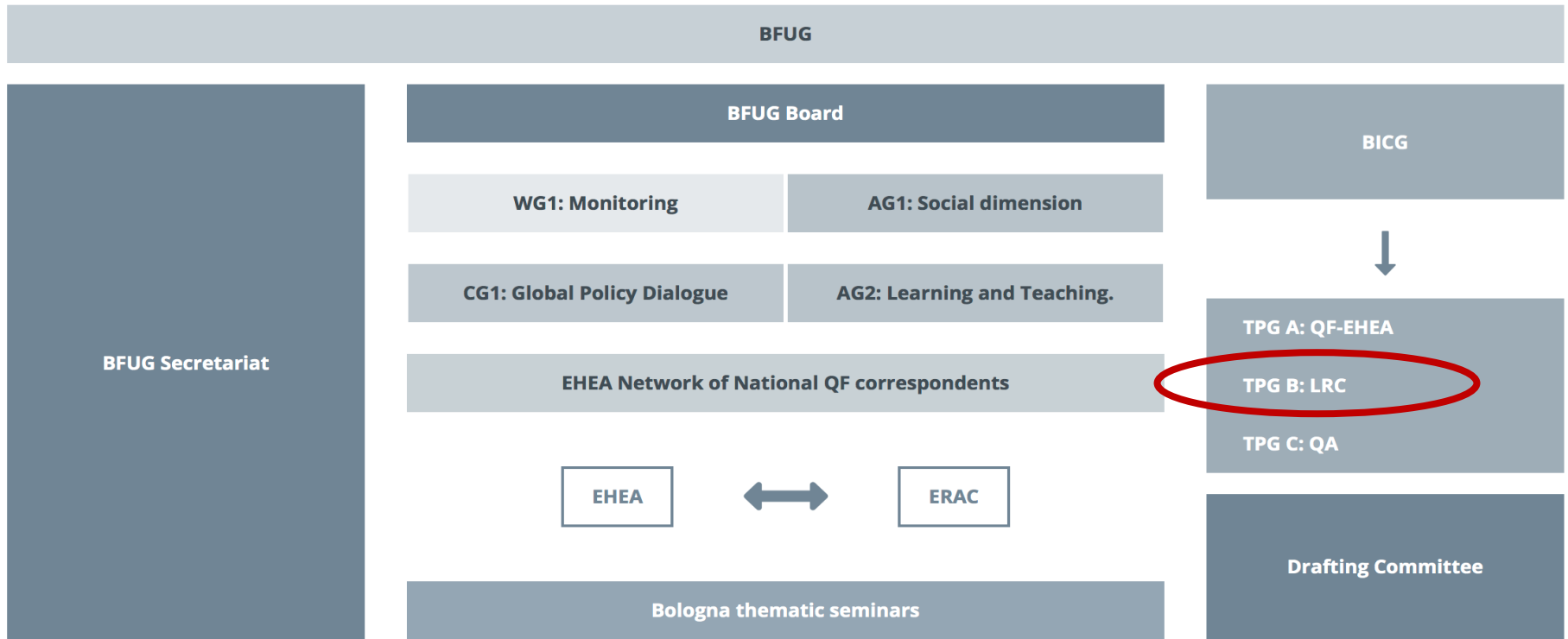


Bologna process key commitment on  
compliance with the Lisbon Recognition  
Convention: feedback  
from the BFUG Peer Group on Recognition

Chiara Finocchietti

EPER Project kick-off meeting  
Zagreb 5 July 2019

# Work Plan 2018-2020



# BOLOGNA IMPLEMENTATION COORDINATION GROUP (BICG)

- Austria, Bulgaria, Croatia, EUA, EURASHE, European Commission, Italy, one Co-chair of WG1 on Monitoring, one Co-chair of Peer Group A on QF, one Co-chair of Peer Group B on LRC, one Co-chair of Peer Group C on QA.
- **Austria, Bulgaria**, and **Croatia** are Co-chairs.
- **Thematic Peer Group A** on Key Commitment 1 (a three-cycle system compatible with the overarching Qualifications Framework of the EHEA and first and second cycle degrees scaled by ECTS)
- **Thematic Peer Group B** on Key Commitment 2 (**national legislation and procedures compliant with the Lisbon Recognition Convention [LRC]**)
- **Thematic Peer Group C** on Key Commitment 3 (Quality Assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area)

# THEMATIC PEER GROUP B - LRC

## 46 members:

38 countries: Albania, Armenia, Austria, Azerbaijan, Belarus, Belgium Flemish Community, Belgium French Community, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Denmark, Estonia, France, Georgia, Germany, Greece, Holy See, Ireland, Italy, Kazakhstan, Latvia, Lithuania, Luxembourg, Malta, Montenegro, Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russian Federation, Serbia, Slovenia, Spain, Switzerland, Ukraine.

7 consultative members: Council of Europe, EI-ETUCE, EQAR, EURASHE, ESU, EUA, UNESCO

+ European Commission

**Albania, France, and Italy** are Co-chairs.

3 meetings + 3 seminars on **Document Fraud and Digitalization, Substantial Difference** and on **Information Provision.**



# THEMATIC PEER GROUP B - LRC

## Specific thematic indications include topics such as:

- establishing the legal framework to allow the implementation of the LRC,
- establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures,
- achieving automatic recognition,
- recognition of alternative pathways,
- qualifications held by refugees,
- optimising the potential of digital technology for the recognition agenda and the Diploma Supplement.

# Objectives

## Overall objective

Foster the implementation of the **Bologna process** focusing on recognition of qualifications and the LRC in the countries being part of **Thematic Peer Group B on Recognition**

Participation of 46 EHEA members in **3 peer group meetings**

**3 Public seminars:**  
Fraud&digitalisation  
Substantial difference  
Information provision

**Staff mobility** among EHEA countries

# Umbrella project: TPG-LRC - Thematic Peer Group on the implementation of the Lisbon Recognition Convention in EHEA countries – 15 partners

## Italy

- Ministry of Education
- Conference of University Rectors
- ENIC-NARIC Italy (CIMEA)

## Albania

- Ministry of Education
- ENIC Albania

## Belarus

- ENIC Belarus

## Estonia

- ENIC-NARIC Estonia

## France

- ENIC-NARIC France

## Malta

- Ministry of Education
- ENIC-NARIC Malta

## Ukraine

- Ministry of education
- ENIC Ukraine

## EQAR

## ESU

## EUA

## Activities

- **WHO:** 15 partners;
- **WHAT:** support for organisation and participation in 3 TPG meetings; organisation of 3 seminar on document fraud, substantial difference and information provision; staff mobility;
- **WHERE:** Tirana (AL), January 2019; Bologna (IT), June 2019; Paris (FR), Spring 2020;
- **WHEN:** 2018-2020;
- **WHY:** raise awareness and multiply the impact of the TPG activities among relevant stakeholders, national authorities, quality assurance (EQAR), HEIs (EUA) and students (ESU). Leaflet on substantial difference for students and guidelines on information provision for HEIs.



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Activities (46 members)/1

## January 2019, Tirana, Albania:

- **Peer Group Meeting** (with parallel sessions for different topics)
- **Public seminar on digitalisation and fraudulent qualifications**
  - ✓ Awareness on diploma mills and qualification fraud and quality assurance as key concept > DEQAR database (Paris Communiqué)
  - ✓ The Council Recommendations on automatic recognition
  - ✓ Role of technology as part of the solution, digitalisation of qualifications, blockchain in recognition





# Activities/2

## June 2019, Bologna, Italy:

- **Peer Group Meeting**
- **Public seminar on substantial difference** (article IV.1 and VI.1 of the LRC)
- ☐ Leaflet for students on substantial difference and recognition of degrees
- ✓ common understanding of what could be considered substantial difference
- ✓ provide input to reduce a too diverse application of the to promote fair recognition in EHEA countries
- ✓ raise awareness among students on what substantial difference means

# Activities /3

## Spring 2020 Paris, France:

- **Peer Group Meeting**
- **Public seminar on information provision in HE and recognition** (article IX.1, IX.2, IX.3 of the LRC)
- ❑ Leaflet for HEIs on information provision on HE system and recognition procedure
- ✓ supporting the full implementation of the LRC
- ✓ raise awareness of crucial role of correct information for a smooth and fair recognition procedure, both at national and institutional level
- ✓ provide guidance on how to provide information on HE systems and recognition procedures

# Activities /4

- ❑ First year's outcomes will be presented to the BFUG before the Ministerial Conference in Rome in June 2020

## Second project year:

Questionnaire on expertise and need, on who offers and who would like to receive peer support

Report on main outcomes of peer learning concerning the implementation of the LRC



Co-funded by the Erasmus+ Programme of the European Union



# Topics under discussion/1

- **Automatic recognition:** how to implement the Council of the European Union Recommendation on promoting the automatic mutual recognition of higher education and upper secondary education qualifications and the outcomes of learning periods abroad.
- **European assessment report:** a common reference template for information to be inserted assessment report. Identify a set of information that are in common in all assessment report in the recognition practice (e.g. name of the holder; name of the qualification; name of the institution; status of the institution; workload; duration; etc.), in the view to have a kind of “European Assessment Report”, on the model of Diploma Supplement for final qualifications.
- **Table of comparison of qualifications:** collect the different type of degrees of each country to be filled in and it will contain also clue information necessary for ENIC/NARIC centers during recognition/evaluation process (access to next cycle, EQF/QF-EHEA reference, duration of studies, ECTS, original title of degree and English translation, etc).
- **Digitalisation:** exchange of practices and peer learning about digital credentials, use of new technologies such as blockchain, digitalisation of the recognition process and how to deal with recognition of digital credentials.

# Topics under discussion/2

## ➔ **Substantial difference: guidelines for recognition**

### **High level – substantial:**

- Belonging to different levels
- The course/institution is not accredited in the system of reference
- The course/institution is not official
- Different nature and scope (academic, professional, research)
- Absence of academic rights/it does not give access to similar courses
- In the national system, there is no corresponding/analogue qualifications

### **Medium level – substantial according to the aim of recognition:**

- Distinctive elements of the qualification (i.e. the thesis)
- Duration/workload: it is substantial only in cases where nostrification is needed
- Disciplinary field and contents (two elements that have to be taken in consideration according to the scope)

### **Low level – not substantial:**

- Absence of an exam
- Different names of the courses

# Topics under discussion/3

## ➔ Substantial difference: key messages for students

**KEY POINTS**

- WHAT DOCUMENTS TO BE SUBMITTED BY THE STUDENTS AND ISSUED BY THE UNIVERSITIES
- WHY REASONS/OFFICE IN CHARGE
- HOW PROCEDURES AND COSTS
- WHEN DEADLINES
- WHERE OFFICE, HOW...

**KEY POINTS**

- INDEPENDENT WEBSITE (SOMEHOW VERIFIED)
- SOCIAL NETWORKS
- OPERANDYS
- BACKGROUND

**YOUR FIRST STEP IS TO LEARN ABOUT THE RECOGNITION PROCEDURE OF THE DESTINATION COUNTRY, AND INFORM YOURSELF THROUGH THE OFFICIAL CHANNEL OF RECOGNITION IN THAT COUNTRY.**

**CLEAR PROCEDURES**

**EFFECTIVE (ONLINE) TOOLS**

**CLEAR TIMEFRAME**

**Identify 3 principal actors**

- Students - comes to last spot, research about universities, share information about offer, guide about credits and recognition points
- Faculties - share information about offer
- International office - prepare communication app:
  - agreement
  - calls
  - workshops

**Information of HOST SYSTEM**

↓  
DECISION

**BE PREPARED!**

**For students**

- get information before planning to go abroad!
- check if the university is accredited
- inform about your rights
- check the admission requirements for admission/recognition

**For universities**

- get clear procedures/information/criteria (available online in more languages)

**PROVIDE FULL & COMPLETE DOCUMENTATION**

Be aware, you could have only a partial RECOGNITION

- clear diff of the objectives
- lack of info regarding the mobility and money
- mobility based on training agreement by the student & border
- acceptance of the training agreement by the UNIV
- clear diff between req for access and admission
- info on the req. process / semester process
- the acceptance of the foreign title / people by the labor market (it has)
- personal communication
- the language issue

**Information about National qualification framework and grading system + Professional rules**

**Differences between "access" and "admission" / recognition and how long it takes**

**Official recognition of Institutions**

**Information about dualistic programs and**

**How**

- WEBSITE (UNIVERSITY)
- CRISIS SERVICES + COACHING
- AGENCIES LIMITED TO YOUR UNIVERSITY
- EMIG - NABIC

**KEY POINTS**

- EDUCATION SYSTEM
- ADMISSION PROCEDURES
- ACCESS AND ENTRY REQUIREMENTS
- RECOGNITION PROCEDURES
- RECOGNITION TIMEFRAME THAT VARIES INTO SEVERAL YEAR PERIODS
- PUBLIC OR PRIVATE

**FAST**

↓  
GOALS

↓  
TOOLS

↓  
DECISION

**HOME SYSTEM**

↓  
HOST SYSTEM

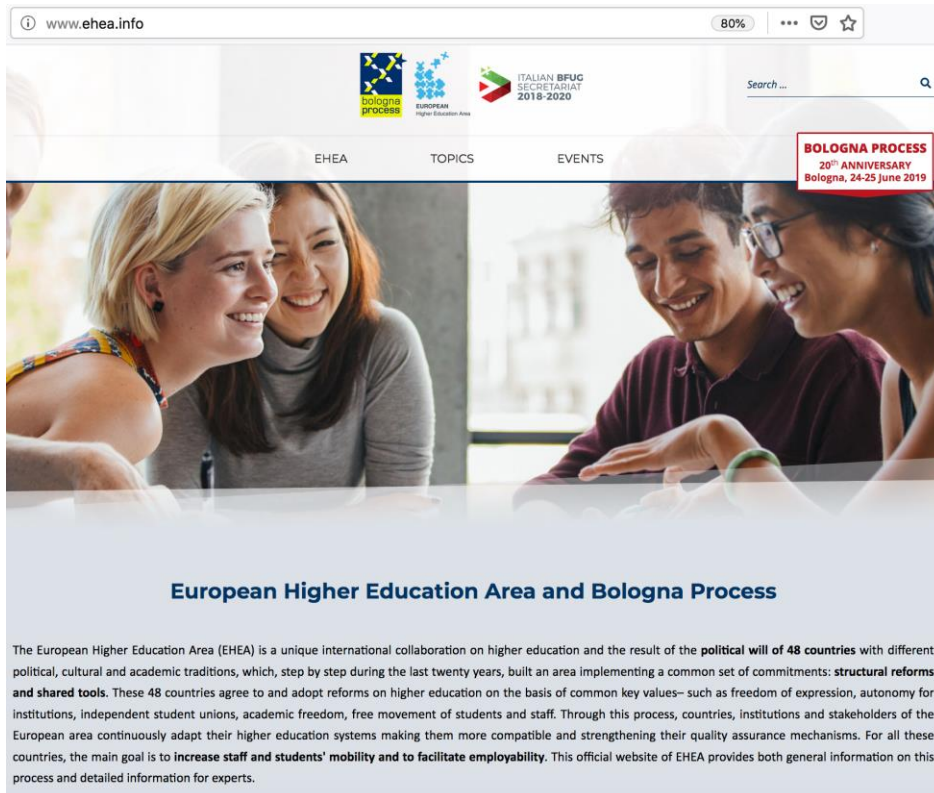
↓  
EMIG-NABIC.NET

↓  
DECISION

\* believe in similarities, but consider the substantial differences \*

**Better communication between univ - (stud. travel)**

# Thanks for you attention!



The screenshot shows the website www.ehea.info with a navigation menu (EHEA, TOPICS, EVENTS) and a prominent banner for the Bologna Process 20th Anniversary (2018-2020). The banner features a photograph of four diverse students smiling and looking at a laptop. Below the photo, the text reads: "European Higher Education Area and Bologna Process".

The European Higher Education Area (EHEA) is a unique international collaboration on higher education and the result of the **political will of 48 countries** with different political, cultural and academic traditions, which, step by step during the last twenty years, built an area implementing a common set of commitments: **structural reforms and shared tools**. These 48 countries agree to and adopt reforms on higher education on the basis of common key values– such as freedom of expression, autonomy for institutions, independent student unions, academic freedom, free movement of students and staff. Through this process, countries, institutions and stakeholders of the European area continuously adapt their higher education systems making them more compatible and strengthening their quality assurance mechanisms. For all these countries, the main goal is to **increase staff and students' mobility and to facilitate employability**. This official website of EHEA provides both general information on this process and detailed information for experts.



[chiara.finocchietti@cimea.it](mailto:chiara.finocchietti@cimea.it)



<http://ehea.info/>



<http://www.ehea.info/page-peer-group-B-LRC>

