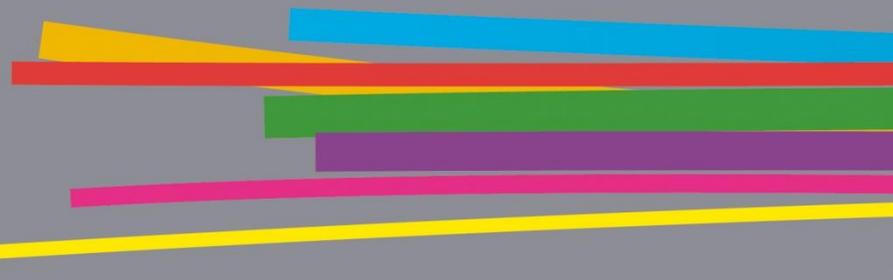


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Recognition challenges in a fast-changing world: the ENIC-NARIC network

ENQA Members' Forum
Budapest 28-29 April 2016

Summary

- I. Mobility trends and internationalization of Higher education
- II. ENIC-NARIC networks, purpose of recognition and good practices
- III. Lisbon recognition convention (LRC) and its subsidiary texts
- IV. Information and communication tools
- V. NARIC and other projects
- VI. Quality assurance, Qualifications frameworks & recognition
- VII. Conclusion

••• Higher education, some important trends

And this growing mass of students is **more and more mobile!**

Box C4.1. Long-term growth in the number of students enrolled outside their country of citizenship

Growth in internationalisation of tertiary education (1975-2012, in millions)



Source: OECD and UNESCO Institute for Statistics.

••• Higher education, some important trends

- Those trends are persistent, **constantly growing** and **global**
 - Average annual growth of **7%**
 - Many **driving factors** → higher demand for HE, “value” of mobility, specific policies, etc.
 - In 2012, 4 million students went abroad to study → 1.8% of all tertiary enrolments
- **But those trends are changing very quickly**
 - In 2000: top 5 destination countries (US, UK, FR, AU, DE) received **55%** of the total mobile students
 - In 2012: top 5 received **47%** of the total mobile students
 - Because of the expansion of “new” HE systems, i.e. China, Malaysia, Singapore, South Korea, New Zealand, Saudi Arabia, UAE
 - Developments of **regional hubs** because of lower costs for mobile students

... So what?

Recognition is essential!

- Need to be considered as a **political issue, not a technical one**
- Need to link with the “**structural**” aspects, **QA and QFs**
- Need to support **capacity-building** amongst all stakeholders and among foreign partners
- Need to foster the **European (and global) cooperation** in the field
- Need to adopt a **common approach to common challenges**

So, still lot of work ahead!

••• Recognition is essential: ENIC-NARIC networks

➤ Two networks for the same objective → fair recognition!

➤ **NARIC network**

- 1984 : *National Academic Recognition Information Centres* in the European Union created by the European Commission

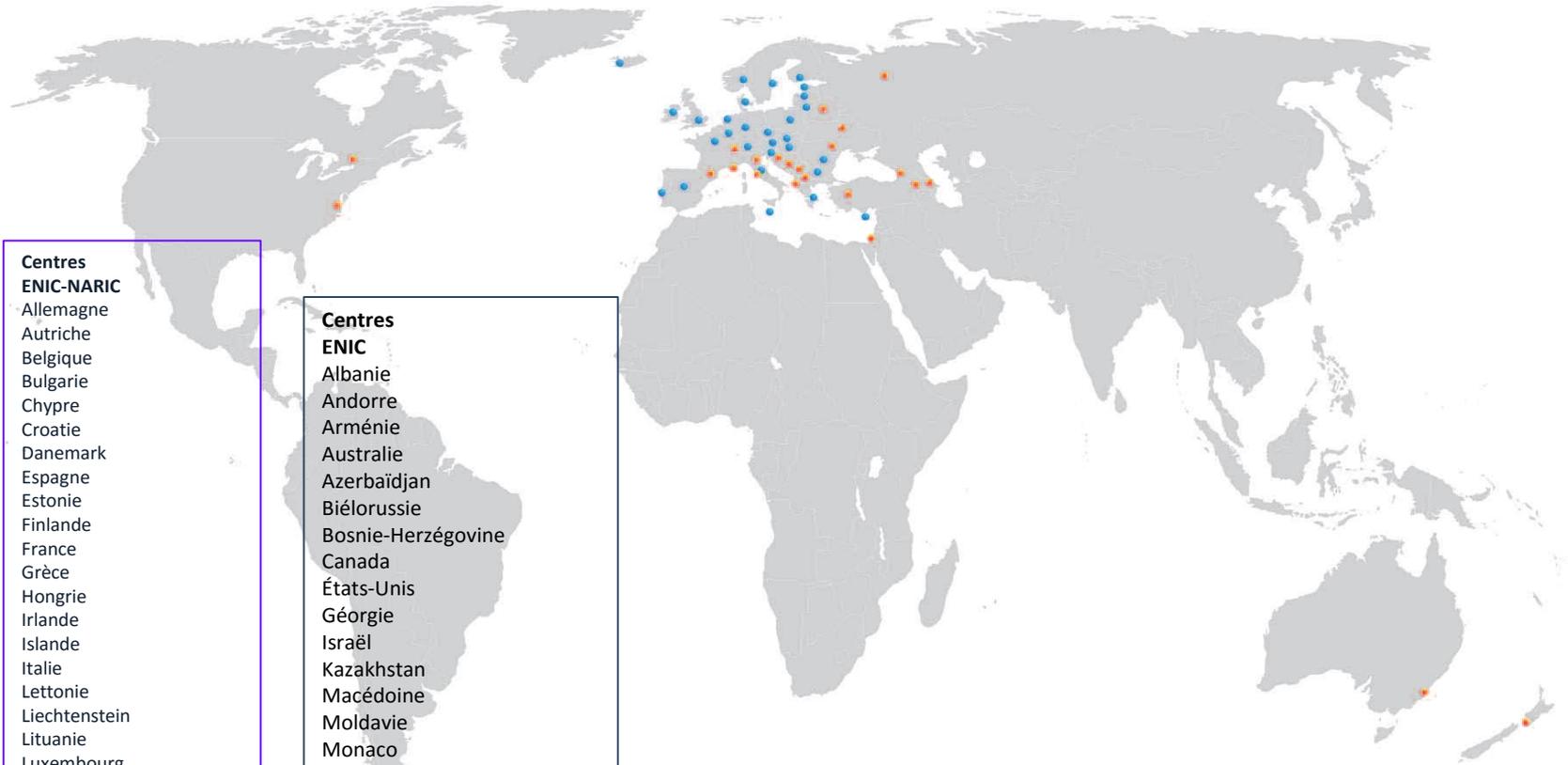


➤ **ENIC network**

- 1997 : *European Network of National Information Centres* on academic recognition and mobility created by the Council of Europe and UNESCO to implement the Lisbon Recognition Convention and to develop policy and practice for the recognition of qualifications



••• ENIC-NARIC networks: where?



- Centres ENIC-NARIC**
- Allemagne
 - Autriche
 - Belgique
 - Bulgarie
 - Chypre
 - Croatie
 - Danemark
 - Espagne
 - Estonie
 - Finlande
 - France
 - Grèce
 - Hongrie
 - Irlande
 - Islande
 - Italie
 - Lettonie
 - Liechtenstein
 - Lituanie
 - Luxembourg
 - Malte
 - Norvège
 - Pays-Bas
 - Pologne
 - Portugal
 - République tchèque
 - Roumanie
 - Royaume-Uni
 - Slovaquie
 - Slovénie
 - Suède

- Centres ENIC**
- Albanie
 - Andorre
 - Arménie
 - Australie
 - Azerbaïdjan
 - Biélorussie
 - Bosnie-Herzégovine
 - Canada
 - États-Unis
 - Géorgie
 - Israël
 - Kazakhstan
 - Macédoine
 - Moldavie
 - Monaco
 - Monténégro
 - Nouvelle-Zélande
 - Russie
 - Saint-Marin
 - Serbie
 - Suisse
 - Turquie
 - Ukraine
 - Vatican

••• ENIC-NARIC networks: how it works

➤ Networks supported by

⇒ Three Secretariats

European Commission

Council of Europe

UNESCO

⇒ Two bodies to reinforce the role of the Networks

ENIC Bureau

NARIC Advisory Board

... What about the networks

➤ Very efficient and performing networks:

✓ Annual networks meetings



✓ Common information and communication tools



✓ Cooperation/participation in common projects



✓ Funding by European Commission, the Council of Europe and UNESCO

✓ **TRUST** as basis for the networks!



... Information and communication tools



➤ Share information to increase cooperation

→ 1999: development of a common website and ListServers (5 different ListServers), under the coordination of the ELCORE Group

➤ 2012-2014: decision to review completely the website to modernize the visual identity and answer the needs of all stakeholders

- ✓ With EU funded-project led by Italian NARIC, CIMEA
- ✓ With the monitoring/decision of the ELCORE Group

→ Official launch in June 2014: www.enic-naric.net

➤ Launch of the social media strategy

- Facebook (/ENIC.NARIC)
- Twitter (@ENIC_NARIC)
- LinkedIn (soon)

••• Cooperation in common projects



- Initiatives taken by individual centres to foster innovative approaches at national, European or global level
- Specific support by the European Commission through specific NARIC projects calls → total budget of 800.000€ for 2016-2018
- But also cooperation with other regions of the world via other EC calls (ERASMUS +)

⇒ Examples:

- ✓ Annual joint ENIC-NARIC meetings
- ✓ ENIC-NARIC website
- ✓ [EAR Manual](#) and EAR-HEI Manual
- ✓ CHARONA project
- ✓ SQUARE
- ✓ EU-MTR
- ✓ RecoNow

●●● Purpose of the networks

- **The two networks work together to promote and enhance mobility by improving academic recognition of diplomas**
- **ENICs and NARICs = main provider of authoritative information**
 - ✓ User-oriented, including individuals, HEIs, QAAs, public authorities, etc.
 - ✓ Might be the recognition competent authority
 - ✓ Contribute to policy developments
 - ✓ Contribute to sharing and disseminating good recognition practice and policy in line with the principles of the Lisbon Recognition Convention (LRC)
 - ✓ Have the appropriate resources (staff, ICTs, documentation)
- **But still great diversity in terms of competences (information vs. recognition), outcomes (advice vs. decision), structures (agency-like vs. ministerial dpt.), scope (technical vs. policy) and resources**

Lisbon recognition convention (LRC) and its subsidiary texts

➤ The founding recognition documents



- **The Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) (1997)**
- **Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Explanatory Memorandum (2001, revised in 2010)**
- **Joint ENIC/NARIC Charter of Activities and Services (2004)**
- **Recommendation on the Use of Qualifications Frameworks in the Recognition of Foreign Qualifications (2013)**

Lisbon recognition convention (LRC)

➤ Spirit and main principles of the LRC:

- Reinforcing education as a human right
- Promoting academic mobility
- Respecting institutional autonomy
- Fair assessment of foreign qualifications
- No discrimination
- Recognition of qualifications and periods of study in a flexible way (only substantial differences should lead to partial recognition)
- Existence of a national information centre
- Possibility to appeal

Lisbon recognition convention (LRC) and its subsidiary texts

Recognition good practice

⇒ Transparency

- Dissemination of good recognition practice in line with the LRC
- Publication of assessment criteria and procedures
- Communication at every recognition step with the applicant

⇒ Recognition versus equivalency

- Comparison with the national educational system
- Use of different set of criteria
- Take into account the purpose of recognition

⇒ Quality and quantity criteria

- Higher education institution status
- Rights attached to the diploma in the system of origin
- Length of study

Role of the recognition centers

⇒ Implementation of the LRC

- Two main bodies:

- ✓ the LRC Committee (and Bureau)

- ✓ and the ENIC Network (and the Bureau)

➤ Today, 53 countries signed and/or ratified (all EHEA countries, plus Australia, Canada (no ratification), Israel, Kyrgyzstan, New Zealand, Tajikistan, USA → one of the top 3 European conventions!

⇒ www.enic-naric.net

●● Which link between QA and recognition?

- **Quality assurance** in the Bologna Process/EHEA
 - **Very fast development** of both internal and external QA
 - Convergence (despite the diversity) through the **ESG, EQAR and ENQA**
 - Basically, the **quality** of HE programmes, institutions and systems **within and outside national context**
 - widening the **‘circle of trust’** (Kelo, 2014)
- How QA **contributes to recognition?**
 - One of the **preconditions** for the evaluation of a foreign qualification
 - **No need to further assess the ‘inner’ quality** of a programme/institution
 - **Minimum standards** for QA process(es) are respected

••• Which link between QFs and recognition?

- **Qualifications frameworks** in the Bologna Process/EHEA
 - **Further development** of the three cycle-structure → emphasis on the learning outcomes and the ‘cultural shift’
 - Convergence (despite the diversity) through the **EHEA-QF (and the EQF-LLL)**
 - Basically, the **generic description** of HE qualifications **within and outside national context**
 - How QFs **contribute to recognition?**
 - Provide basic information on **quality, workload, level, profile and learning outcomes**
 - **No need to search further information on the generic qualification**
- The qualification can be **‘translated’ outside the national context**

••• Which link between Los and recognition?

- **Learning outcomes** in the Bologna Process/EHEA
 - **Central common concept** for the structural elements
 - No need for convergence as **LOs are a ‘diversity tool’**
 - Basically, the motor for the ‘cultural shift’ → from ‘knowledge transmission’ to ‘**knowledge/competences/skills reception**’
- How **LOs contribute to recognition?**
 - Go beyond the ‘**traditional**’ approach of **equivalency**
 - **Focus on the applicant** and the recognition purposes
 - **Provide more qualitative information** on the qualification

••• And how should recognition be included?

- Recognition should be **part of the (internal and external) QA systems** → quality of admission procedures, quality of recognition of prior learning, quality of flexible learning paths
- Recognition should be **one of the objectives of the QFs** → permeability within and between system and subsystems
- **Recognition** should be **considered when defining learning outcomes** → programmes 'answering' the societal needs/expectations

... Some concluding remarks ... or challenges!

- Need to support a more **holistic/comprehensive vision at all levels**
- Therefore consider recognition not only as a technical issue, but as an important part of HE policies → commitment needed
- And also need to link recognition developments with other policy areas, mainly QFs and QA
- Need to further **implement the structural instruments at all levels** (institutional, national, European)
- Need to integrate these instruments **in a global dimension** → synergies with developments in other regions
- Need to consider the **rapid changes and developments** → new modes of learning, new learners, increase of unreliable institutions/bodies, etc.
- Last but not least: **Trust, trust and trust!**

••• Websites of interest

- www.enic-naric.net
- www.conventions.coe.int
- www.ec.europa.eu/education/tools/naric_en.htm
- www.eacea.ec.europa.eu/llp/project_reports/project_reports_naric_en.php
- www.ehea.org
- www.eurorecognition.eu

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Thank you for your attention!



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