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AU SERVICE
DU FRANÇAIS
ET DE L'ÉDUCATION
DANS LE MONDE



ENIC-NARIC France Qualification Recognition Department



ENIC-NARIC networks: www.nic.gov.ru current recognition practices and development priorities

International conference

“Fair recognition: best practices and innovative approaches”

President Hotel Moscow, 16-17 October 2015

Recognition: ENIC-NARIC networks, information and communication tools

- I. CIEP and the French ENIC-NARIC
- II. ENIC-NARIC networks, purpose of recognition and good practices
- III. Recognition and the Bologna Process
- IV. Lisbon recognition convention (LRC) and its subsidiary texts
- V. Information and communication tools
- VI. NARIC and other projects
- VII. Conclusion

CIEP and the French ENIC-NARIC*

- **CIEP (centre international d'études pédagogiques)**
 - Public organisation under the authority of the French Ministry of Education, Higher Education and Research
 - Main activities: Languages and Education
- **ENIC-NARIC France:**
 - Department of education section
 - Recognition of foreign qualifications by issuing a statement of comparability
 - Information on French qualifications and education system to stakeholders abroad
 - Information on the exercise of regulated professions in France

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* European Network of Information Centres – National Academic Recognition Information Centres

ENIC-NARIC networks

- **Two networks for the same objective → fair recognition!**
- **NARIC network**
 - 1984 : *National Academic Recognition Information Centres* in the European Union created by the European Commission

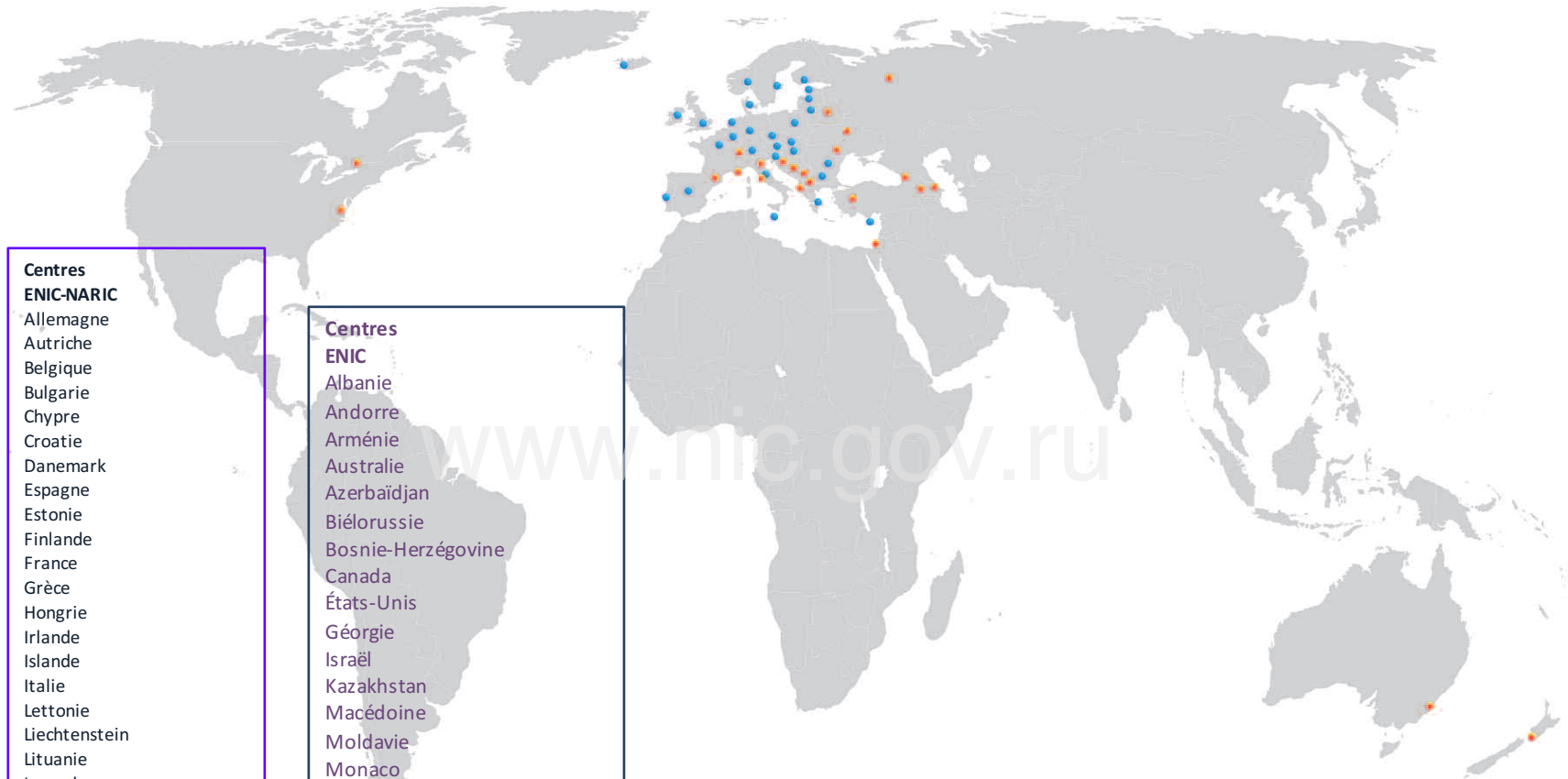


- **ENIC network**
 - 1997 : *European Network of National Information Centres* on academic recognition and mobility created by the Council of Europe and UNESCO to implement the Lisbon Recognition Convention and to develop policy and practice for the recognition of qualifications



- **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**

ENIC-NARIC networks



- Centres ENIC-NARIC**
- Allemagne
 - Autriche
 - Belgique
 - Bulgarie
 - Chypre
 - Croatie
 - Danemark
 - Espagne
 - Estonie
 - Finlande
 - France
 - Grèce
 - Hongrie
 - Irlande
 - Islande
 - Italie
 - Lettonie
 - Liechtenstein
 - Lituanie
 - Luxembourg
 - Malte
 - Norvège
 - Pays-Bas
 - Pologne
 - Portugal
 - République tchèque
 - Roumanie
 - Royaume-Uni
 - Slovaquie
 - Slovénie
 - Suède

- Centres ENIC**
- Albanie
 - Andorre
 - Arménie
 - Australie
 - Azerbaïdjan
 - Biélorussie
 - Bosnie-Herzégovine
 - Canada
 - États-Unis
 - Géorgie
 - Israël
 - Kazakhstan
 - Macédoine
 - Moldavie
 - Monaco
 - Monténégro
 - Nouvelle-Zélande
 - Russie
 - Saint-Marin
 - Serbie
 - Suisse
 - Turquie
 - Ukraine
 - Vatican

Purpose of the 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**

Purpose of the 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!

Recognition and the 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 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 the Bologna Process

➤ Unfortunately, recognition is still at the heart of the Bologna Process

- 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

Lisbon recognition convention (LRC) and its subsidiary texts

➤ The founding recognition documents



- **The Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) (1997)**
- **Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications and Explanatory Memorandum (2001, revised in 2010)**
- **Joint ENIC/NARIC Charter of Activities and Services (2004)**
- **Recommendation on the Use of Qualifications Frameworks in the Recognition of Foreign Qualifications (2013)**

Lisbon recognition convention (LRC)

➤ Spirit and main principles of the LRC:

- Reinforcing education as a human right
- Promoting academic mobility
- Respecting institutional autonomy
- Fair assessment of foreign qualifications
- No discrimination
- Recognition of qualifications and periods of study in a flexible way (only substantial differences should lead to partial recognition)
- Existence of a national information centre
- Possibility to appeal

Lisbon recognition convention (LRC) and its subsidiary texts

Recognition good practice

⇒ Transparency

- Dissemination of good recognition practice in line with the LRC
- Publication of assessment criteria and procedures
- Communication at every recognition step with the applicant

⇒ Recognition versus equivalency

- Comparison with the national educational system
- Use of different set of criteria
- Take into account the purpose of recognition

⇒ Quality and quantity criteria

- Higher education institution status
- Rights attached to the diploma in the system of origin
- Length of study

Role of the recognition centers

⇒ Implementation of the LRC

- Two main bodies:

- ✓ the LRC Committee (and Bureau)

- ✓ and the ENIC Network (and the Bureau)

- Today, 53 countries signed and/or ratified (all EHEA countries, plus Australia, Canada (no ratification), Israel, Kyrgyzstan, New Zealand, Tajikistan, USA → one of the top 3 European conventions!

⇒ www.enic-naric.net

Information and communication tools

- **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**

Information and communication tools

- **Starting point = share information and increase cooperation**
 - 1999: development of a common website and ListServers, under the coordination of the ELCORE Group
 - to oversee the operations of the ENIC-NARIC Website and the ListServers and develop proposals
- **BUT many challenges:**
 - ✓ No specific resources → voluntary countries/organisations
 - ✓ Provision of information → relevant information
 - ✓ Updating information → commitment of all centres

Information and communication tools

➤ **2012-2014: decision to review completely the website**

- ✓ With EU funded-project led by Italian NARIC, CIMEA
- ✓ With the monitoring/decision of the ELCORE Group

➤ **Objectives:**

- ✓ To develop a content management tool
- ✓ To modernise the visual identity
- ✓ To design and manage a new structure and content
- ✓ To answer the needs of all stakeholders

→ **Official launch in June 2014: www.enic-naric.net**

Information and communication tools

➤ **ListServers or mailing lists**

- ✓ To allow direct electronic interactions/discussions
- ✓ To benefit from the expertise/experience of individual centres
- ✓ To reinforce/create trust and real networking feeling!

➤ **Today, 5 different ListServers and more than 1800 messages every year!**

➤ **Launch of the social media strategy for the ENIC-NARIC from January 2015 → presence on Facebook (/ENIC.NARIC), Twitter (@ENIC_NARIC), LinkedIn (soon)**

Naric Projects

- Initiatives taken by individual centres to foster innovative approaches at national, European or global level
- Specific support by the European Commission through specific NARIC projects calls → total budget of 800.000€ for 2014-2016
- But also cooperation with other regions of the world via other EC calls (ERASMUS +)

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⇒ Examples:

- ✓ Annual joint ENIC-NARIC meetings
- ✓ ENIC-NARIC website
- ✓ EAR Manual and EAR-HEI Manual
- ✓ CHARONA project
- ✓ SQUARE
- ✓ EU-MTR
- ✓ RecoNow

CONCLUSION

- **Trust, trust and trust!**
- **Recognition is not only a technical issue but should be at the centre of HE policies → commitment needed**
- **Necessity to make use and implement ‘hard instruments’... and ‘soft instruments**
- **Link recognition developments with other policy areas, mainly qualifications frameworks, quality assurance and mobility**
- **Combine top-down and bottom-up approach**
- **Make use of the cooperation with other regions and countries**

Websites of interest

- www.enic-naric.net
- www.conventions.coe.int
- www.ec.europa.eu/education/tools/naric_en.htm
- www.eacea.ec.europa.eu/llp/project_reports/project_reports_naric_en.php
- www.nic.gov.ru
- www.ehea.org
- www.eurorecognition.eu

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Thank you for your attention!

Claudia Gelleni
Head of department

Department for recognition of foreign qualifications
French ENIC-NARIC

To go further

www.ciep.fr/enic-naricfr/

CIEP sur Facebook



1, avenue Léon-Journault, 92318 Sèvres - France