

# Bridging Data gaps in automatic recognition: A way forward through the eyes of students

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December 2021.

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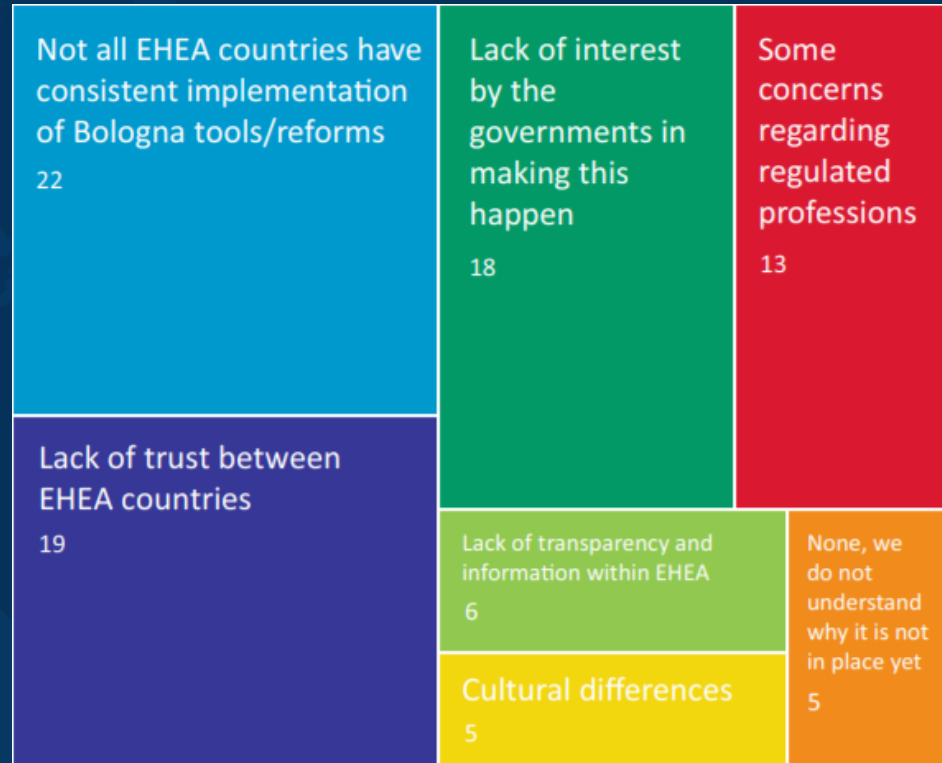
# Identifying the obstacles to automatic recognition

- Information was collected based on 2 ESU's publications (Bologna With Student Eyes 2018 and 2020) and the outcomes presented by the students on the TPG-LRC
- Several main categories:
  - ❖ Recognition of qualifications and credits
  - ❖ Automatic recognition ←
  - ❖ Recognition of prior learning
  - ❖ Recognition of mobility periods

# BWSE 2018 findings

- AR- a goal of the Bologna process since the Bucharest Communiqué in 2012
- The questionnaire for 2018 confirms that almost all (**93%**) of the students' unions support automatic recognition fully or with only slight concerns.
- In addition, around **47%** (20 out of 43) of the unions consider automatic recognition a high or essential priority of the Bologna process.

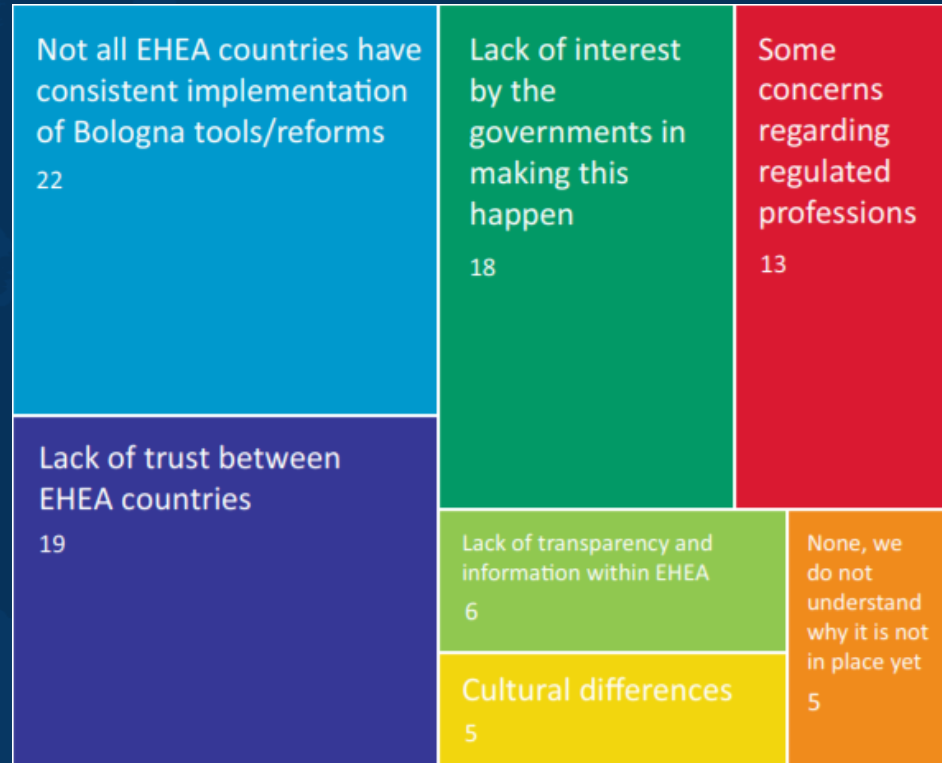
*Main barriers for achieving automatic recognition in 2018*



# BWSE 2018 findings

- The situation has somewhat improved since 2015: i.e. the percentage of unions who perceive a lack of transparency as one of the main barriers has lowered from 38% (14) to 15% (6)
- Unfortunately, when it comes to the most widely perceived barriers according to the shown picture, the situation has remained more or less the same

*Main barriers for achieving automatic recognition in 2018*



# BWSE 2020 findings

- On the level of EHEA, we saw in **Paris Communiqué in 2018** the implementation commitment of the Lisbon Recognition Convention and its Recommendations
- In September 2018, the BFUG formally established the Thematic Peer Group B on the Lisbon Recognition Convention (TPG B on LRC) to function until the next Ministerial Conference in Rome 2020.
- Mission of the TPG LRC: establishing the legal framework to allow **full implementation of the LRC**, establishing the distribution of work and responsibilities among the competent institutions to carry out **transparent and fair recognition procedures**, **achievement of automatic recognition**, recognition of other forms of education, **qualifications held by refugees** and the importance of **digitalization** in the area of recognition procedures.

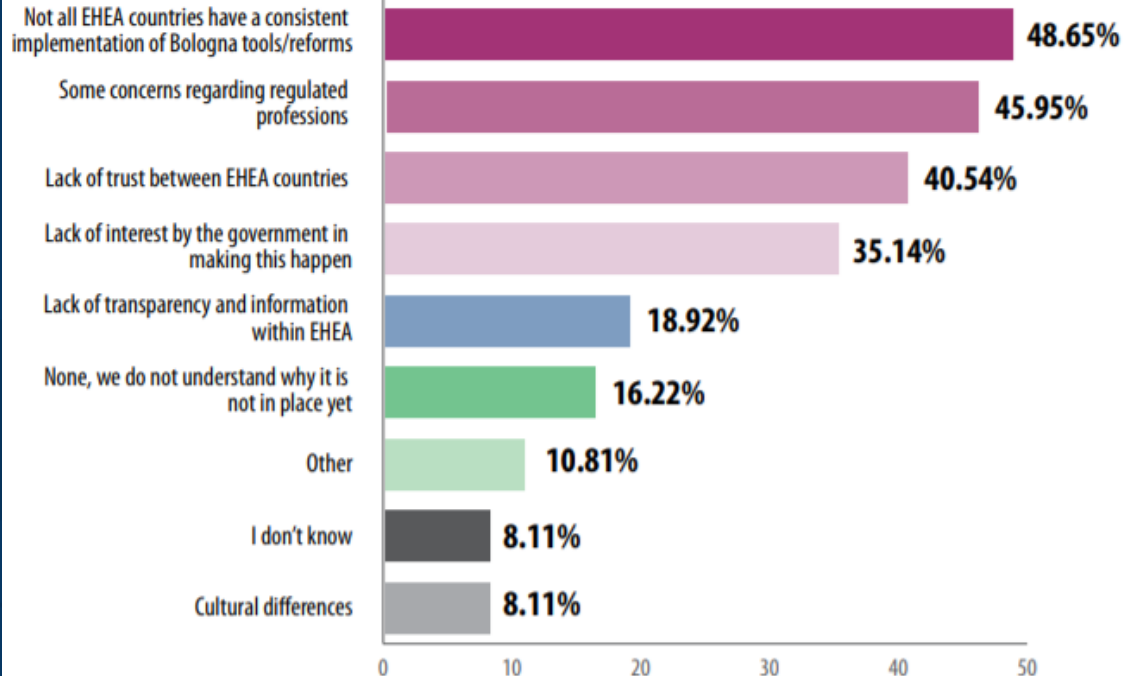
# BWSE 2020 findings

- Mobility programmes have gained popularity among students, increasing the number of short-term exchanges and full degree mobilities → increased competitiveness
- automatic recognition could be seen as the main and end-goal of the Bologna Process, as it does represent everything that the process in the EHEA stands for: **mutual trust and common tools**
- 90% of the respondents have again confirmed to fully or partially support the idea of automatic recognition and no-one is against
- 31 out of 37 respondents have stated that AR is either essential, of high or moderate importance for their NUS
- 27% of the countries still do not have any form of automatic recognition

# BWSE 2020 findings

- 16% have AR in place for neighbouring countries and only 27% automatically recognize degrees from countries with fully implemented Bologna tools
- In Montenegro, as reported from the NUS, they do automatically recognize diplomas issued before 2008 from Yugoslavia and Serbia
- Austria according to the NUS automatically recognizes degrees from EU, EEA and Switzerland

## According to your NUS, what are the main barriers for implementing automatic recognition of degrees within EHEA?



# Multilateral Treaty on the 'Automatic Recognition of higher education qualifications' signed by the Benelux countries and Baltic States

## DECLARATION OF INTENT BY THE BALTIC STATES AND THE BENELUX MEMBER STATES ON THE AUTOMATIC MUTUAL RECOGNITION OF HIGHER EDUCATION DEGREES

We, the Ministers in charge of Higher Education of

- the Republic of Estonia, the Republic of Latvia and the Republic of Lithuania (hereafter: 'the Baltic States'),
- the Flemish Community of Belgium, the French Community of Belgium, the German-speaking Community of Belgium, the Grand-Duchy of Luxembourg and the Kingdom of the Netherlands (hereafter: 'the Benelux Member States'),



# How can DEQAR data help in building inter-institutional trust and facilitate automatic recognition?

# Case study - Accessibility of review results In terms of data

## Germany:

- 7 QA agencies
- Results are provided for 375 distinct higher education institutions

## Slovenia:

- 1 QA agency
- Reports available for 51 higher education institutions

## Spain:

- 8 QA agencies
- Reports available for 687 higher education institutions

# Case study - Accessibility of review results In terms of language

## Germany:

- Reports are available only in German
- Documentation format allows an easy web translation

## Slovenia:

- Full reports are available only in Slovenian
- A brief summary is given in English
- Reports are scanned, making it difficult to be translated (e.g. using a web translator)

## Spain:

- Reports are available only in Spanish
- Documentation format allows an easy web translation

# Case study - Information on recognition

## Germany:

- There is a considerable number of reviews conducted under international certifications (such as EUR-ACE and EUR-Inf), which account for a broader international recognition (both by higher education institutions and by employers)
- Joint programme reviews are also conducted

No specific recognition data has been identified in DEQAR, such as means of automatic recognition

**What should QA agencies do in order to facilitate the availability of automatic recognition data in DEQAR and own platforms?**

# Let's stay in touch!

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