European Commission: Reflection on the Bucharest Communique and mutual recognition, The Hague, 2013 and PLA Light on Recognition Issues, Brussels, November 2012

Key points for AR*

- Creating **diversity** of HES and building **mutual trust** is crucial!

- We have to take advantage of the **support and experience of others.**

- A step before AR is **mutual recognition**.

- **Mutual recognition agreements** contributes to the realisation of a space without barriers and restrictions – accept the diversity of others.

Agreements on mutual recognition

- Reduce difficulties and obstacles to those who having recieved a diploma in one country wish to continue their studies or pursue professional activities in another country.

e c a
european consortium for accreditation

ECA aims for the mutual recognition of accreditation and quality assurance decisions. Mutual recognition contributes to the recognition of qualifications in higher

Gradually building trust

4. Scope of the work

Goal of AR ?

- The PG will concentrate on recognition for the purpose of **further study**.

- The admirable "vison" without getting into "how" ?

- A **bachelor** should be recognised as a **bachelor** and **master** as a **master** anywhere within the EHEA.

1. PG - Scope of the work

- Focus on:
  - **academic recognition** of bachelor and master degrees issued by recognized HEI's,
  - qualifications at **system** level,
  - different **stakeholders**
    - How system level recogniton interacts with HEI's decisions?
  - Bologna and EU **tools**
    - How available tools can be used and articulated more effectively with recognition procedures?

2. PG - Scope of the work

- Key **specific actions**:
  - Complete the **table with substantial elements in recognition** to map out the use of various tools and practices
  - Explore the **possibility of using DS** as common translation tool within the pathfinder group countries

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3. PG - Scope of the work

- Use of **ICT tools** to simplify recognition
  - Open education resources – their implications for recognition and Quality assurance and assessment

- Identify **good practices and experience** of more automatic forms of recognition on a national, regional and international level.

4. PG - Scope of the work

Extend current forms of **regional cooperation**:

- 1) Continue developing the **BENELUX cooperation** in recognition matters

- 2) Pursue the possibility of **informal cooperation** between the Nordic and Baltic countries, with a view to include Germany as well

- 3) Continue developing the **Western Balkan cooperation** in recognition matters

- 4) Germany will **reflect on the possibility to develop regional cooperation** in recognition within the German speaking countries, or to join the Baltic - Nordic cooperation

5. Challenges

Challenges

Recognition

What works?
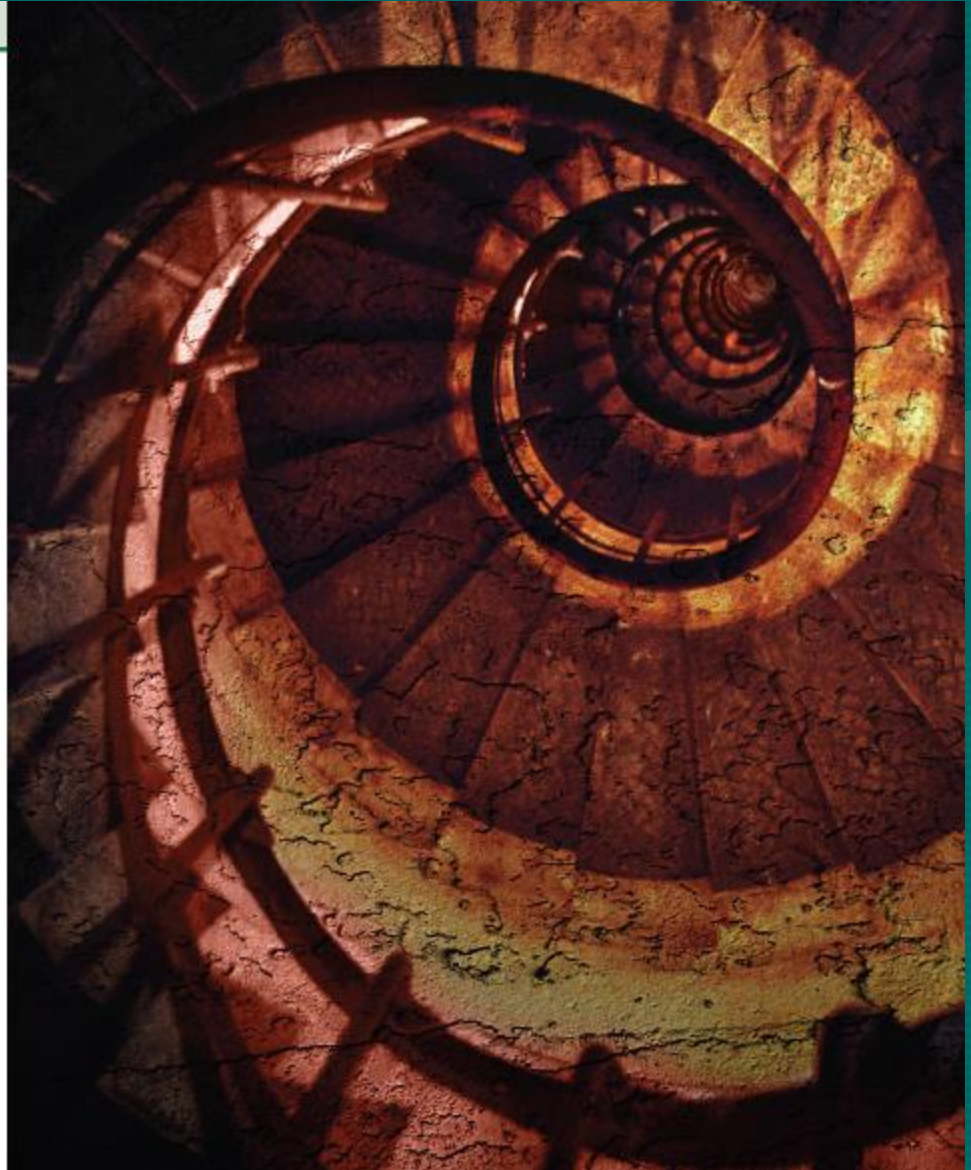**What doesn't?**

european consortium for accreditation

ECA Seminar "Mutual recognition and the Bucharest Communique"

Venue: NVAO offices, Parkstraat 28, The Hague, The Netherlands
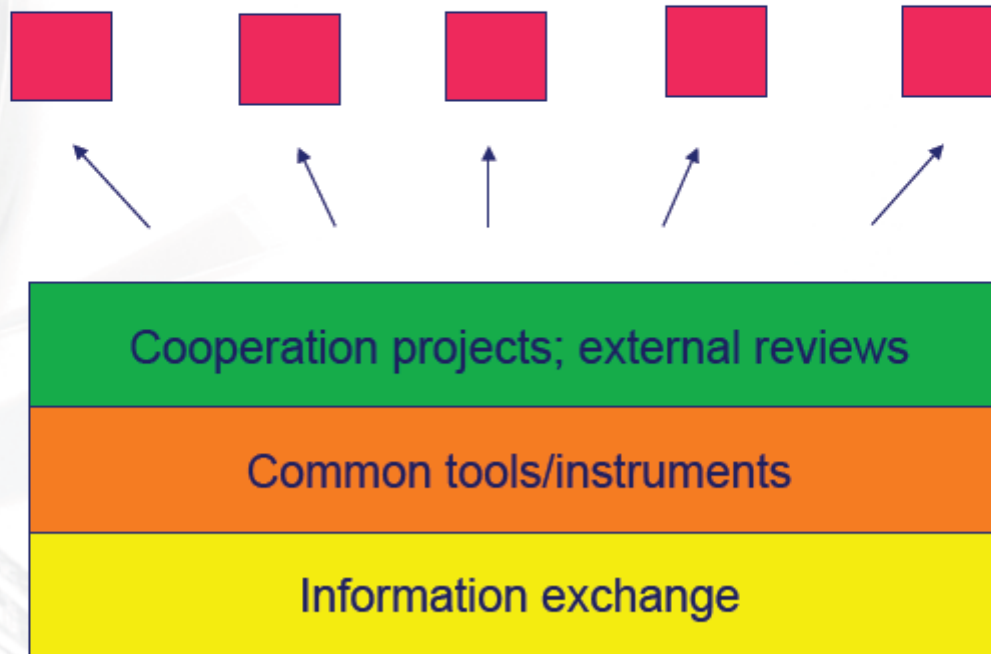
Wednesday 16 January 2013

The long
and winding
road to
recognition

e c a

Questions of the seminar

- What are the major recognition obstacles ?
- How can we reduce these barriers ?
- Is an automatic recognition of qualifications desirable and is it feasible ?
- How can we increase mutual trust in the EHEA ? Who can contribute to this trust and how?
- How to intertwin the attempts of the various HE stakeholder groups to simplify recognition ?

e.c.a.

Source: Rolf Heusser, Chairman of ECA, ECA Workshop, The Hague, 17 January 2013

The „magic triangle" of recognition

Recognition decisions

Transparency

Accreditation/QA decisions

LO - Assessment
QF/Bologna tools

e.c.a
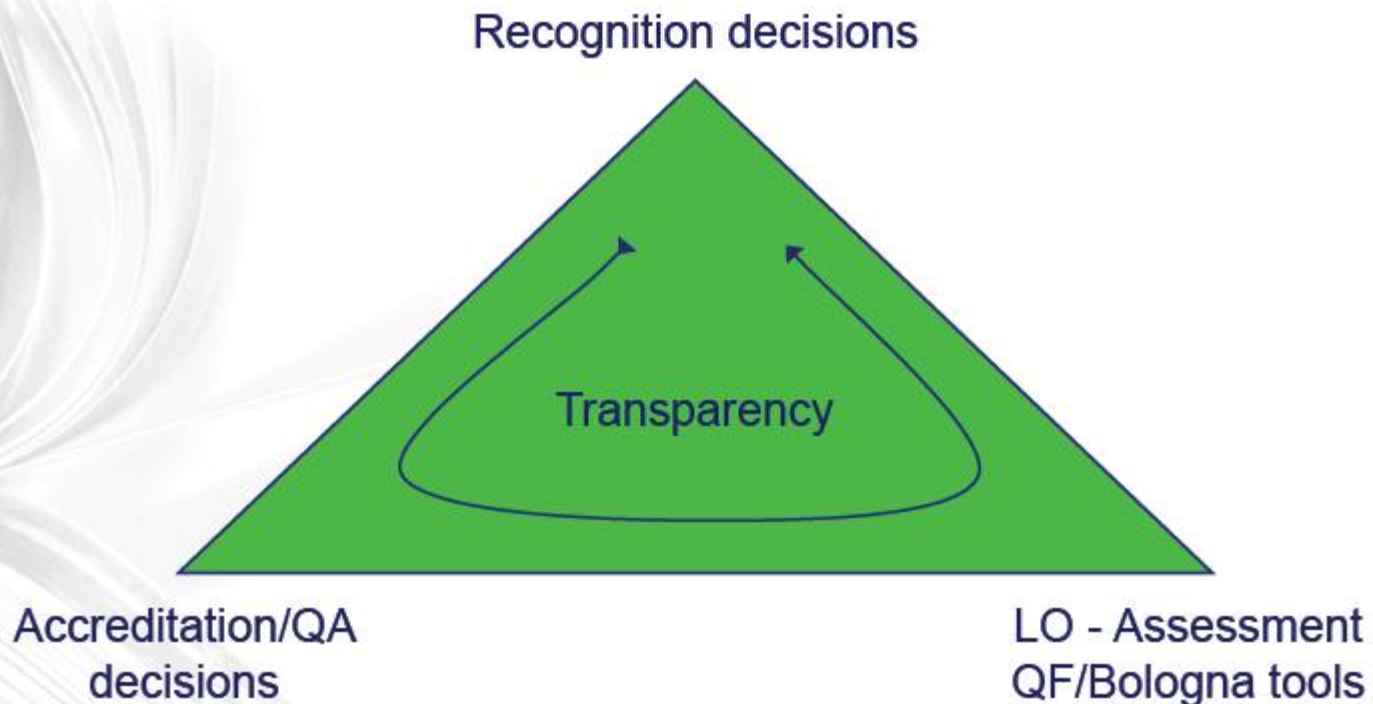
Summary and Conclusions of the Seminar (I)

- Recognition is important for promotion of international education and cross-border mobility of students and staff
- Recognition problems still exist but tools and models have been developed to overcome exisiting obstacles
- An evidence and trust based mutual recognition model might presently be the most suitable solution
- Triangle „LO/QF", "QA, „Recognition" should be highlighted and the elements should be interconnected

e c a

Source: Rolf Heusser, Chairman of ECA, ECA Workshop, The Hague, 17 January 2013

Summary and Conclusions of the Seminar (II)

- The EAR manual of ENIC/NARICs and the MR Agreements of ECA have the potential to be used in real world; they need support from HEIs and governments

- Close collaboration between HEIs, Recognition bodies, QAAs and governments is needed in order to solve recognition problems

e c a

Source: Friedrich Bechina, Holy See, ECA Workshop, The Hague, 17 January 2013

CONGREGATIO DE INSTITUTIONE CATHOLICA

Does "automatic recognition" mean:

a directive by a widely accepted "higher authority"?

a spontaneous treatment based on trust, transparency and evidence?

Department for International Relations in Higher Education – Vatican 2013

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Source: Friedrich Bechina, Holy See, ECA Workshop, The Hague, 17 January 2013

The problems of "automatic recognition" can be rather easily solved regarding:
level
workload
quality

and not so easily regarding
profile
learning outcomes

Department for International Relations in Higher Education – Vatican 2013

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Source: Friedrich Bechina, Holy See, ECA Workshop, The Hague, 17 January 2013

CONGREGATIO
DE INSTITUTIONE CATHOLICA

QUALITY =
clear profile, diversity of Institutions,
programs missions …

vs.

clusters of similar programs, qualifications
following common schemes and models

…

"quality" (clear mission, profile, diversity, transparency)
"quality" (fulfilling of uniformed standards and benchmarks)

Department for International Relations in Higher Education – Vatican 2013

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Source: Friedrich Bechina, Holy See, ECA Workshop, The Hague, 17 January 2013

CONGREGATIO DE INSTITUTIONE CATHOLICA

Do we want predefined profiles and learning outcomes of study programmes?

And who could do this?

Is the "tuning project" a way in this direction?

Department for International Relations in Higher Education – Vatican 2013

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Source: Friedrich Bechina, Holy See, ECA Workshop, The Hague, 17 January 2013

Source: Friedrich Bechina, Holy See, ECA Workshop, The Hague, 17 January 2013

6. Inititative to establish a Western Balkan Regional (WBR)Platform on AR

Already established relevant cooperation in WBR (1)

a. **Multilateral** cooperation:

- Regional network of **ENIC-NARIC centres**
  - Regional ENIC Conference (Mostar, 2006)
  - Regular meetings

- Regional **Network on QF** (Council of Europe, Cetinje, 2008)

- New initiative: **Regional Platform** for Benchmarking and Cooperation in Higher Education (Founding Document, Croatia 2012)
  - University of Novi Sad

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Already established relevant cooperation in WBR (2)

- **Bilateral** <u>cooperation</u>:
  - Slovenian cooperation with WBR is an important **policy priority**
  - Slovenia has **governmental agreements** with Croatia, Montenegro and FR of Macediona (negotiation with BiH) in the fields of HES, mobility and R&D
  - No bilateral **mutual recognition agreements**!
  - Many forms of **institutional and branch cooperation** between HE institutions, departments and associations as well as R&D institutions

Good starting **point:**

- **We know** and **understand** (culture, language) each other

- We have some common institutional and individual **experiences**

- We are dealing with common **processes** (**mobility** of students and **recognitons** of academic education)

- Daily **cooperation** between WB recognition offices have developed mutual **trust**

General Recognition Standards **in WBR**

- Ratifed the Lisbon recognition Convention
- ENIC-NARIC centers
- Bolognia tools/mechanisms
    - ECTS
    - Diploma Supplement
    - EQF
    - EAR Manual
    - Quality Assessment
    - EQAR
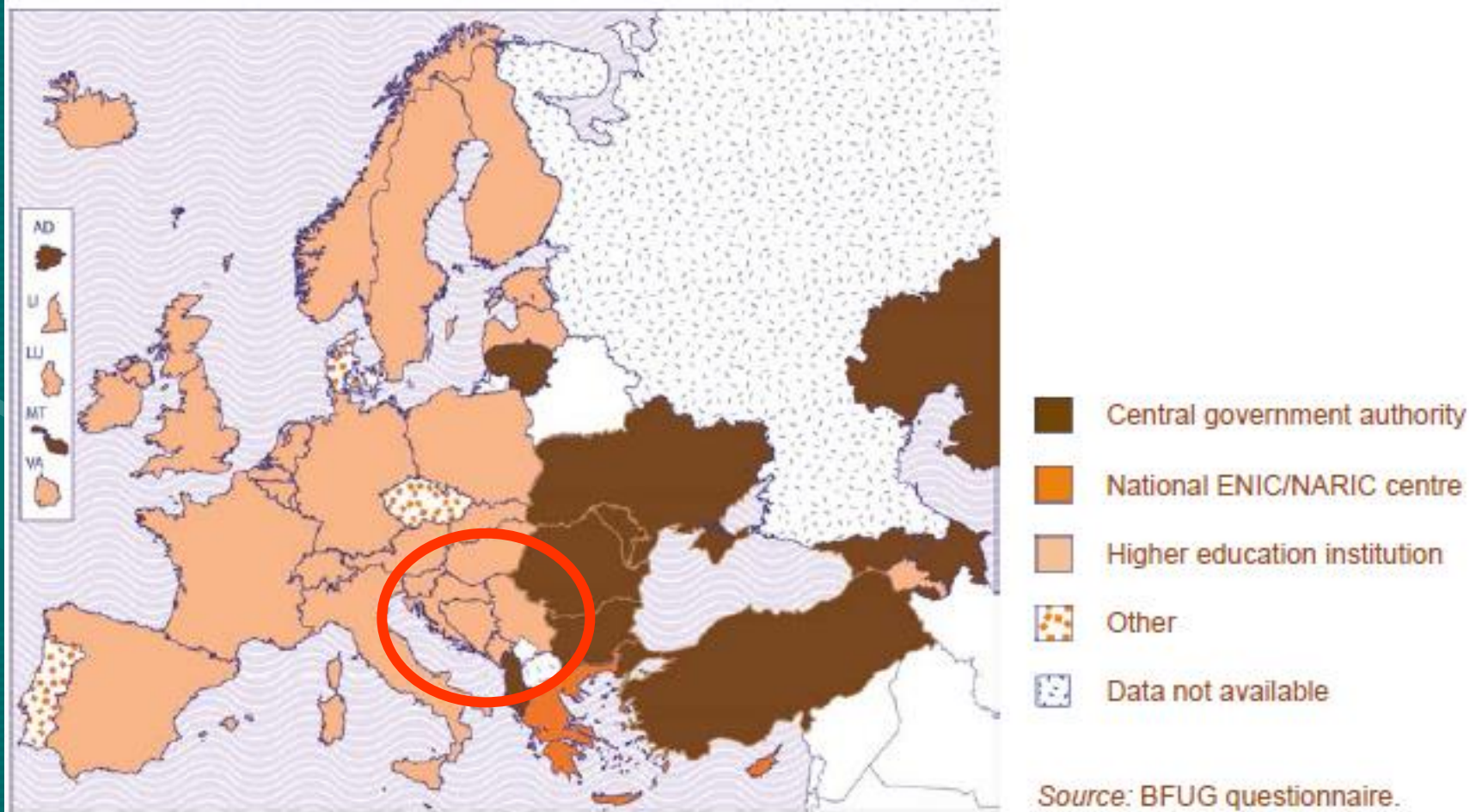   - ECA

Different level of implementation

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bologna **process**

bologna
process

EUROPEAN
Higher Education Area

The European Higher Education Area in 2012:

Bologna Process Implementation Report

ENIC/NARIC centres

Figure 2.21: Institution which makes final decisions on recognising foreign qualifications for academic purposes, 2010/11

Central government authority

National ENIC/NARIC centre

Higher education institution

Other

Data not available

Source: BFUG questionnaire.

First and second cycle

Figure 2.1: Scorecard indicator n°1: Stage of implementation of the first and second cycle, 2010/11
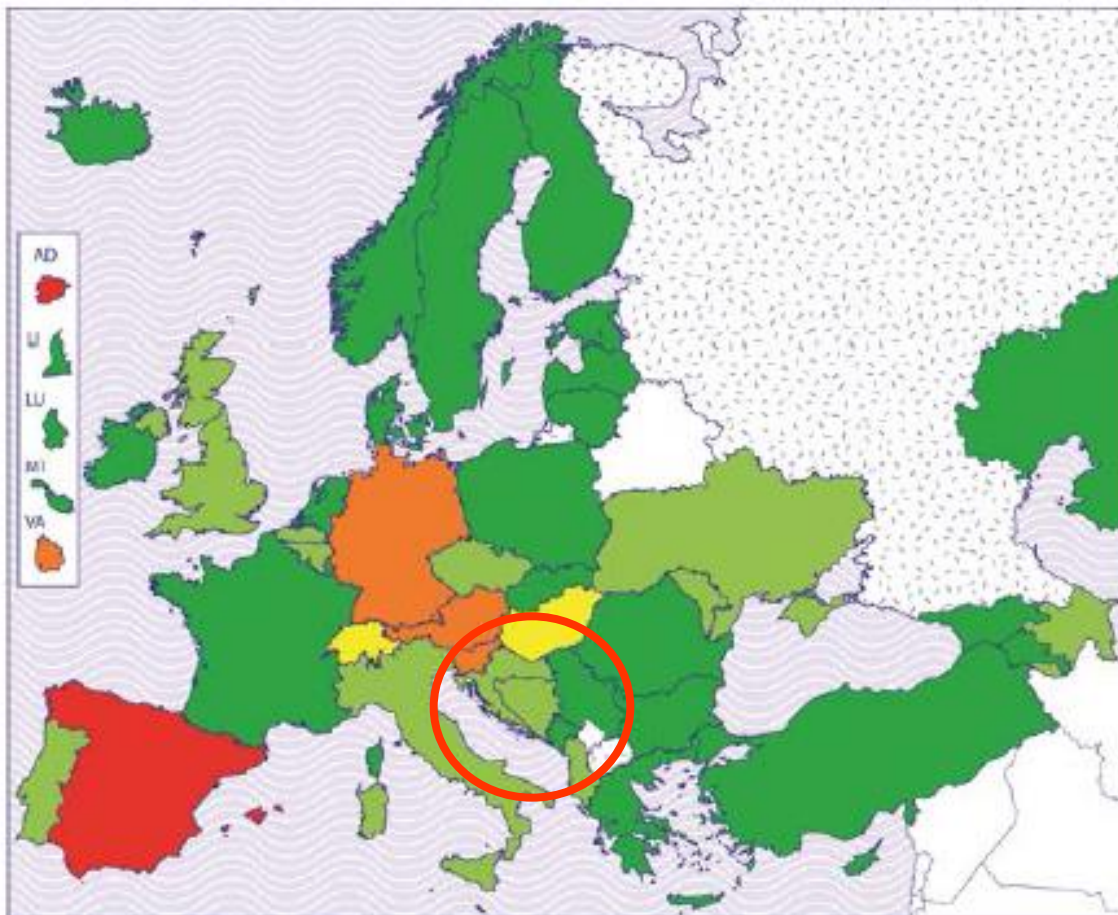
|	2012 Report*	2009 Report**
	26	31
	13	10
	2	3
	4	3
	2	1

* Sources: Eurostat and BFUG questionnaire, 2011.
** Source: Rauhvargers, Deane & Pauwels, 2009.

Implementation of ECTS system

Figure 2.15: Scorecard indicator n°8: Stage of implementation of ECTS system, 2010/11*

	2012 Report*	2009 Report**
■	23	21
■	11	18
■	10	7
■	3	2
■	0	0

Data not available

* Source: BFUG questionnaire, 2011.

** Source: Rauhvargers, Deane & Pauwels, 2009.
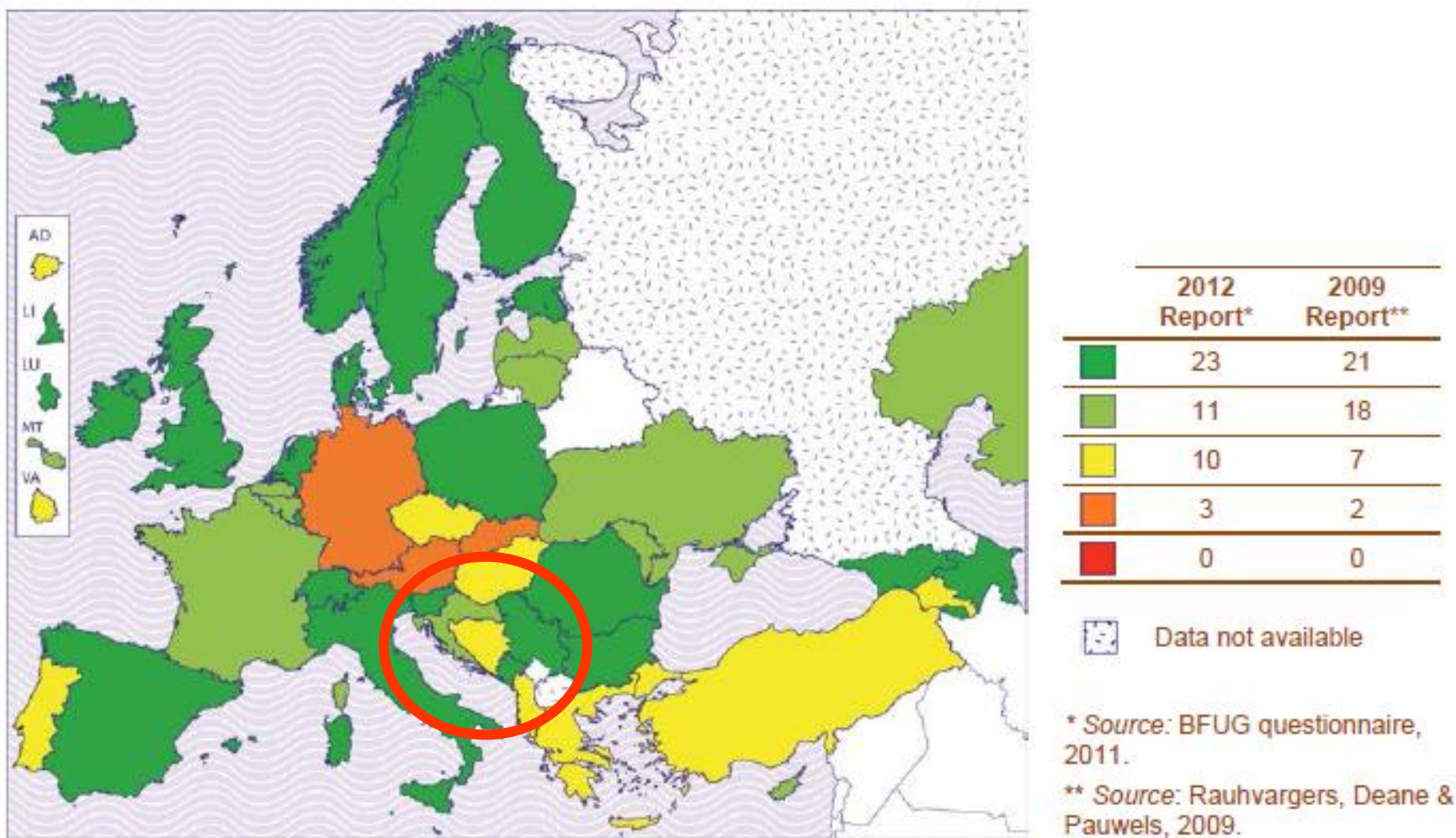
ECTS linked with LA

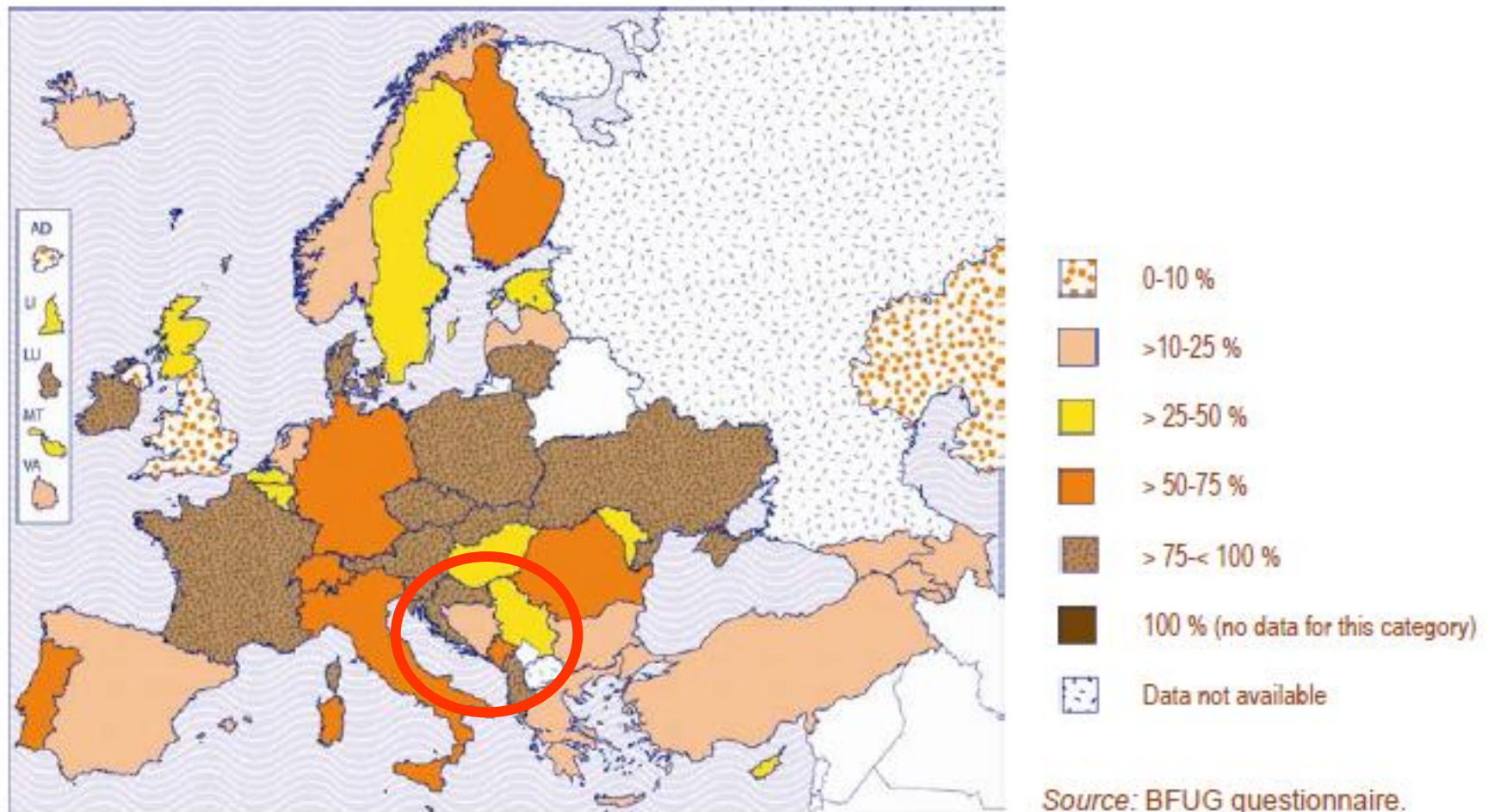Figure 2.17: Extent to which ECTS credits are linked with learning outcomes in higher education programmes, 2010/11

No programmes

<5 % programmes

5-49 % of programmes

50-99 % of programmes

All of programmes
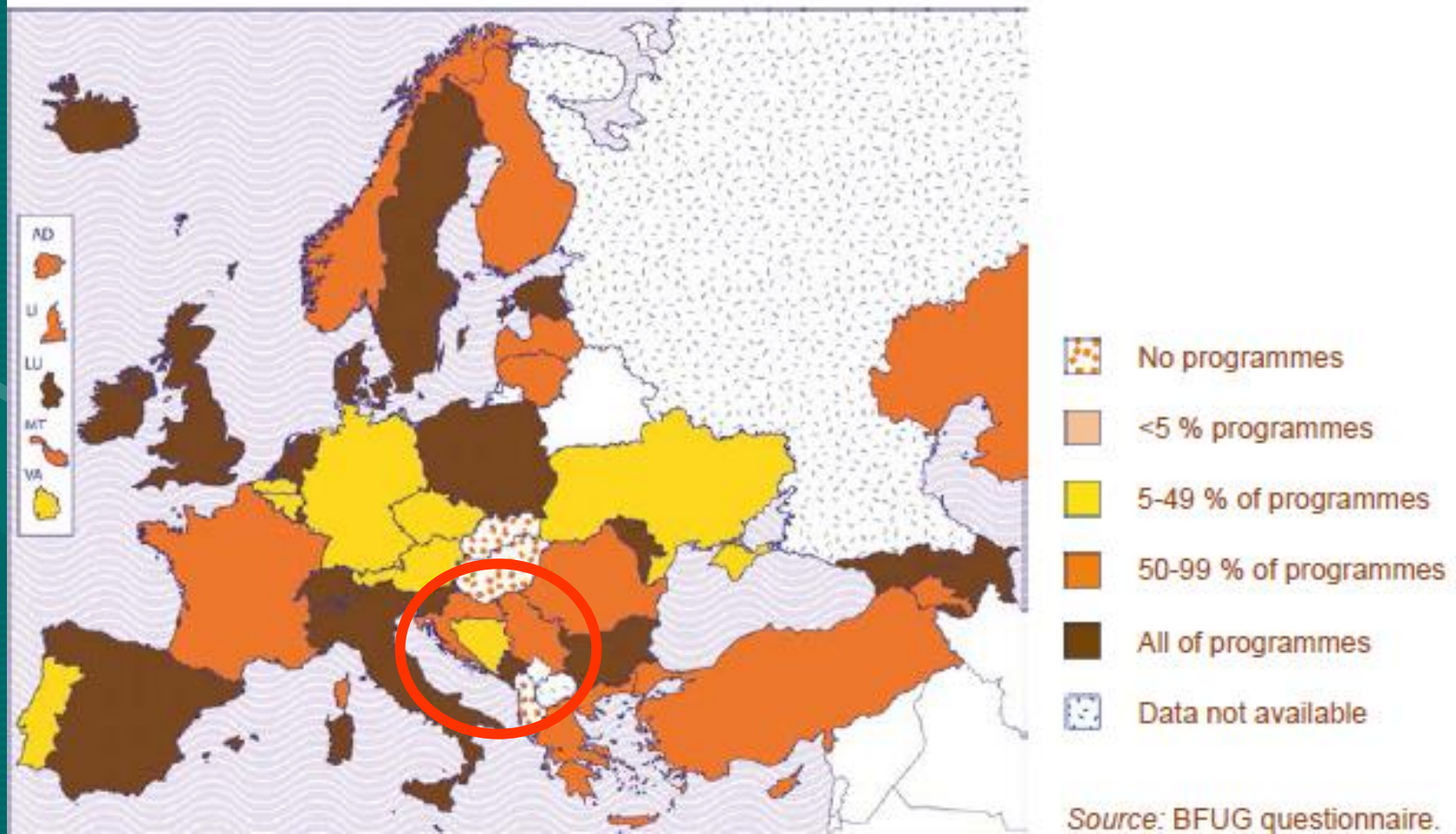
Data not available

Transition from first to second cycle

Figure 2.7: Share of first-cycle students continuing studies in a second-cycle programme after graduation from the first cycle (within two years), 2010/11

0-10 %	
>10-25 %	
> 25-50 %	
> 50-75 %	
> 75-< 100 %	
100 % (no data for this category)	
Data not available	

Source: BFUG questionnaire.

Diploma Supplement

Figure 2.20: Scorecard indicator n°7: Stage of implementation of the Diploma Supplement, 2010/11*

	2012 Report*	2009 Report**
🟩	25	26
🟨	14	9
🟨	5	11
🟧	3	2
🟥	0	0

Data not available

* Source: BFUG questionnaire, 2011.
** Source: Rauhvargers, Deane &
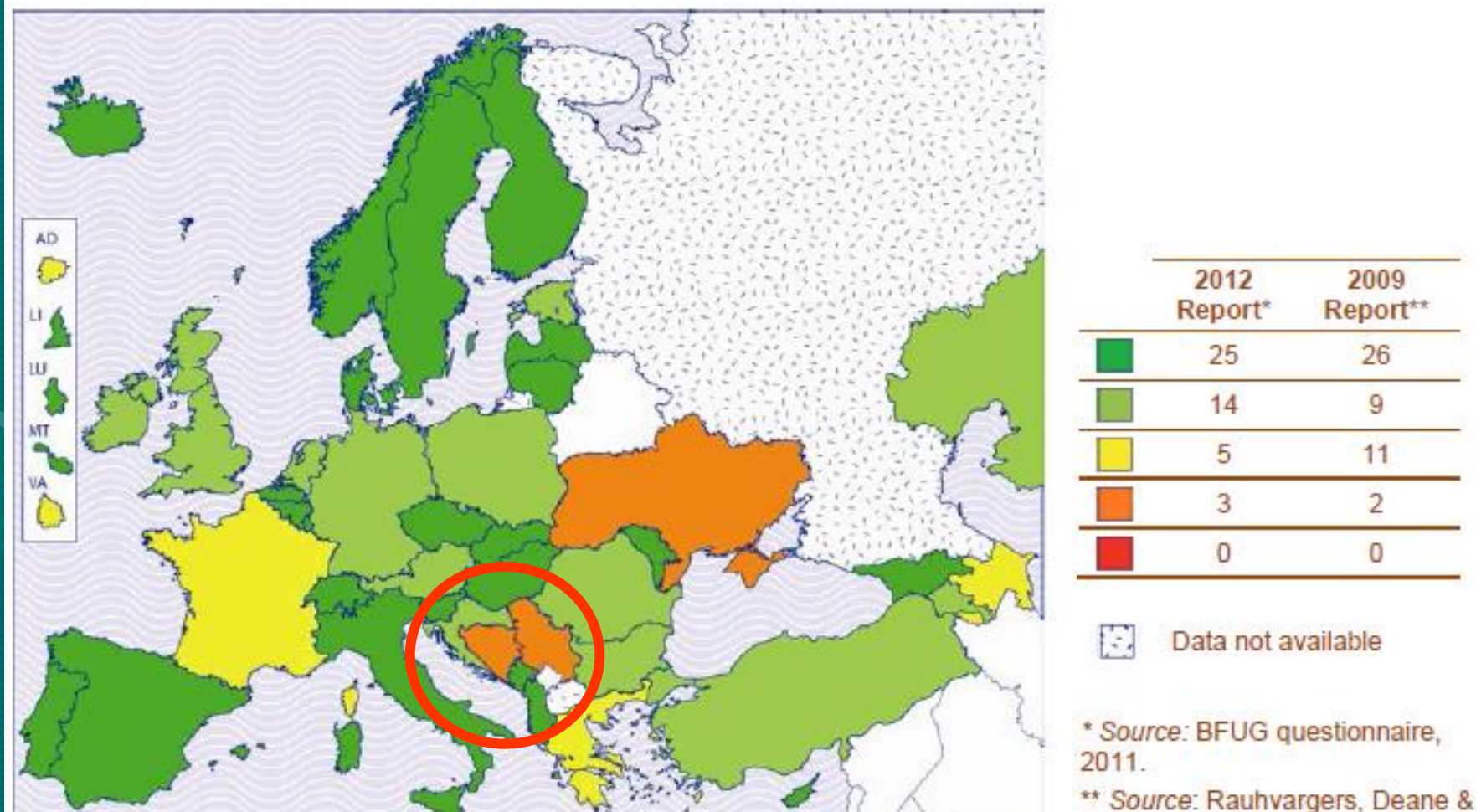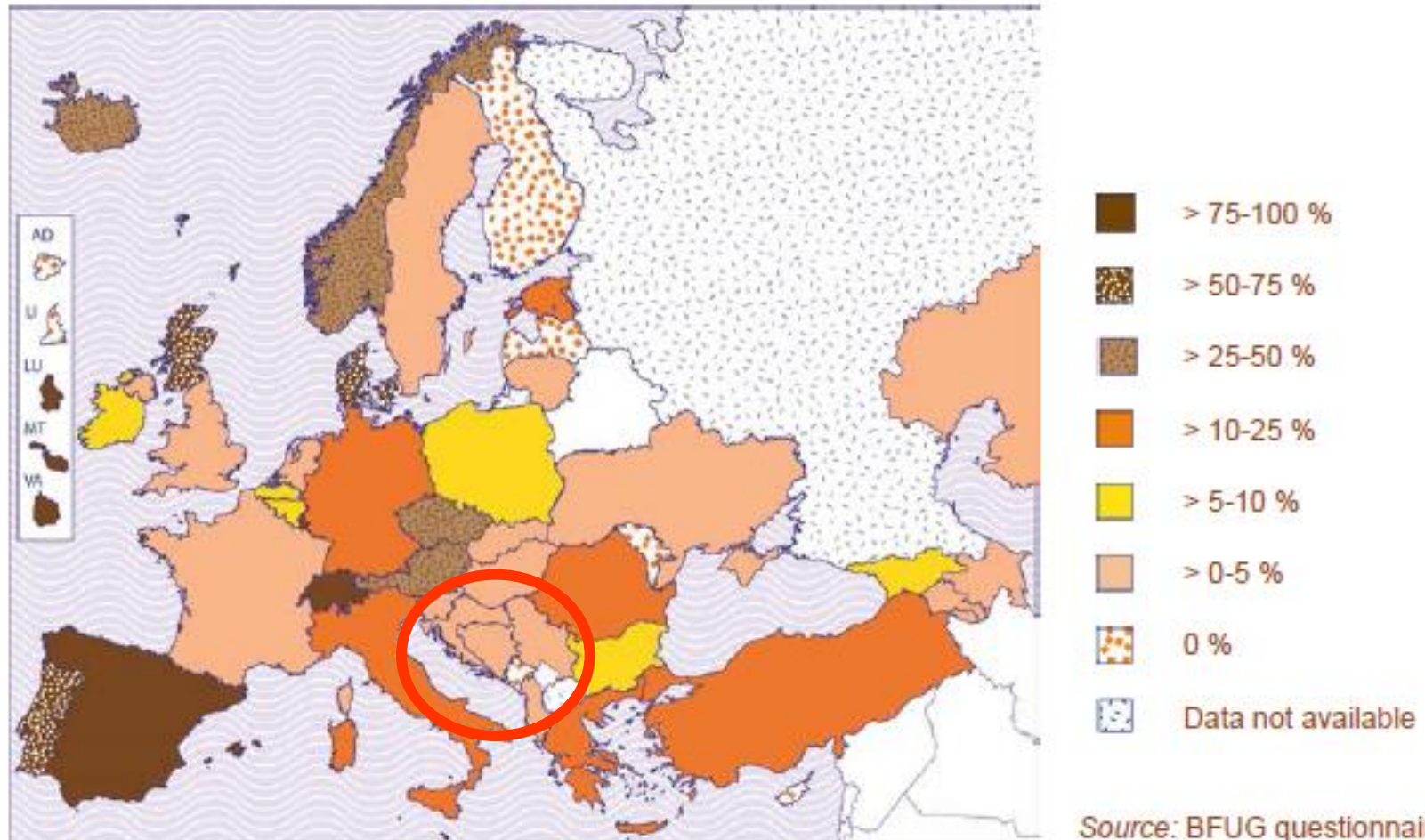
Participation in joint programmes

Figure 2.11: Estimated percentage of institutions that participate in joint programmes, 2010/11

Source: BFUG questionnaire.
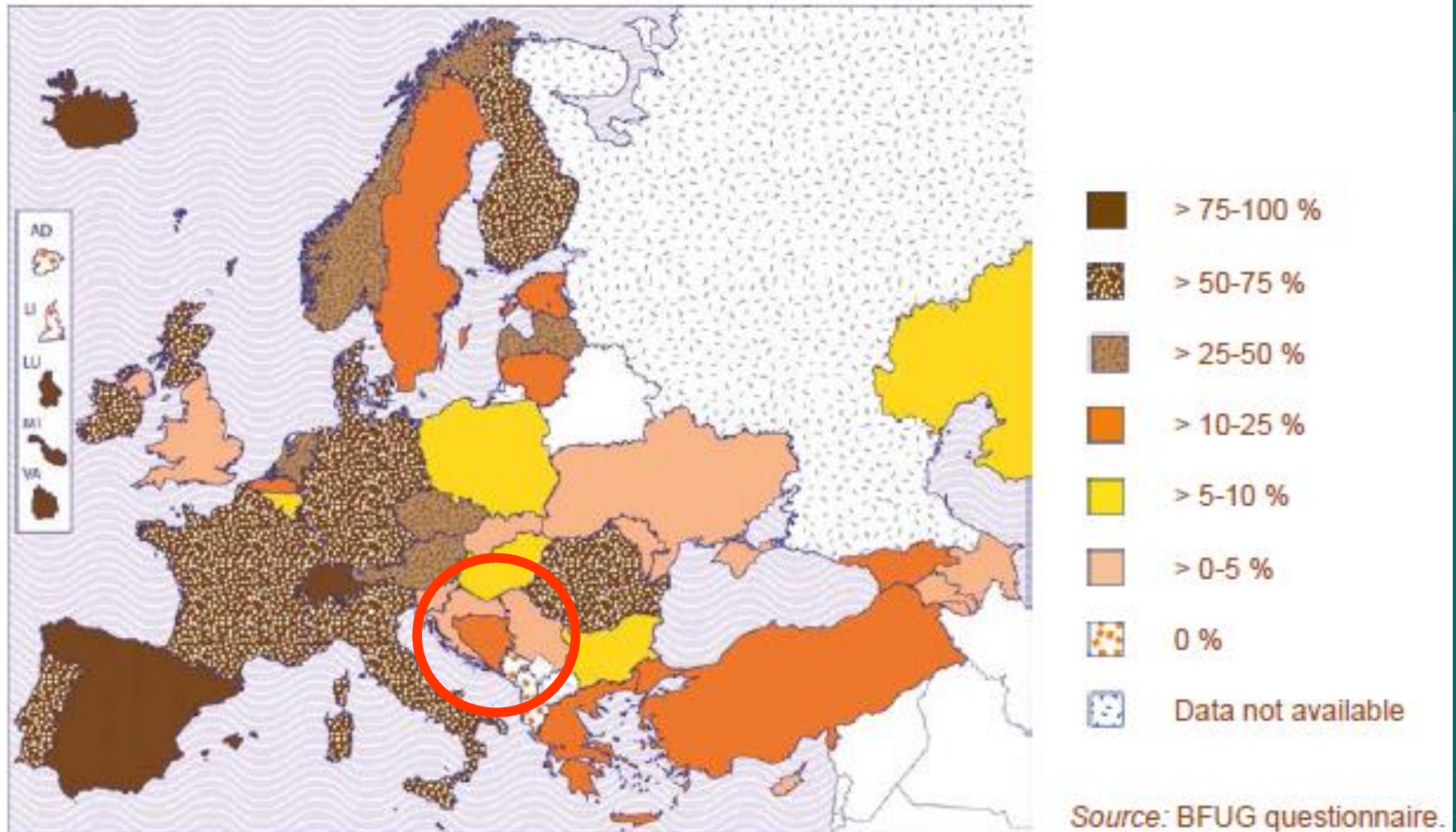
Joint degrees

Figure 2.12: Estimated percentage of institutions that award joint degrees, 2010/11

■	> 75-100 %
▨	> 50-75 %
▨	> 25-50 %
■	> 10-25 %
■	> 5-10 %
■	> 0-5 %
▨	0 %
▨	Data not available

Source: BFUG questionnaire.
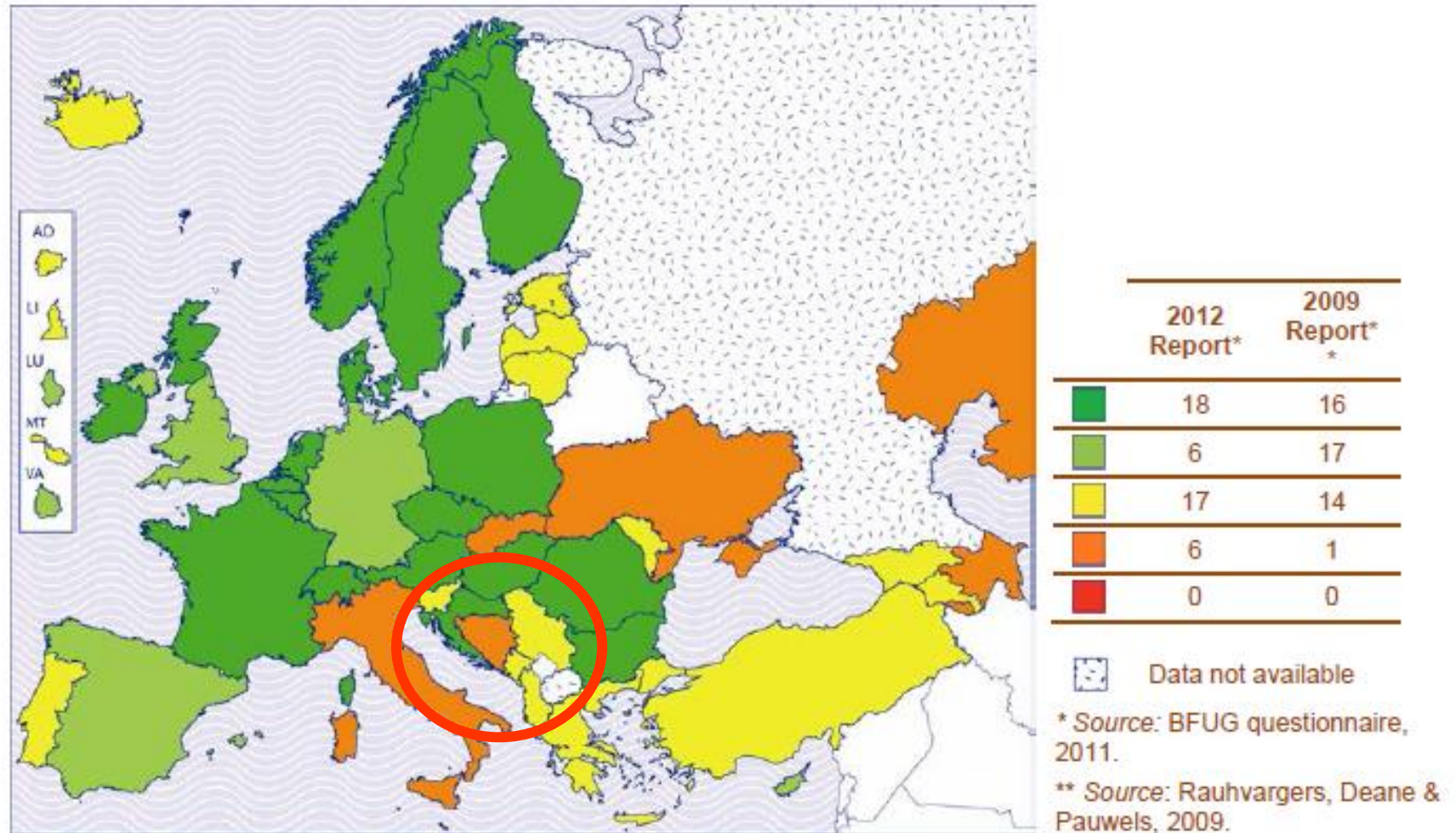
National qualification frameworks

Figure 2.13: Scorecard indicator n°3: Implementation of national qualifications frameworks, 2010/11*

	2012 Report*	2009 Report**
	10	6
	13	6
	18	21
	2	6
	4	9

Data not available

* *Source*: BFUG questionnaire, 2011.
** *Source*: Rauhvargers, Deane & Pauwels, 2009.
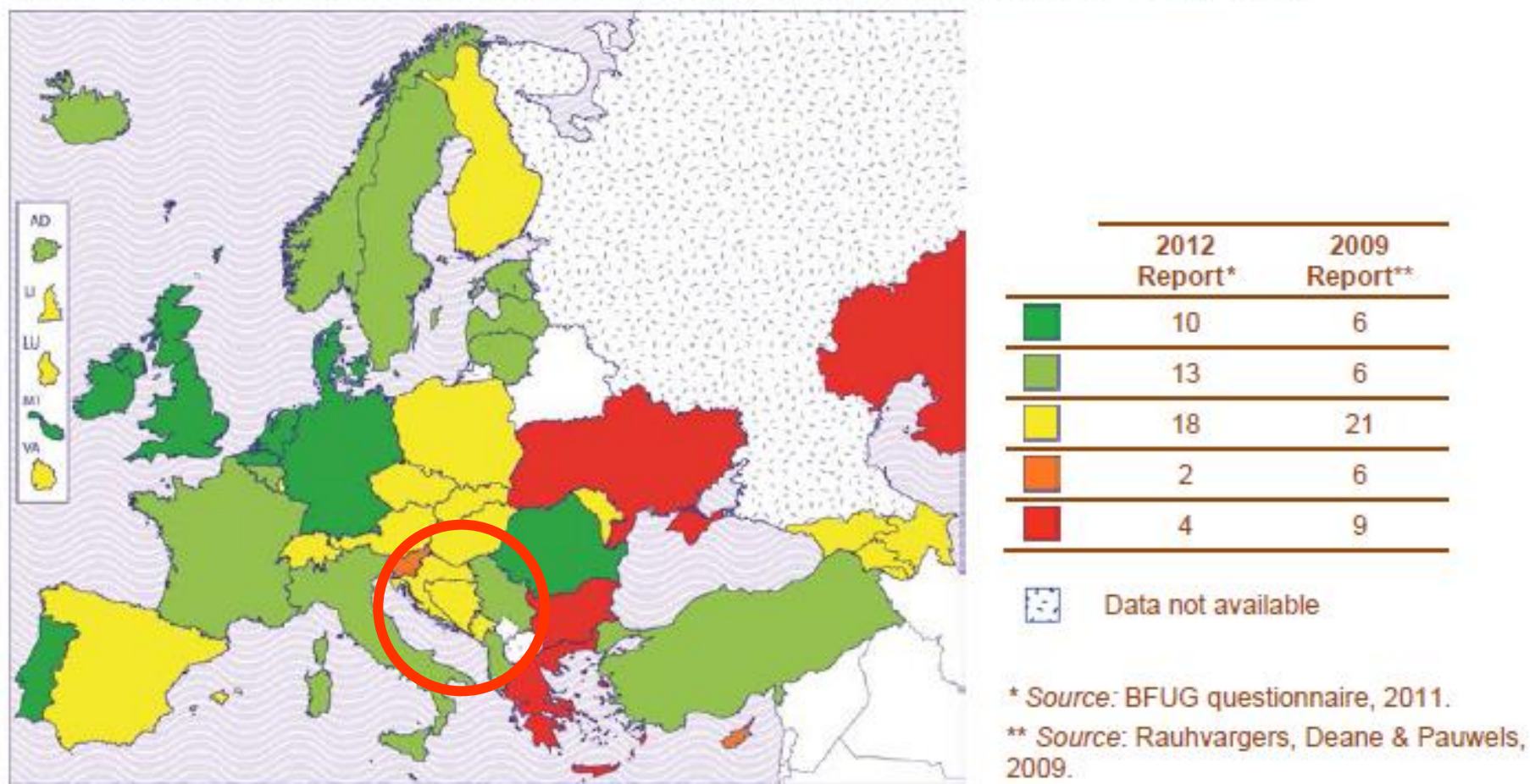
External quality assurance system

Figure 3.3: Scorecard indicator n°4: Stage of development of external quality assurance system 2010/11*

	2012 Report*	2009 Report**
(green)	18	16
(light green)	6	17
(yellow)	17	14
(orange)	6	1
(red)	0	0

Data not available

* Source: BFUG questionnaire, 2011.

** Source: Rauhvargers, Deane & Pauwels, 2009.

International **participation in external quality assurance**

Figure 3.5: Scorecard indicator n°6: Level of international participation in external quality assurance, 2011/12*

	2012 Report*	2009 Report**
	8	16
	11	12
	10	4
	11	14
	7	2

Data not available

* Source: BFUG questionnaire, 2011.

** Source: Rauhvargers, Deane & Pauwels, 2009.
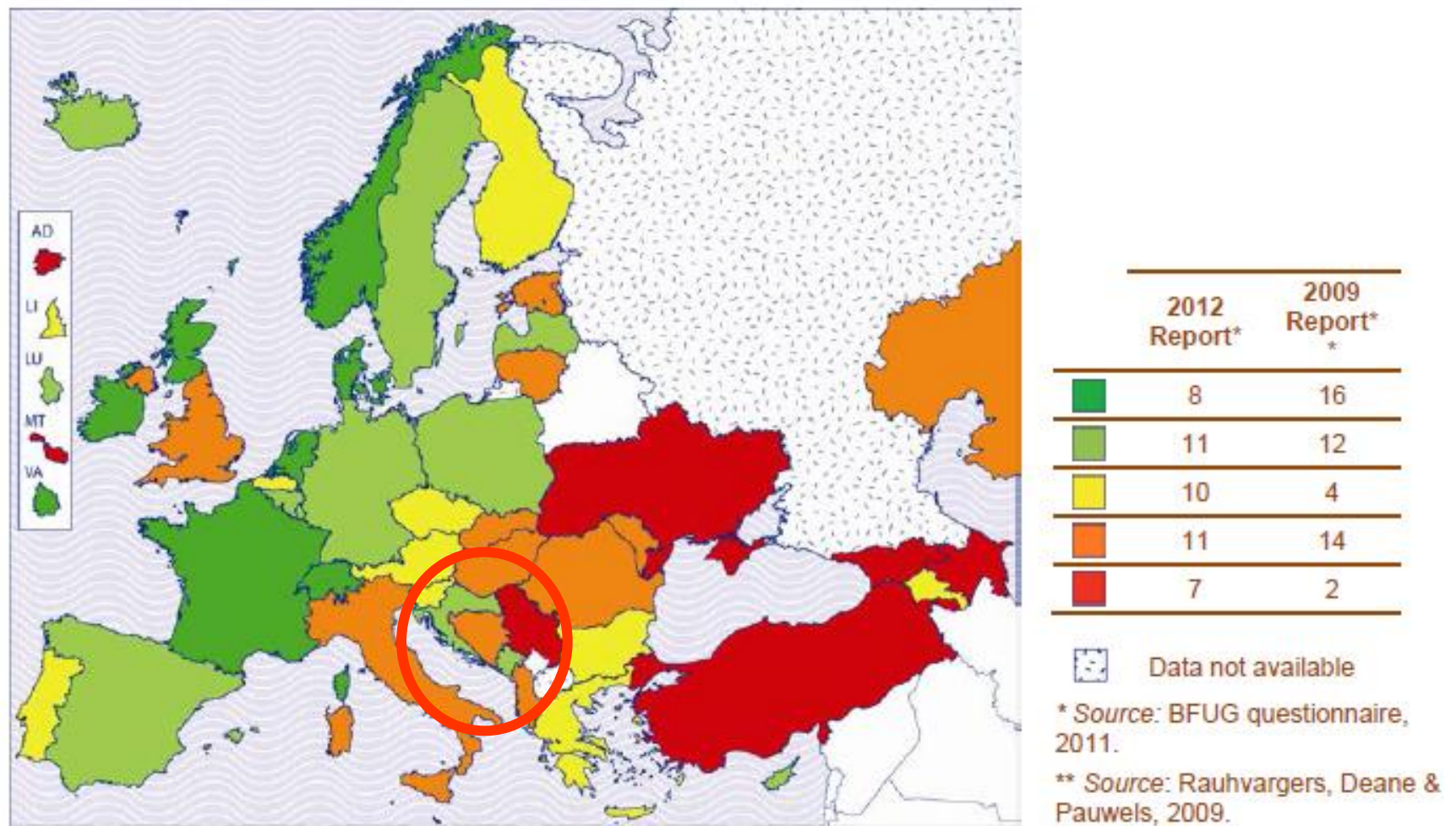
Evaluation by an agency (EQAR) outside the country
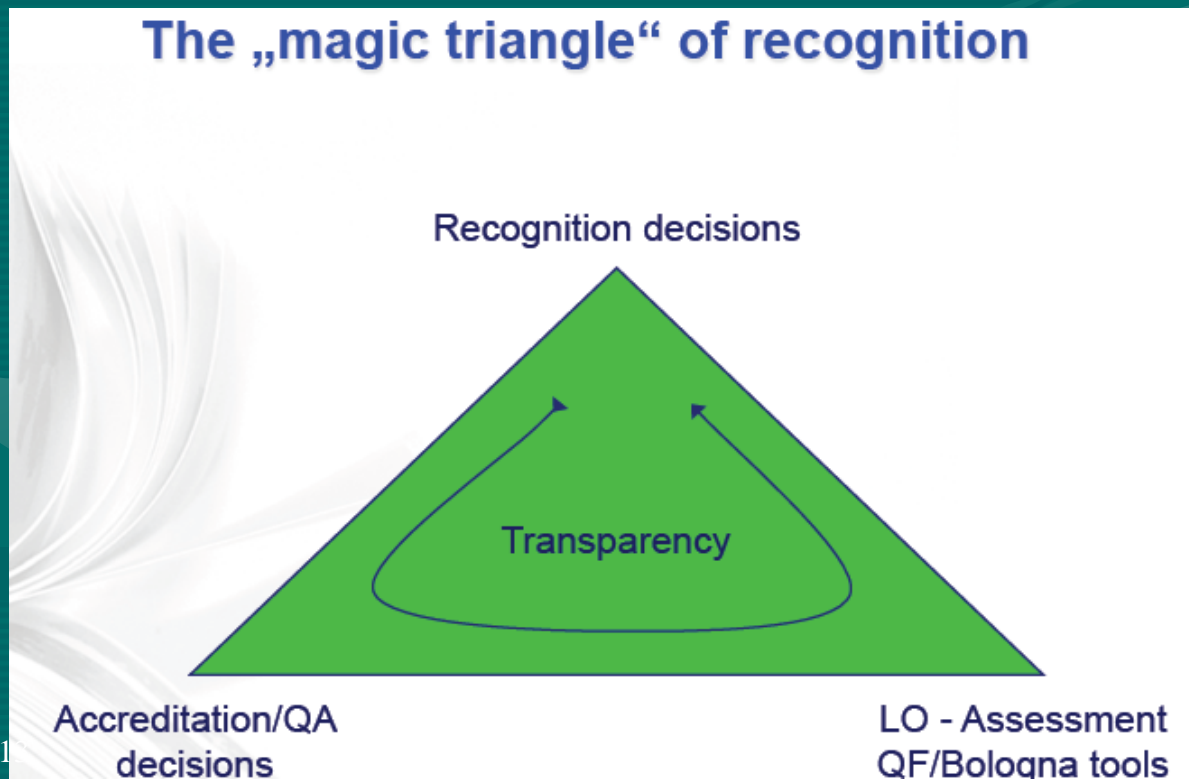

Figure 3.2: Ability for higher education institutions to be evaluated by an agency outside the country, 2010/11

Higher education institutions can be evaluated by an agency outside the country

Higher education institutions cannot be evaluated by an agency outside the country

Higher education institutions can in some cases be evaluated by an agency outside the country

Data not available

Source: BFUG questionnaire.
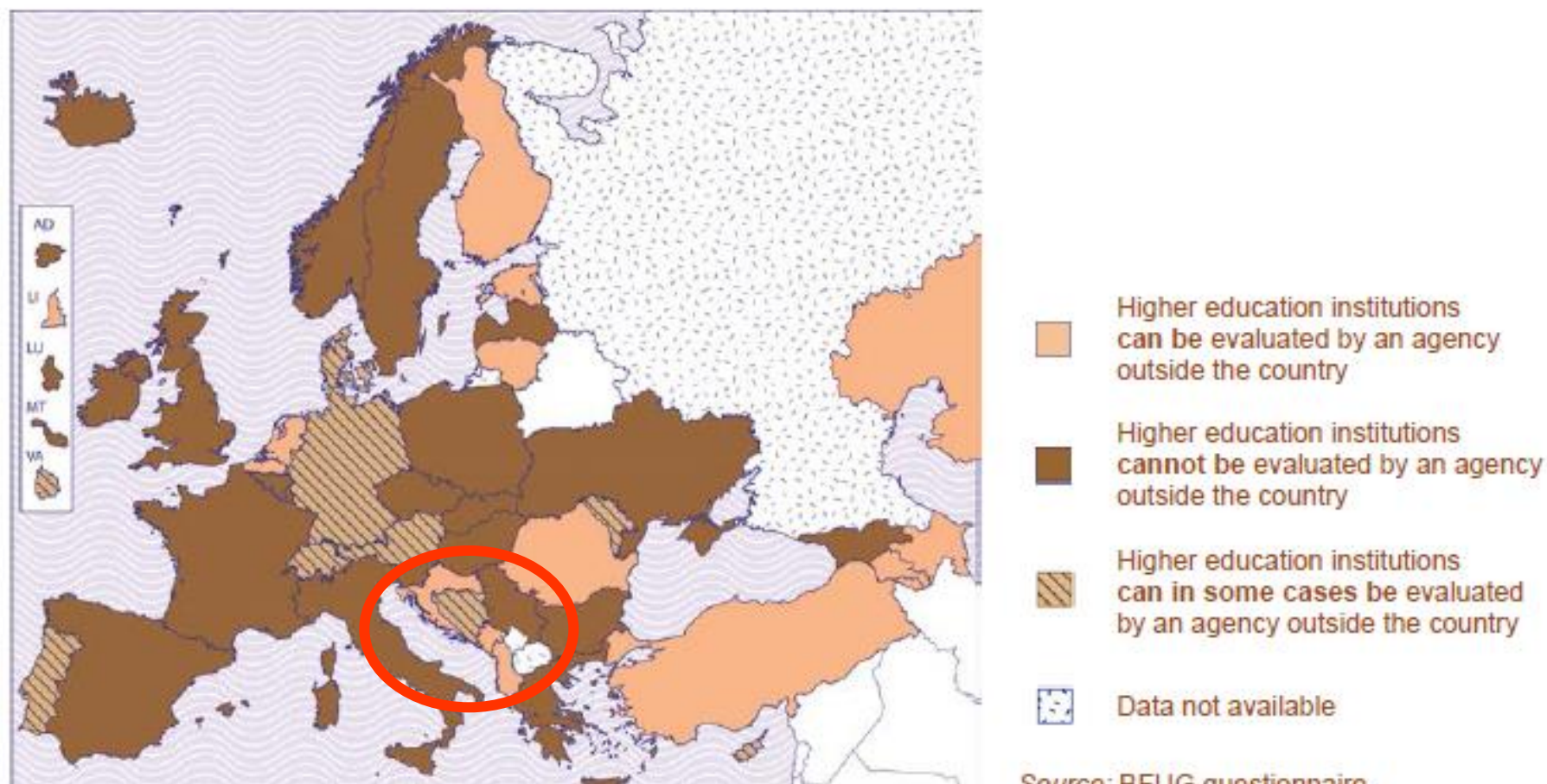
There are many rooms for improvement!

- Strenthening **cooperation** and building **trust** between countries of WBR in the complex area of Automatic Recognition

The „magic triangle" of recognition

Recognition decisions

Transparency

Accreditation/QA decisions

LO - Assessment QF/Bologna tools

What can we do together in WBR?

- Countries of WBR have an **opportunity** to establish broader initiative for creating the **Regional Area of Recognition** of comparable academic degrees.

- **Cooperation** between countries of WBR on long term goal of EHEA on automatic recognition shall give us **new possibilities for setting up a fast track** to recognising each other's qualifications.

Contact with BFUG members from WBR

- Positive response from:
  - Bosnia and Hercegovina
  - Croatia
  - Former Yugoslav Republic of Macedonia
  - Montenegro
  - Serbia

  - I didn't make a contact with Kosovo and Albania.

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The aim of the cooperation between countries of WBR

- **Promote and show others** how and what is possible amongst the WBR in terms of AR, **exchange of good practices between region and broader**, work on individual **disciplines** around which to organise a first phase of AR, organise **meeting and seminars**.

- The countries will closely cooperate **with Pathfinder group** on AR, members of BFUG and members of ENIC-NARIC centres in region and broader.

Proposal from Montenegro, Mrs. Biljana Mišović (1)

- "The recommendation would be to establish a **platform** for better **communication** between WB region as is the case with Nordic countries, and Belgian Flemish community. It would be of utmost importance to appoint, or involve ENICs in WG dealing with NQF/EQF so as to be **aware of all the developments in this area**. This especially relates to the NQF/EQF at the level of WB network.

Proposal from Montenegro (2)

- "Generally speaking, **the approach towards accepting of qualifications at system level** is very much favored, and it would solve a lot of misunderstandings with respect to recognition. The closer link should be established **between with the university** representatives. It would be necessary to appoint list of contact persons responsible for recognition at the level of HEIs, and thus **reinforce links between HEIs and ENIC centers**, enabling thus flow of information with respect to recognition issues. In such a way, all the documents dealing with recognition at the **European level could** be further disseminated and discussed at the level of country and within WB region."

Regional Platform for WBR

Regional Platform
for Benchmarking and Cooperation in Higher Education

QA VS RANKING   AUTOMATIC RECOGNITION   PUBLIC-PRIVATE PARTNERSHIP

Search...

Panel: Regional Area of Automatic Recognition and External Examiner System

Date: 19 February 2013

Venue: Hotel Habakuk, Pohorska ulica 59, Maribor, Slovenia

Moderators:
Stojan Sorčan, BFUG Pathfinder Group. Ministry of Education, Science, Culture and Sport, Slovenia
Ladislav Novak, Coordinator of 'Novi Sad Initiative' and STREW Tempus Project, University of Novi Sad, Serbia

Introductory speech: *Regional Area of Recognition: Setting up fast track for recognition of qualifications*
Stojan Sorčan, BFUG Pathfinder Group. Ministry of Education, Science, Culture and Sport, Slovenia

Rationale...
More about Automatic Recognition...
More about External Examiner System...

Join the Regional Area of Automatic Recognition and External Examiner System discussion on our e-Forum (no login required)

Posssible next steps

- **Pathfinder sub-group AR of BFUG members from WBR**
  - Exchange of views, experiences, practices, plans
  - Preparation of working plan
  - Collaboration between goverments, recognition and accreditation offices
  - Detail monitoring of AR – transparency
  - Transfer of international experiences

- Preparation of **Workshop/Seminar on AR for WBR** (2013)

Thank you!