

Concept and principles of automatic recognition of HE access qualifications

ARAQUA2 project 1st Peer learning activity

Francesco Sanasi

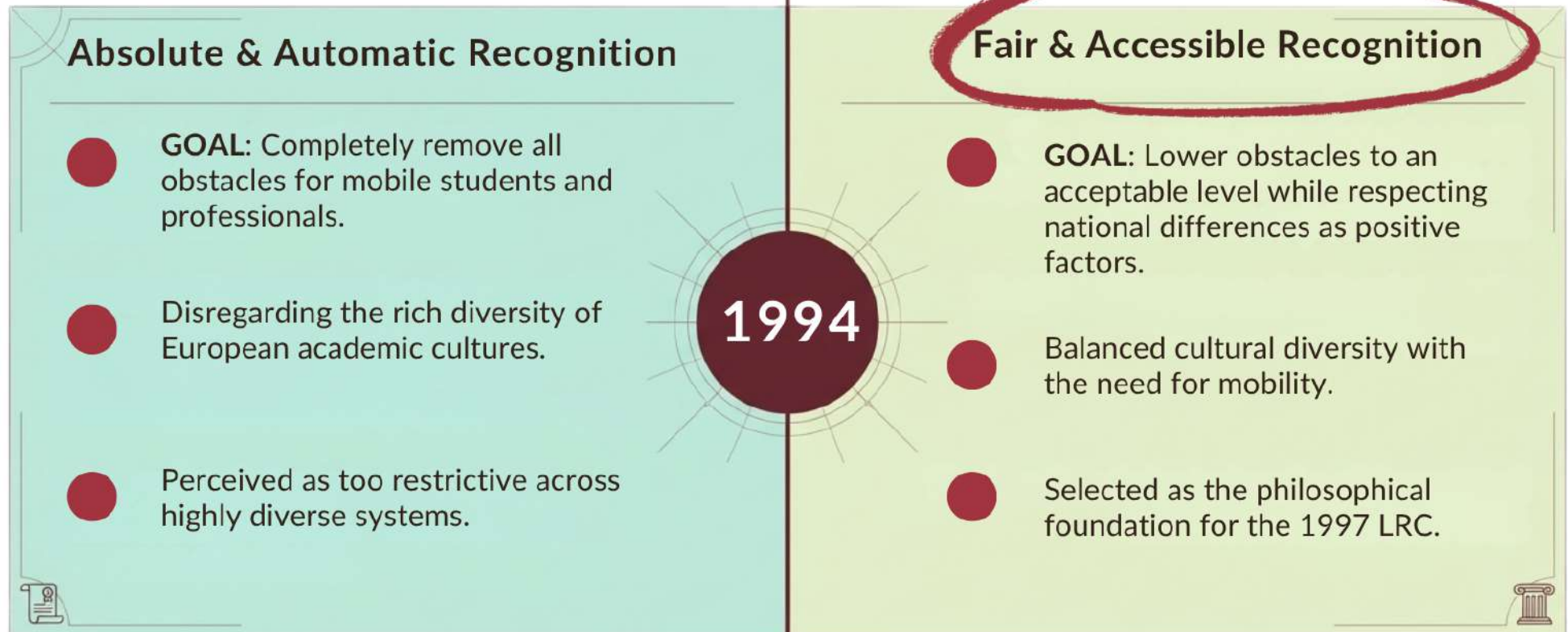


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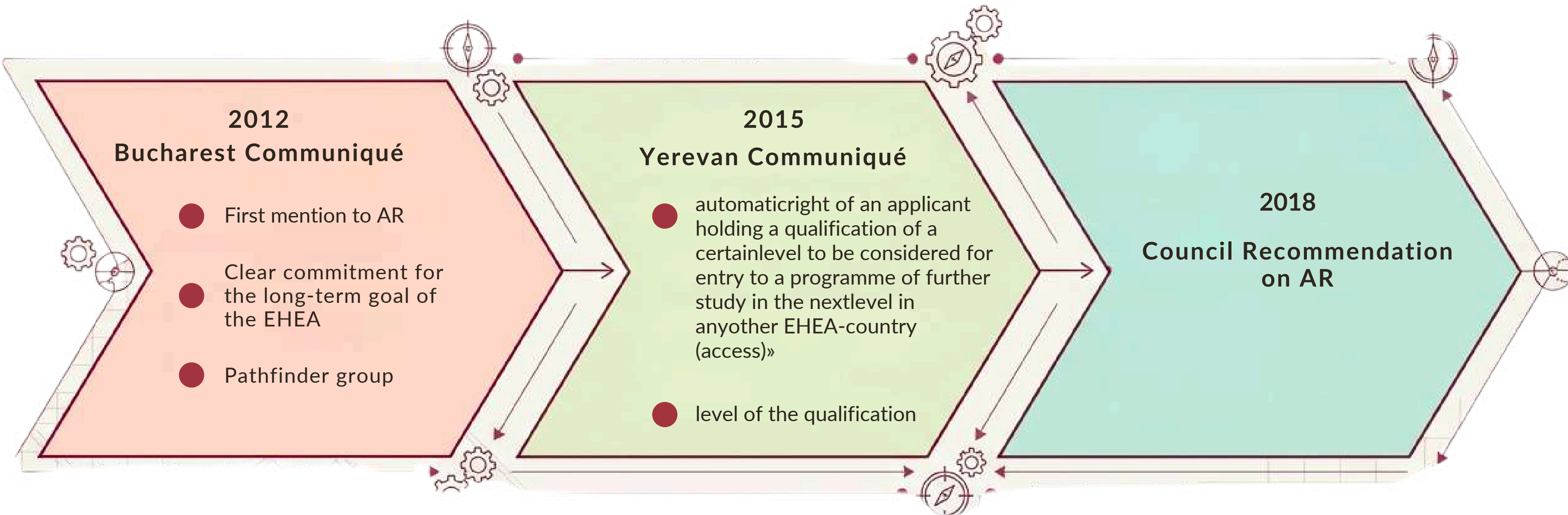
Absolute and automatic vs. Fair Recognition

- 1994: Malta Conference organised by the Council of Europe
- Preparatory work for the Lisbon Recognition Convention
- Choice regarding the ultimate goal of a new convention



Development of Automatic Recognition

Building upon the core principles of the Lisbon Recognition Convention (LRC), the concept of automatic recognition developed over the years.



Defining Automatic Recognition

2018 Council Recommendation on Automatic Recognition

The right for holders of a qualification of a certain level that has been issued by one Member State to be considered for entry to a higher education programme in the next level in any other Member State, without having to go through any separate recognition procedure. This shall not prejudice the right of a higher education institution or the competent authorities to set specific evaluation and admission criteria for a specific programme. It does not prejudice the right to check, if the qualification is authentic and, in case of an upper secondary education and training qualification, if it really gives access to higher education in the Member State of issuance or, in duly justified cases, if the granted qualification meets the requirements for accessing a specific higher education programme in the receiving Member State.

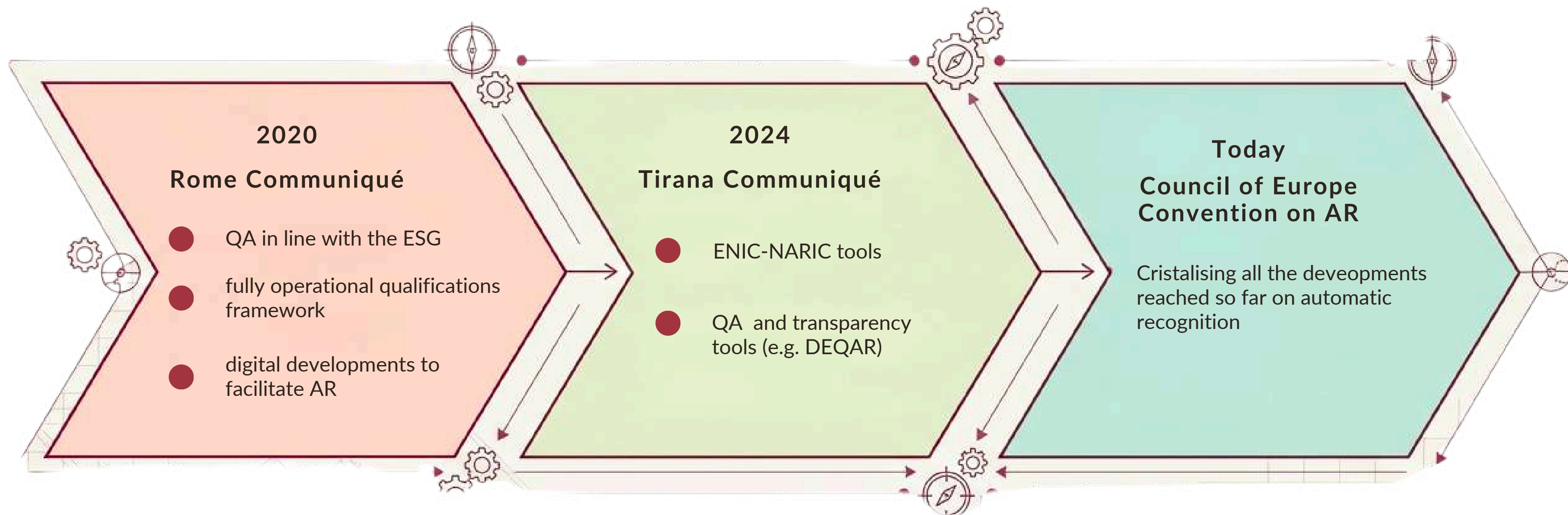
Core Right

Recognition is enshrined as an individual right, aligning with the broader human right to education. It is not an institutional privilege.

Core Mechanism

The complete elimination of isolated, bureaucratic recognition procedures for access. System-level elements (workload, quality, level) are automatically accepted.

Development of Automatic Recognition



MONITORING THE IMPLEMENTATION OF THE LISBON RECOGNITION CONVENTION

Monitoring report

Paris/Strasbourg 2022



Monitoring the implementation of the LRC, 2022

Automatic recognition included for the first time because it was among the priorities on the agenda among EHEA member countries, although not directly mentioned in the LRC texts.

Question 9 - Have measures been implemented to ensure automatic recognition?

ANALYSIS OF RESULTS

Answered: 53 responses

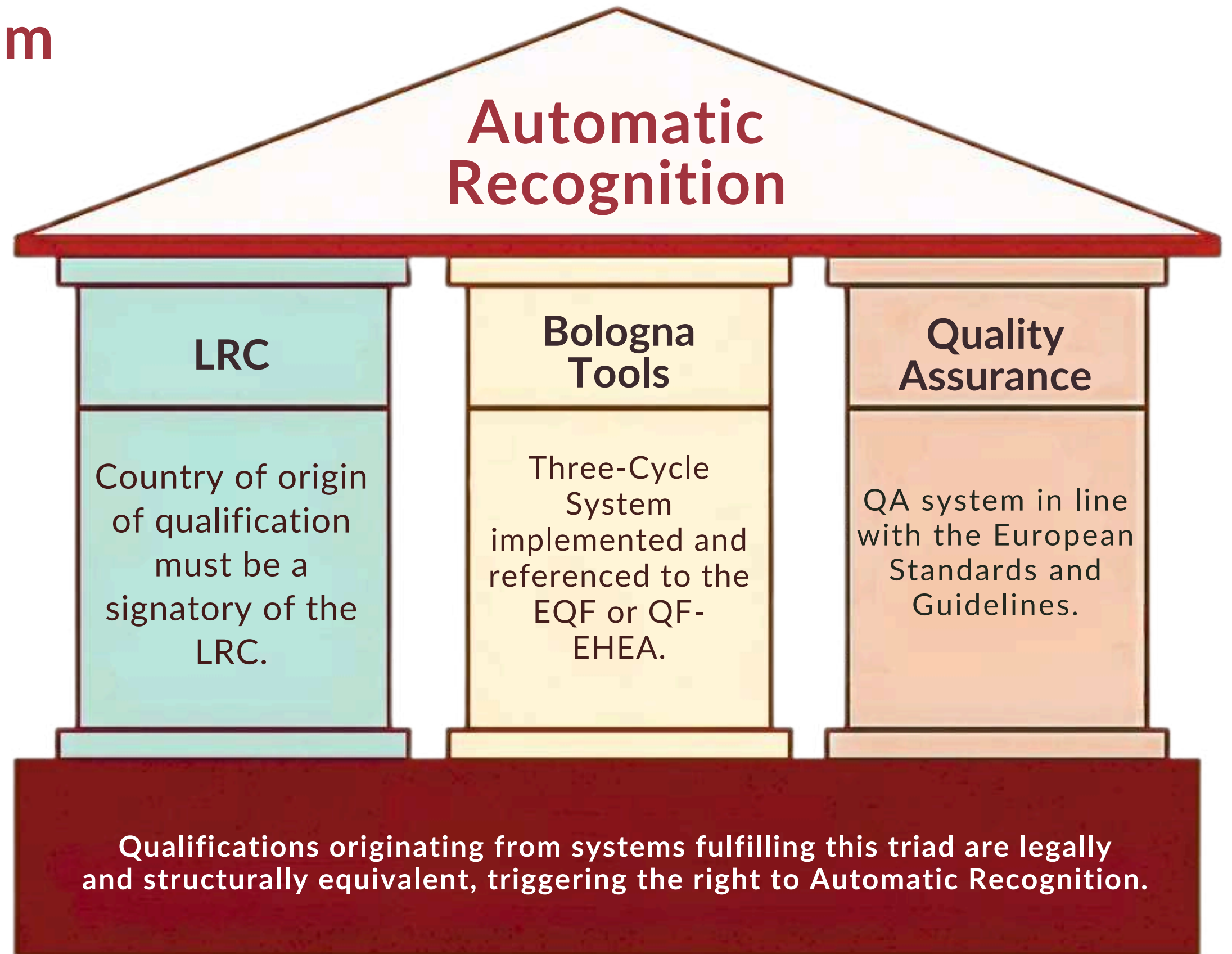
Not answered: 0



FIGURE 14: AUTOMATIC RECOGNITION AND ITS IMPLEMENTATION

The Enabling Ecosystem

AR requires profound systemic trust. Policy analysis reveals converging consensus on structural pillars required to make AR functional.

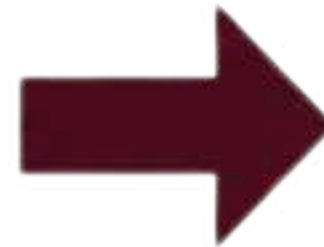


Access vs. Admission

Step 1 Access

System Level AR = General Access

This confers the general right to be considered for study at the next level (e.g., Bachelor to Master).

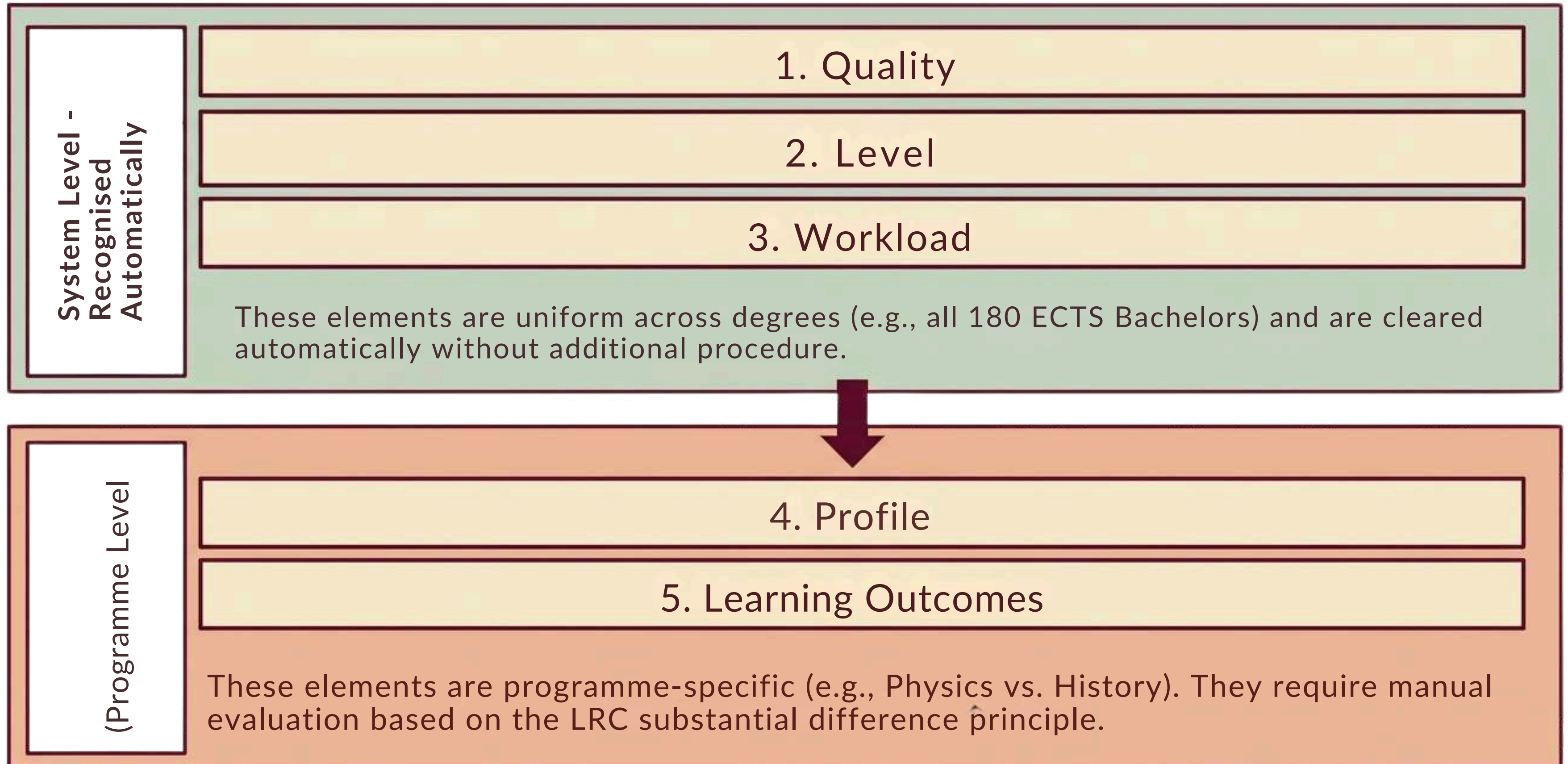


Step 2 Admission

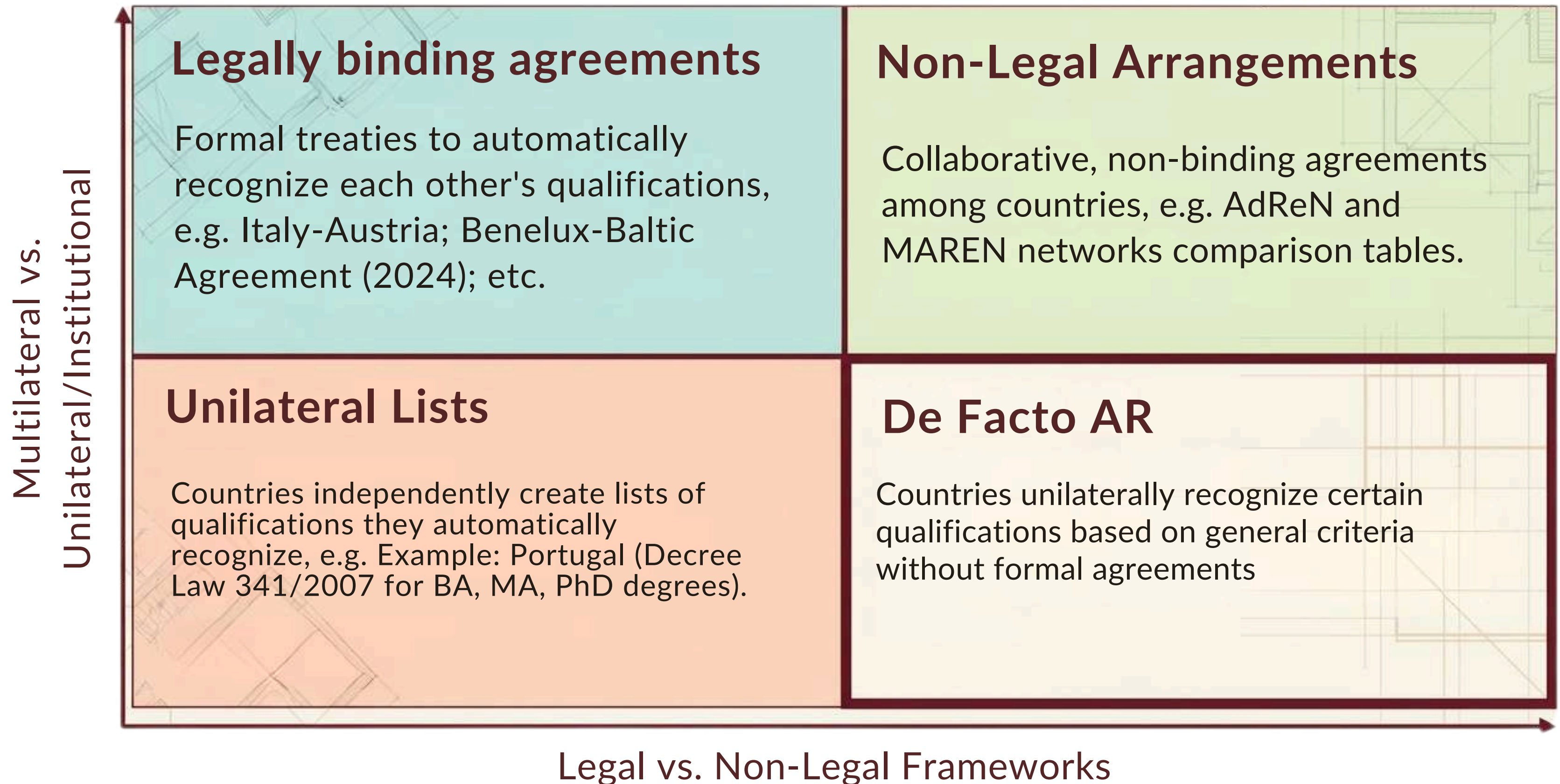
Profile & Learning Outcomes Evaluation
+
Additional Criteria (Grades, Motivation)
=
Program Admissions

Clarification Box: Access differs from entrance. Automatic recognition applies strictly to Access. Specific admissions remain under institutional jurisdiction.

5 Elements of the qualification: System vs. Programme Level



4 models of Automatic Recognition



Q-ENTRY Database

International Database on Higher Education Entry Qualifications



- 116 qualifications
- 57 education systems
- First-hand information source

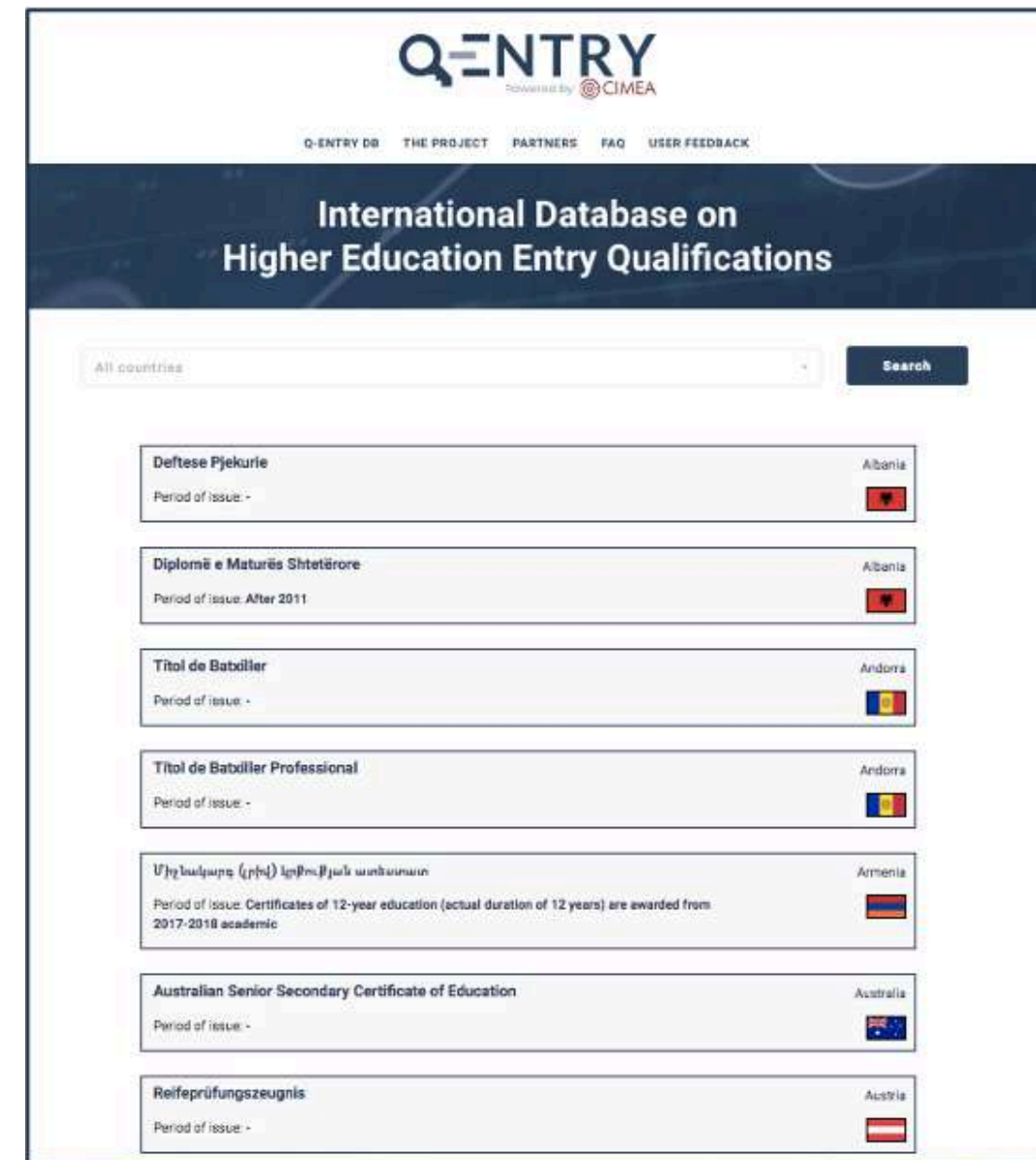


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www.q-entry.eu/wp-content/uploads/2022/08/automatic-recognition-in-practice.pdf

Q-ENTRY
INTERNATIONAL DATABASE
ON HIGHER EDUCATION
ENTRY QUALIFICATIONS

AUTOMATIC RECOGNITION IN PRACTICE




Examples and tools
from the project partner countries



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ARDI Automatic Recognition Database Italia



We recognize the value of your qualifications

Automatic Recognition Database - Italia

The Automatic Recognition Database - Italia (ARDI) describes the main qualifications of the countries signatory to the Lisbon Convention and suggests a level correspondence with Italian qualifications.

Choose the country of interest

<https://ardi.cimea.it/en>

A free tool aligning with European standards for automatic recognition. ARDI describes the main qualifications of the countries signatory to the Lisbon Convention and suggests a level correspondence with Italian qualifications.

- speed up recognition practices
- provide information on comparability among qualifications



AdReN Network



MAREN Network

- Tables of comparison
- Match you qualification
- Publications



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<https://automaticrecognitionnetworks.info/>

about the ENIC-NARIC networks

ENIC-NARIC Networks are the result of an ongoing collaboration between the national information centres in 16 countries, which are operating under the principles of the [Lisbon Recognition Convention](#) (1997). The joint website of the ENIC (European Network of Information Centres) and NARIC (National Academic Recognition Information Centres) Networks is an initiative to enhance navigation to relevant online resources.

The website aims to help interested organisations and individuals find information on current issues and procedures for the recognition of foreign qualifications, and to support ENIC-NARIC member organisations. The website is maintained by the competent bodies in each member country.

For more details about the [national information centres' role & responsibilities](#), information on the [importance of the ENIC-NARIC Networks](#).

Academic Recognition

Automatic Recognition

Bologna Process & EHEA

Diploma Supplement (DS)

ECTS

EAR Manual

Fraud in education

Joint Degrees

Home > Recognition Tools and Projects

Recognition Tools and Projects

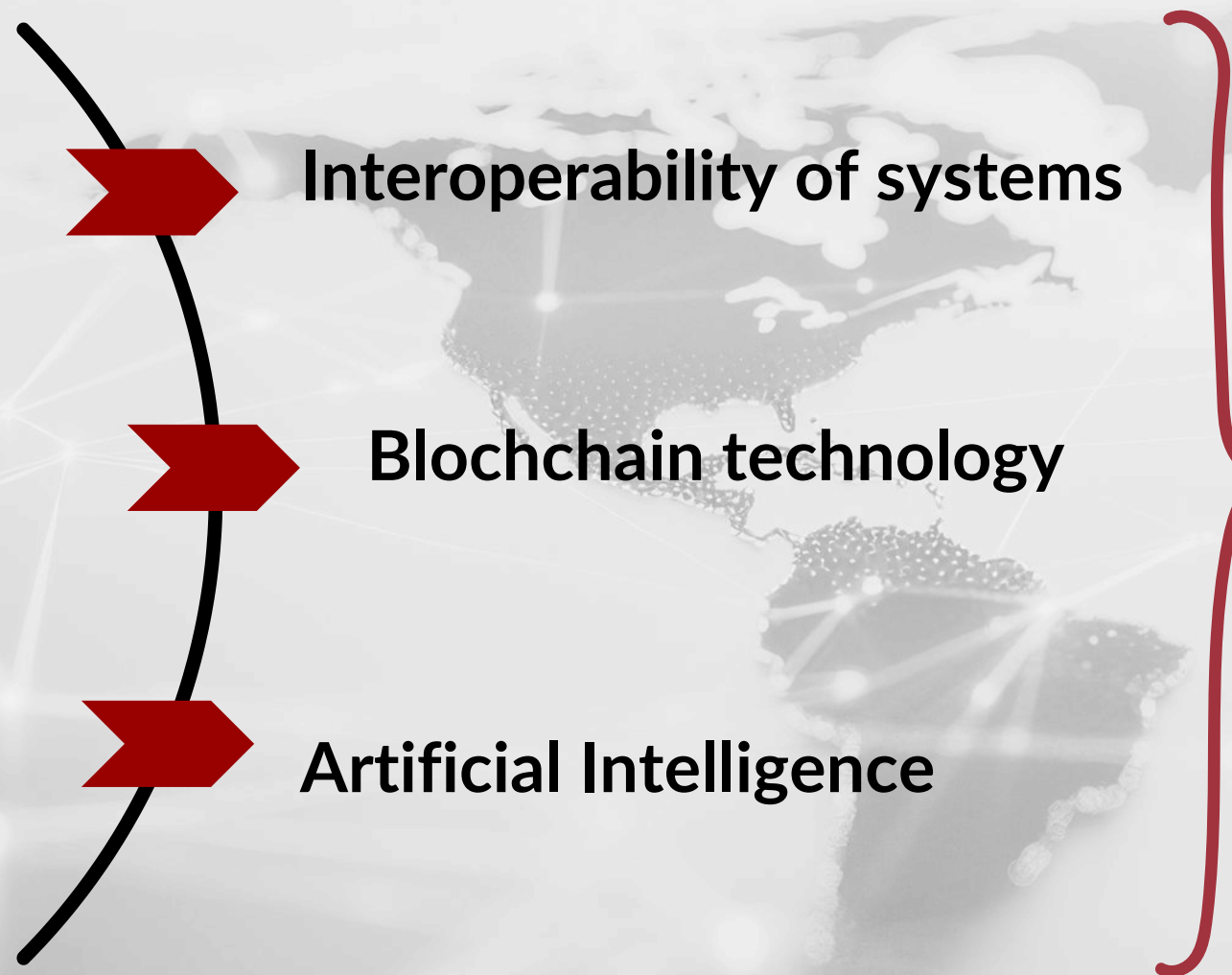
ENICs and NARICs have developed tools and projects to facilitate recognition, foster mobility and enhance internationalisation of higher education.

The following is a list of tools that can help credential evaluators in their daily work. If a tool was developed in the framework of a project, you can see it linked at the bottom. The searching box at the top left of the page allows for an easier search of tools, projects or topics.

automatic recognition

Digitalisation for Automatic Recognition

Digital transformation can give a strong support to automatic recognition, through:



Digitalisation does not mean AUTOMATISATION: despite automatic recognition can strongly benefit from digital transformation and automatisisation of processes (e.g. credentials exchange through blockchain), it does not end with digitalisation.

References

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COUNCIL RECOMMENDATION of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad, [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H1210(01))

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EAR Manual, https://www.enic-naric.net/Upload/Documents/EAR_HEI_Manual_4th_edition.pdf

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Thank you!!!