



# *Workshop on the International Recognition of Degrees and Diplomas in Croatia*

*Zagreb, September 20-22, 2005*

## **Background and methodology of credential evaluation**

**2.**

# *Topics*

- **Models of Higher Education Systems**
- **Characteristics of Educational Systems**
  - **Differences between Educational Systems**
  - **Understanding One's Own System and the Foreign System**
- **Credential Evaluation Criteria**

# *Models of Higher Education Systems*

## **1. The Humboldt model**

- **Strict distinction between:**
  - **university education (academic)**
  - **university preparatory education**
  - **professional higher education**
- **Research activities conducted during initial studies**
- **Scientific research conducted free of societal interests**

# *Models of Higher Education Systems*

## **2. The Anglo-American model**

- Undergraduate/graduate phases of education
- Both academic and professional programmes offered by same institution
- Research primarily conducted at graduate level
  - USA in particular:
    - Academic preparatory education is part of the undergraduate curriculum
    - Broad general education (liberal arts) at tertiary

# *Models of Higher Education Systems*

## **3. The Napoleonic model**

- **Centralistic organization**
- **High degree of selectivity**
- **Uniform content of study programmes**

# *Characteristics of Educational Systems*

## **Differences between educational systems**

- **Use of educational terminology**
- **Diversified or non-diversified secondary education**
- **Admission to higher education**
- **Definition of higher education**
- **Unitary or binary system of higher education**
- **Cycles of higher education**
- **Role of government in education in general**

# *Characteristics of Educational Systems: Checklist*

## Understanding one's own and the foreign system

### 1. Secondary Education

- After how many years of primary school does secondary education begin?
- Is there more than one type of secondary school?
- How many years are required for each secondary school diploma?
- Does the curriculum consist of general or vocational education, or is it a mixture?
- Which diploma(s) is/are awarded and to which

# *Understanding One's Own System and the Foreign System*

## 2. Higher Education

- What is the definition of higher education in the country in question? Does it include university and non-university institutions and programmes?
- What are the names of the degrees and diplomas? How many years are required for each step?
- What is the grading system used?
- How is the weight of courses measured (contact or study-load hours) and what are the units called?
- What examination methods are used?

# *Understanding One's Own System and the Foreign System*

## 3. Specific Programmes (I)

- What is the starting level: which diploma(s) grant(s) admission? Are there any additional entrance requirements (examinations, selection)?
- What is the full-time duration?
- What are structure and content of courses and/or modules, how many hours are devoted to each?
- Is it primarily academic or practical?
- What is the ratio of theoretical to practical

# *Understanding One's Own System and the Foreign System*

## 3. Specific Programmes (II)

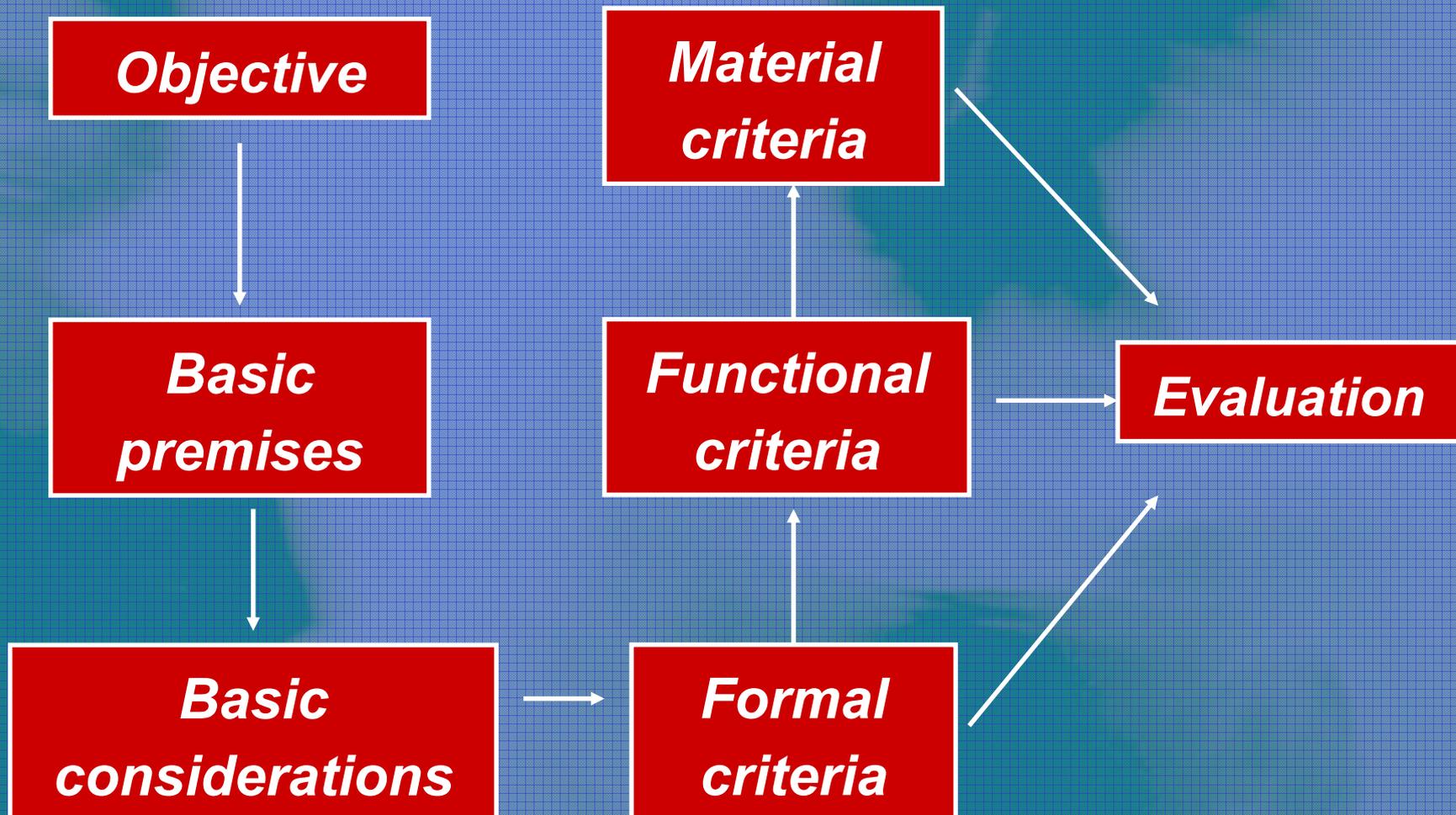
- What is the nature of the practical training and how many months are required?
- Does graduation require writing a thesis?
- Is there an academic title attached to the diploma?
- Does the diploma give admission to further study?
- Does the diploma give direct admission to professional practice?

# *Understanding One's Own System and the Foreign System*

## 4. Other Topics

- What are the main national laws/regulations governing secondary and higher education?
- Is the country signatory to any bilateral or multilateral recognition agreement? Which academic or professional rights do they regulate?
- Is there a system of governmental quality control or an accreditation system?
- What is the status of the evaluating organization? Is the evaluation a decision or recommendation?

# *Credential Evaluation Criteria*





# *Credential Evaluation Criteria*

## **Objective:**

To identify the qualification in receiving country most comparable to a foreign qualification, taking into account the purpose for which recognition is sought.



## *Credential Evaluation Criteria*

### **Basic premises for good practice in recognition**

- Foreign qualifications should be recognized and differences should be viewed with flexibility. Only relevant substantial differences should lead to partial recognition or non-recognition
- Assessment should focus on the qualification for which recognition is sought. Previous levels of education should be considered only when having a “serious bearing” on outcome
- Comparability in terms of quality should take preference over comparability in terms of quantity

# *Credential Evaluation Criteria*

## **Basic Considerations**

- **Purpose of the evaluation**
- **Prior evaluations of the same qualification, to ensure consistency in recognition practice**
- **Status of institution**
- **Status of evaluating body**

# *Credential Evaluation Criteria*

## Formal criteria

- National law and regulations
- International law, treaties and agreements

# ***Credential Evaluation Criteria***

## **Functional criteria**

- **Purpose of the qualification in home country**
- **Rights attached to the qualification in home country**



# ***Credential Evaluation Criteria***

## **Material criteria**

- **Content**
- **Structure**
- **Duration / study load**
- **Starting level**
- **Learning outcomes and competencies**
- **Quality of institution and program**