

Project: Effective Partnership for Enhanced Recognition – EPER

Online Workshop: Current trends in academic recognition of foreign education qualifications



Role of ENIC/NARICs in the recognition procedure for the purpose of further study

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ENIC/NARIC Networks

www.enic-naric.net

Two networks for the same objective → fair recognition!

NARIC network

Established in 1984: *National Academic Recognition Information Centres* in the European Union created by the European Commission

ENIC network

Established in 1997: *European Network of National Information Centres* on academic recognition and mobility created by the Council of Europe and UNESCO to implement the Lisbon Recognition Convention and to develop policy and practice for the recognition of qualifications

Networks supported by

Three Secretariats → European Commission, Council of Europe and UNESCO

ENIC Bureau and NARIC Advisory Board → to reinforce the role of the Networks (re-elected every 2 years, members are elected at the annual Joint Meeting of the ENIC/NARIC Networks)



Purposes of Networks

The two networks work together to enhance mobility and improve academic recognition of diplomas by :

- Sharing information on the educational systems of the member countries
 - Sharing information on foreign educational systems, diplomas and degrees issued in countries of other regions
 - Sharing and disseminating good recognition practice in line with the principles of the Lisbon Recognition Convention (LRC)
- ! But, the scope of work of the centers may be different from one country to another



Main information about networks

Very efficient and performing networks:

- ✓ Annual networks meetings
- ✓ Cooperation/participation in common projects
- ✓ Funding by European Commission, the Council of Europe and UNESCO
- ✓ Trust as basis for the networks!
- ✓ AND common information and communication tools!



ENIC/NARIC centres

ENICs and NARICs = main provider of authoritative information

- ✓ User-oriented, including individuals, HEIs, QAAs, public authorities, etc.
- ✓ Might be the recognition competent authority
- ✓ Contribute to policy developments
- ✓ Have the appropriate resources (staff, ICTs, documentation, etc.)

But still great diversity in terms of competences (information vs. recognition), outcomes (advice vs. decision), structures (agency-like vs. ministerial dpt.), scope (technical vs. policy) and resources



Recognition and Bologna Process

Recognition has been at the heart of the Bologna Process (BP) since its inception

- Lisbon Recognition Convention (LRC) as only binding text of the BP
- Strategic objective to make ‘full’ mobility as a reality
- Diversification of HE systems, institutions and programmes

Thus, recognition as main outcome of the structural reforms and main instrument for an ‘open’ EHEA

Thus, need to re-think recognition at systemic level, not individual level (no more equivalence, nostrification, etc.)



Recognition and Bologna Process

Fortunately, recognition is still at the heart of the Bologna Process, but with some key challenges

- Main obstacles for mobility
- Common agreement but different interpretation on the main principles for recognition, despite the LRC
- Diversity in recognition approaches/practices
- Some ‘protectionist’ attitudes
- Recognition is seen as technical issue, not policy-related

Thus, (automatic?) recognition should remain a main objective of the Bologna Process

Thus, again in 2015, through the Yerevan Communiqué, the European ministers committed themselves to recognition



Yerevan Communiqué

Documents adopted

- The revised Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- The European Approach for Quality Assurance of Joint Programmes
- The revised ECTS Users' Guide, as an official EHEA document

Revised ESG

1.4 Student admission, progression, recognition and certification

Guidelines (part of 1.4): Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on

- institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
- cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.



Yerevan Communiqué

Commitments (provisions concerning recognition)

to review national legislations with a view to fully complying with the Lisbon Recognition Convention, reporting to the Bologna Secretariat by the end of 2016, and asking the Convention Committee, in cooperation with the ENIC and NARIC Networks, to prepare an analysis of the reports by the end of 2017, taking due account of the monitoring of the Convention carried out by the Convention Committee

to remove obstacles to the recognition of prior learning for the purposes of providing access to higher education programmes and facilitating the award of qualifications on the basis of prior learning, as well as encouraging higher education institutions to improve their capacity to recognize prior learning



PARIS Communiqué

Quality assurance is key in developing mutual trust as well as increasing mobility and fair recognition of qualifications and study periods throughout the EHEA. **We therefore recognise the progress made in implementing the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) into national and institutional practice in most countries**, and we commit to removing the remaining obstacles to their implementation in national legislations and regulations. In order to encourage the development of more joint programmes and joint degrees, we will also enable and promote the use of the “European Approach for Quality Assurance of Joint Programmes” in our higher education systems. We welcome and will promote the development of the Database of External Quality Assurance Results (DEQAR).

In order to further develop mobility and recognition across the EHEA, we will work to ensure that comparable higher education qualifications obtained in one EHEA country **are automatically recognised** on the same basis in the others, for the purpose of accessing further studies and the labour market. To this end we renew our commitment to ensure full implementation of ECTS, following the guidelines laid down in the 2015 ECTS Users’ guide.



PARIS Communiqué

We will work to implement the Council of Europe/UNESCO Lisbon Recognition Convention and its Recommendations, in particular **on the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation**. We also urge the adoption of transparent procedures for the **recognition of qualifications, prior learning and study periods**, supported by interoperable digital solutions



European Area of Recognition for Higher Education Institution Manual

<http://ear.enic-naric.net/manual/>

This manual is the result of the European Area of Recognition – A Manual for the Higher Education Institutions (EAR HEI) project.

The ‘EAR HEI’ manual is based on the European Area of Recognition (EAR) manual published in 2012.

Manual aimed to assist credential evaluators and admissions officers in higher education institutions in practicing fair recognition.

The ‘EAR HEI’ manual is based on the European Area of Recognition (EAR) manual published in 2012 recommended by the ministers of Higher Education of the European Higher Education Area (EHEA) in the Bologna Bucharest Communiqué (April 2012).

It is the only European recognition manual for credential evaluators and admissions officers that presents commonly agreed – upon best practice based on the Lisbon Recognition Convention.



Centre for Information and Recognition of Qualifications in Higher Education

Represents Bosnia and Herzegovina in the work of ENIC/NARIC networks

Represents Bosnia and Herzegovina in international projects in the area of higher education from its scope of competence (recognition of qualification, student mobility...)

Participates in the work of ENIC/NARIC listserver

Advisory and informative role

Issues recommendations to the ministry of the Republika of Srpska, the cantonal ministries and the Brčko District of Bosnia and Herzegovina on recognition of diplomas acquired outside of Bosnia and Herzegovina for the purpose of employment, further education and pursuing of other rights arising from the qualification acquired

Provision of advice and information on the issues from its scope of activity to parties with legitimate interest;

Because of its expertise involved in the recognition procedure of 7 out 12 competent educational authorities even in the academic ones



BiH Approach

Strengthening of Internationalization in BiH Higher Education – STINT project November 2015 – April 2019

<i>Programme</i>	Erasmus+
<i>Key Action</i>	Cooperation for innovation and the exchange of good practices
<i>Action</i>	Capacity Building in Higher Education
<i>Action Type</i>	Structural Projects
<i>Project title</i>	Strengthening of Internationalization in B&H Higher Education
<i>Project acronym</i>	STINT
<i>Project coordinator</i>	KU Leuven
<i>EU grant</i>	702.287,00 €



STINT project - Consortium





STINT project – Survey on academic recognition procedures within ENIC/NARIC networks

Unsufficient cooperation between ENIC/NARICs and HEI.

The most students apply directly to the higher education institution of their choice and thus enter the institutional admissions process.

Academic recognition may take place at various levels within a higher education institution.

In countries with an active national recognition information centre, it may be possible for admissions officers to ask such a centre for information on a particular foreign qualification, or even for a written evaluation.

Such services are also provided by commercial organizations operating on an international basis.

Admissions officers may do their own research into the foreign qualification, by using the information tools available on the Internet or in printed form, and by using the expertise already available at their institution.



STINT project - Model on Academic Recognition

One of the main objectives is defined as a development and implementation of the joint Model on Academic Recognition at public higher education institution in Bosnia and Herzegovina.

The basis for the model was the EAR HEI Manual

Based on the Model on Academic Recognition developed in the first year of the project life 8 public higher education institutions in Bosnia and Herzegovina developed their own rulebooks on academic recognition adopted by the Senat of institution

After an adoption of rulebooks, trainings of academic officers at all 8 public universities were conducted

Based on the project results the rulebooks on academic recognition were adopted by several private higher education institutions, trainings conducted



STINT project - challenges after project's life

Lack of knowledge among admission officers firstly related to recognition of prior learning so that only one training is not enough. Moreover, not all academic officers attended the trainings

Lack of special regulations concerning recognition of prior learning

Additional trainings as well as trainings at other HEIs are mandatory

Harmonization of legislation of 12 competent educational authorities related to all key aspects of the LRC especially concerning academic recognition (still laws on nostrification and equivalence)

Recognition should remain at the top of educational politics of academic community and other institutions in BiH.

Implementation of the point 1.4 of revised ESG standards

Education of inspection bodies



General conclusions

Encouraging higher education institutions to recognize all kind of education, including non-formal education and informal learning, to develop special procedures for different kind of education, to educate and train academic admission officers periodically...

In order to achieve all this, change of awareness of all community, respectively competent educational authorities, academic community, agencies, inspection bodies... is demanded

In order to achieve all this, higher education institutions are adviced to use the assistance of the domestic ENIC/NARIC centre



THANK YOU !!!