



## SEMINARIO NAZIONALE

### *Procedure di valutazione e riconoscimento dei titoli di studio esteri nelle Università*

Roma, Università di Tor Vergata, 12-13 marzo 2015

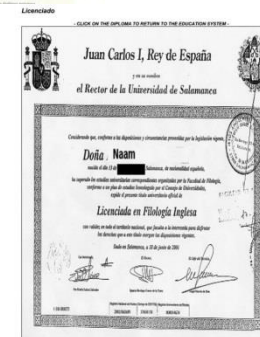
Politiche europee sul riconoscimento: il progetto FAIR

Clara Borghi - Università di Bologna



Erasmus+ (KA 3) - "Consolidating Higher Education Experience of Reform: norms, networks and good practice in Italy (CHEER)"

# Focus on Automatic Institutional Recognition



Politiche europee sul riconoscimento:  
il progetto FAIR



# The Bucharest Communiqué - 2012



*"Fair academic and professional **recognition, including recognition of non-formal and informal learning, is at the core of the EHEA.***

*It is a direct benefit for students' academic mobility, it improves graduates' chances of professional mobility and it represents an accurate measure of the degree of convergence and trust attained.*

***We are determined to remove outstanding obstacles hindering effective and proper recognition and are willing to work together towards the automatic recognition of comparable academic degrees, building on the tools of the Bologna framework, as a long-term goal of the EHEA."***

# The Bucharest Communiqué - 2012

## Setting out priorities for 2012-2015

Having outlined the main EHEA goals in the coming years, we set out the following priorities for action by 2015.

*At the national level, together with the relevant stakeholders, and especially with higher education institutions, we will:*

[...]

*- Review national legislation to fully comply with the Lisbon Recognition Convention and promote the use of the EAR-manual to advance recognition practices;*

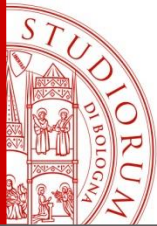
[...]

*At the European level, in preparation of the Ministerial Conference in 2015 and together with relevant stakeholders, we will:*

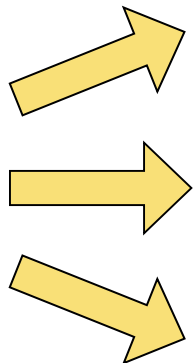
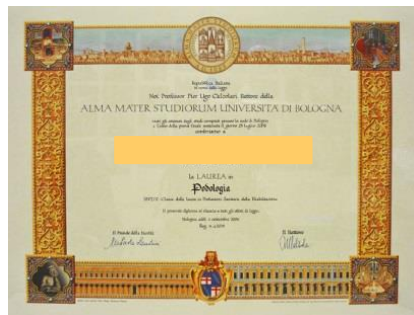
[...]

*- Support the work of a pathfinder group of countries exploring ways to achieve the automatic academic recognition of comparable degrees;*





# EHEA Pathfinder group on automatic recognition 2012-2014



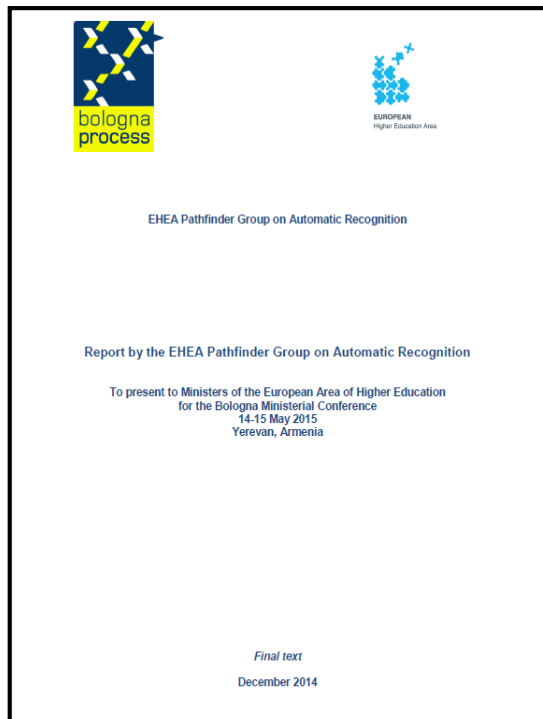
Automatic recognition of a degree should lead to the **automatic right** of an applicant holding a qualification of a certain level **to be considered for entry to a programme of further study** in the next level in any other EHEA-country (access), and comprises tangible benefits for students and HEIs alike. [...]

A Bachelor/Master qualification which follows the EHEA three-cycle structure from an EHEA country should be recognised as a Bachelor/Master qualification anywhere else in the EHEA.

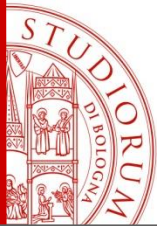
Report by the EHEA Pathfinder Group on Automatic Recognition, Dec. 2014

# EHEA Pathfinder group on automatic recognition 2012-2014

*Smaller steps as a starting point to arrive at automatic recognition:*



- to review national legislation which obliges HEIs to primarily apply formal and quantifiable criteria (length of studies/number of credits) in recognition processes;
- to advise credential evaluators in HEIs on properly implementing the LRC and on increasing the use of qualitative criteria in recognition processes
- to endorse the recently published EAR-HEI Manual
- to ensure that the four-month maximum time limit for recognition processes is adhered to in practice
- to explore possible improvements to recognition processes through the use of modern technologies and through making use of the expertise within the extensive network of ENIC-NARICs
- [.....]



# EHEA Pathfinder group on automatic recognition 2012-2014

*“automatic recognition leads to better recognition procedures”*

By **simplifying** recognition procedures, **standardizing specific steps**, using **national qualification frameworks**, automatic recognition should **reduce deviations** in recognition decisions across the EU and EHEA, and lead to **removal of mobility obstacles** through more consistent evaluations and streamlining of recognition practices. Moreover it is expected it will also **reduce the time needed for evaluations**. All in all, automatic recognition is widely expected to improve recognition practices substantially.

## FAIR

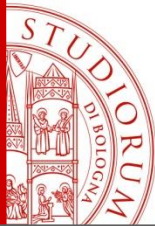
Erasmus + Key action 3 “Support for policy reform”

*2 years: 2015-2016*

*Netherlands, Belgium, Croatia, Italy, Spain*

*Ministries H.edu, ENIC-NARIC, Universities  
+ EUA, ECA, Danish Agency for H.edu*





# FAIR Project Phases

## **I – Planning** **1/1/15 – 1/3/15**

- 1 - Experimentation Protocol**
- 2 - Legal arrangements \***
- 3 - Kick-off meeting**

## **II – Field Trials** **1/3/15 – 1/10/16**

- 4 - Field trial 1: Baseline assessment recognition procedures**
- 5 - Analysis Baseline assessment**
- 6 - Project team meeting**
- 7 - Implementation improved recognition procedures**
- 8 - Field trial 2: Impact analysis**

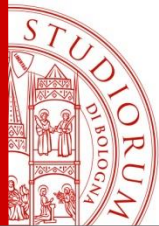
## **III – Evaluation** **1/09/16 – 1/1/17**

- 9 - Analysis of field trials & Recommendations**

## **IV – Dissemination** **1/1/15 – 30/4/17**

- 10 – Dissemination of project results**



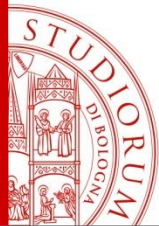


# EHEA Pathfinder group on automatic recognition 2012-2014

## Baseline assessment form FAIR

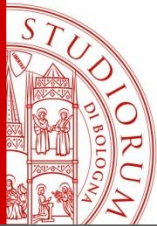
### 1. Background Information on the respondent

1. Name of your institution				
2. Name of your office				
3. Contact person and email				
4. Is your office involved in:	<input type="checkbox"/> only recognition of qualifications	<input type="checkbox"/> only admissions (please answer question 5 to 9 from the perspective of your institution)	<input type="checkbox"/> both recognition of qualifications and admissions	
5. Your credential evaluations are made for	<input type="checkbox"/> a specific programme	<input type="checkbox"/> a specific Faculty or School	<input type="checkbox"/> the entire institution	<input type="checkbox"/> a particular category of applicants (e.g. part-time students, open/distance learners, etc.)
6. Your office is located at	<input type="checkbox"/> Central level	<input type="checkbox"/> Faculty level	<input type="checkbox"/> Department level	<input type="checkbox"/> other Please specify
7. You make credential evaluations for entry to	<input type="checkbox"/> Associate degree level <input type="checkbox"/> Other programmes	<input type="checkbox"/> Bachelor level	<input type="checkbox"/> Master level	<input type="checkbox"/> Doctorate level
8. You handle applications from	<input type="checkbox"/> worldwide	<input type="checkbox"/> a specific global region Please specify:	<input type="checkbox"/> a particular country Please specify:	<input type="checkbox"/> a particular category of institutions Please specify:
9. Indicate how many credential evaluations you have made last year at	Associate degree level: [nr]	Bachelor level: [nr]	Master level: [nr]	Doctorate level: [nr]
10. Does your office make the final recognition decision?	<input type="checkbox"/> Yes	<input type="checkbox"/> No Please specify who makes the final decision:		
11. Does your office make the final admission decision?	<input type="checkbox"/> Yes	<input type="checkbox"/> No Please specify who makes the final decision:		



# EHEA Pathfinder group on automatic recognition 2012-2014

Nr	Country of origin	Level of qualification	Specific type of qualification	Level applied to	Application received (date)	Form of recognition (FR PR DR)	Decision taken (date)	Reason	Applicant informed (date)	Reason communicated to applicant	Specify any delay	Admission offered
1	Brasil	Bacharel	Bacharel em Turismo	Laurea Magistrale	1/4	FR	20/4		25/4			YES
2	USA	High school	High school diploma	Laurea	1/4	DR	20/4	Missing Aps (see national regulations on USA diplomas)	25/4	Missing Aps (see national regulations on USA diplomas)		NO



# EHEA Pathfinder group on automatic recognition 2012-2014

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**Grazie, arrivederci al 2017!**

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