

Workshop on the International Recognition of Degrees and Diplomas in Croatia

Zagreb, September 20-22, 2005

Europe in Transition:

Trends in Academic and Professional
Recognition in Europe

Topics

- **Trends in Methodology**
- **Professional Recognition**
 - EU Directives
- **Academic Recognition**
 - Lisbon Recognition Convention
- **Bologna Process**

Trends in Methodology

1950-1975: Equivalence

- Low mobility of students
- Study programmes only moderately differentiated
- Course-by-course comparison
- Programmes should be identical

Trends in Methodology

1975-now: Recognition

- Increasing mobility of students
- Expansion of higher education
- Programmes should be comparable
- Sectoral Directives EU

Professional Recognition

Sectoral directives

- Harmonisation of study programmes
- Automatic recognition of diplomas
- Problem: harmonisation is very time-consuming

Professional Recognition

Sectoral directives

- **1975 Doctors** (93/16/EEC)
- **1977 Nurses** (77/452/EEC + 77/453/EEC)
- **1978 Dentists** (78/686/EEC + 78/687/EEC)
- **1978 Veterinary Surgeons** (78/1026/EEC + 78/1027/EEC)
- **1980 Midwives** (80/154/EEC + 80/155/EEC)
- **1985 Pharmacists** (85/432/EEC + 85/433/EEC)
- **1985 Architects** (85/384/EEC)

Trends in Methodology

Ideal: Acceptance

- **Globalization and internationalization**
- **Mutual trust in qualifications**
- **Availability of information, transparency**
- **Respecting the differences**
- **General Directives EU and Lisbon Convention**

Professional Recognition

General Directives

Basic principles:

- **Case-by-case evaluation**
- **Mutual trust in educational systems**
- **Reversed burden of proof**
- **Finished product meets the minimum requirements**

Professional Recognition

Three General Directives

- **89/48/EC: at least 3 years of higher education**
- **92/51/EC: less than 3 years of higher education**
- **99/42/EC: regulated activities**

Professional Recognition

General Directives

Key elements:

- Regulated profession
- Qualified for the profession
- Transparent procedures
- Right to a decision within four months
- Right of appeal
- Substantial differences

Professional Recognition

General Directives

Compensation mechanisms:

- **Relevant professional experience**
- **Adaptation period or aptitude test**

Professional Recognition

General Directives

Actors involved in the implementation:

- **Ministries of Education**
- **Competent Authorities**
- **National Information Centres**
- **National Coordinator**

Professional Recognition

Dutch Information Centre General Directive 89/48/EEC (IRAS)

Main tasks:

- **Provide information on the Directive to:**
 - **Holders of EU diplomas**
 - **Competent authorities**
 - **Information Centres in other member states**
- **Refer to the right organization**
- **Assist the national coordinator**



Academic Recognition

Council of Europe / UNESCO

**Convention on the Recognition of Qualifications
concerning Higher Education in the European
Region**

(Lisbon Recognition Convention, 1997)



Academic Recognition

Lisbon Recognition Convention

Basic principles:

- **Mutual trust in educational systems**
- **Case-by-case evaluation**
- **Reversed burden of proof**
- **Respecting the differences**

Academic Recognition

Lisbon Recognition Convention

Key elements:

- Right to an assessment
- Transparent procedures
- Clear information on evaluation criteria
- Decision within reasonable time limit
- In line with earlier assessments
- Substantial differences
- Right of appeal

Academic Recognition

Networks of information centres

- Council of Europe/UNESCO: ENIC
(European National Information Centres on Recognition and Mobility)
- European Union: NARIC
(National Academic Recognition Information Centres)



Bologna Process

THE EUROPEAN HIGHER EDUCATION AREA

Joint declaration of the European Ministers of Education
Convened in Bologna on the 19th of June 1999

Bologna Process

Bologna Declaration (1999)

29 countries, six objectives to be reached by 2010:

- **Easily readable and comparable degrees**
- **Two cycle system (Bachelor-Master structure)**
- **European Credit Transfer System**
- **Promotion of mobility of students and staff**
- **Cooperation in quality assurance**
- **European dimensions in higher education**

Bologna Process

Prague Communiqué (2001)

Extension from 29 to 32 countries, extra points:

- **Lifelong learning**
- **Involvement of higher education institutions and students**
- **Attractiveness of the European higher education area**

Bologna Process

Berlin Communiqué (2003)

Extension from 32 to 40 countries, emphasis on:

- **Quality Assurance**
- **Implementation of two-cycle system by 2005**
- **Recognition of degrees (Lisbon Convention + Diploma Supplement)**

Bologna Process

Bergen Communiqué (2005)

- Extension from 40 to 45 countries
- Stocktaking: progress at halfway mark with regard to the degree system, quality assurance, recognition of degrees
- Social dimension
- Mobility
- Attractiveness of the EHEA and cooperation with other parts of the world