

EUROPEAN
Higher Education Area



Bologna Secretariat

E-mail: secretariat@ehea.info

Website: www.ehea.info

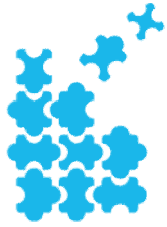
Why RECOGNITION is important?

Ligia DECA

Head of the 2010 – 2012 Bologna Follow-Up Group
Secretariat

Stakeholders' conference on recognition in the European Higher Education Area

Riga, 28-29 April 2011



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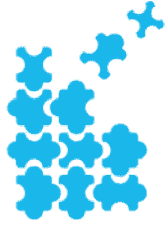
The BFUG Secretariat

Main role:

“...to provide **neutral support** to further the **consolidation** of the European Higher Education Area under the **exclusive authority of the BFUG and its Chairs and Vice-Chairs.**”

Functions:

- “ Administrative and operational **support for BFUG, its sub-structures** (WG and networks) and the **Board** (minute-taking, background documents drafting, assisting chairs in planning the meeting, communication etc.);
- “ Create and maintain the **EHEA permanent website (www.ehea.info) and electronic archives;**
- “ Act as an **internal and external contact point for the EHEA**, while **ensuring dissemination of information** on behalf of the Chairs or based on direct requests;
- “ Participate in organising the 2012 Ministerial Conference and Bologna Policy Forum.



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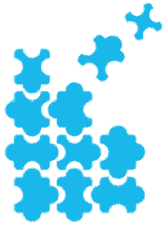
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Recognition – bird's eye view

- “ A **base for the consolidation of the European Cultural Convention** (1954) – the first Council of Europe convention for recognition dates back to 1953.
- “ A **cornerstone** for the Bologna Process since the Sorbonne declaration (1998) – the **only legally binding text of the Bologna Process** is the Council of Europe/ UNESCO Recognition Convention (Lisbon Recognition Convention);
- “ One of the **performance tests** of the European Higher Education Area;
- “ Perhaps the **main interest point** for the EHEA from the outside world;
- “ Not as purely academic as it may sound.... 😊



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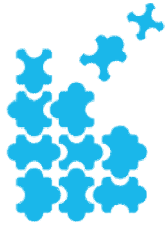
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Building bridges...





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The EHEA unfolded

Bologna action lines



EHEA Objectives/ HE
priorities

Pre-Leuven (as listed in the 2007-2009
Work Plan)

Post-Leuven (as listed in the 2009 – 2012 Work
Plan)

Mobility	Social dimension: equitable access and completion
Degree structure (?)	Lifelong Learning
Employability	Employability
Recognition (?)	Student centered learning and the teaching mission of higher education
Qualifications frameworks (?)	Education, research and innovation
Lifelong Learning	International openness
Quality Assurance (?)	Mobility
Third cycle	Data collection
Social dimension	Multidimensional transparency tools
Global dimension	Funding
Stocktaking	
Beyond 2010 (?)	

Recognition – history in the EHEA

From a technicality to a central policy area

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“ **Sorbonne (1998)** . recognition as a clear goal for the signatory countries: France, Germany, UK and Italy;

“ **Bologna (1999)** . no direct reference (reference only to degree structures and cycles);

“ **Prague (2001)** . clear reference to the promotion of [] simple, efficient and fair recognition reflecting the underlying diversity of qualifications.+;

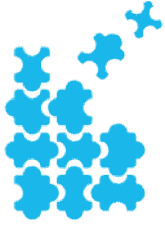
“ **Berlin (2003)** . recognition (importance of ratifying the LRC, DS, joint degrees, link with mobility) and inclusion as one of the 3 areas in the mid-term stocktaking;

“ **Bergen (2005)** . commitment to deliver NAP for recognition & link to LLL;

“ **London (2007)** . the BFUG is asked to arrange for the ENIC/NARIC networks to analyse the NAPs and spread good practice+;

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“ **Leuven/ Louvain la Neuve (2009)** . the BFUG is asked to follow-up on the recommendations of analysis of the NAPs on recognition+.



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Tools for recognition

“ Legally binding:

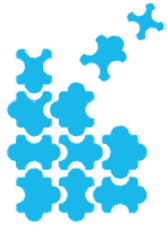
- The Lisbon Recognition Convention (LRC) and subsidiary texts
- EU Directives on professional recognition

“ Bologna tools:

- ECTS
- Diploma Supplement
- Qualifications Frameworks
- Learning Outcomes
- QA?



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What can be gained from recognition?

- ❖ Access to further learning;
- ❖ Mobility – horizontal and vertical;
- ❖ “Intra-national” student movement (internal mobility);
- ❖ Building academic, but also social and economic spaces: EHEA and the European Union – the concept of “free movement”;
- ❖ Facilitating LLL: Recognition of Prior Learning;
- ❖ Professional recognition: regulated and non-regulated professions;
- ❖ Overcoming cultural differences and opening up to the world.



Other established higher education spaces and recognition

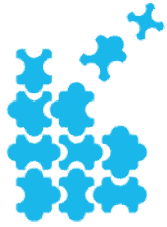
❖ The Brisbane Communique

- ❖ Signed by 27 Asia-Pacific Education Ministers in Brisbane, Australia, on 3–4 April 2006;
- ❖ mainly referring to common quality assurance standards and cooperation for **enhanced recognition** in the region.

❖ Latin American and Caribbean Higher Education Area (ENLACES)

- ❖ Based on the recommendations of the Lima Declaration (2009, Lima, Peru);
- ❖ Portal maintained by UNESCO-IESALC;
- ❖ ENLACES puts forth the need to evaluate existing mechanisms of validating and **recognizing titles, diplomas and degree programs and to promote new strategies that favor and simplify these processes in the countries that make up the region**. ENLACES' task is to assist in the fulfillment of this objective, creating bridges for dialogue and cooperation among HEI, Latin American and Caribbean Higher Education networks and governmental institutions.





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The EHEA and recognition – what next?

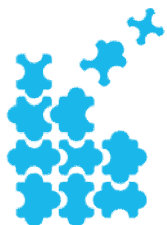
Achievements and commitments:

- ❖ LRC . signed or ratified by all EHEA members apart from Greece;
- ❖ Develop NQFs for all Member States by 2012 and prepare for self certification;

Open questions:

- Recognition . a semi-closed chapter (no reference as a policy area in the Leuven/ Louvain la Neuve communique and no %an International Court of Recognition+)?
- Do the EHEA ministers still consider recognition and especially %equal treatment+as a priority or is there reluctance in going %to the whole nine yards+?
- What is the future link of recognition with QA and QFs?

Fact: 95% of the external requests received by the Bologna Secretariat are linked with recognition issues



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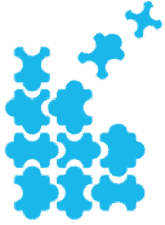
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Recognition – a bridge we shouldn't get stuck on...





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Thank you very much
for your attention!