

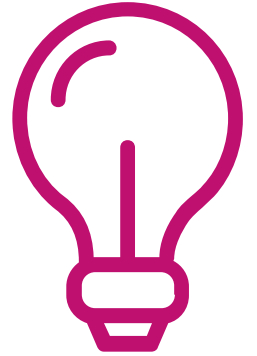
# Achieving Automatic recognition in the EHEA.

The I-AR project

23 April 2024

**nuffic**  
meet the world

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# Automatic Recognition

## The I-AR Project



# Today

- About I-AR
- 3 main outcomes



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# 1. About I-AR

- What is I-AR?
- Goals
- Outcomes



# About

- I-AR: “Implementing Automatic Recognition in the ENIC-NARIC Networks”
- Erasmus+ Key Action NARIC project
- 2020 - 2023

# I-AR TEAM

## Steering Group

- EUA
- ESU
- ECA
- ENIC - NARIC Denmark

## Project team

### ENIC - NARIC:

- Estonia
- Flanders (Belgium)
- France
- Ireland
- Italy
- Lithuania
- Netherlands
- Norway
- Poland
- ENIC Ukraine

## Coordinator

- Nuffic

# Goal

Support implementation fair automatic recognition

Offer guidance on institutional, national and European level:

- An EHEA qualifications table
  - Implement AR in ENIC-NARIC centres
  - Support higher education institutions (build capacity)
- 
- Analysis LRC & Global recognition convention
  - EAR manual (2<sup>nd</sup> edition)

# I-AR builds on previous work



FAIR	2015 - 2017	<ul style="list-style-type: none"><li>• Focus on automatic institutional recognition</li><li>• Shows infrastructure is key</li></ul>
Paradigms	2016 - 2018	<ul style="list-style-type: none"><li>• 4 models of automatic recognition</li></ul>
AR-Net	2018 - 2020	<ul style="list-style-type: none"><li>• Triangle de facto automatic recognition (practical)</li><li>• Portability of recognition decisions (context)</li></ul>
I-Comply	2019 - 2021	<ul style="list-style-type: none"><li>• 5 countries, towards practical implementation</li><li>• National infrastructures, principles</li></ul>
I-AR	2020 -2023	<ul style="list-style-type: none"><li>• AR: ENIC-NARICs providing national guidance</li><li>• AR Building institutional capacity in the ENIC-NARIC Networks</li></ul>
AR25	Now	



## 2. EHEA qualifications table

- Goal
- Look
- Test results



# Goal EHEA table

## Support implementation of fair automatic recognition

- Provide an easy overview of qualifications in a cycle/ or EQF level;
- Overview of which qualifications be automatically considered for general access to the next level.



**Short cycle**  
EQF level 5



**First cycle**  
EQF level 6



**Second cycle  
and integrated  
(longcycle) studies**  
EQF level 7



**Third cycle**  
EQF level 8

# EHEA table

Criteria included:

- the Lisbon Recognition Convention is signed;
- the national qualification framework is referenced to the EQF and/or QF European Higher Education Area.

Clickable per level

**EHEA Qualifications table** A t/m G

■ Short cycle EQF level 5    □ First cycle EQF level 6    □ Second cycle and integrated (longcycle) studies EQF level 7    □ Third cycle EQF level 8    ▲ Signed LRC    ● Externally referenced to EQF/QF EHEA

<b>Albania</b> .. ■ Diplomë Profesionale	<b>Belgium - Flemish Community</b> .. ■ Gegradeerde (associate degree)	<b>Estonia</b> .. ■ -
<b>Andorra</b> .. ■ Diploma profesional avangat (DPA)	<b>Bosnia and Herzegovina</b> .. ■ -	<b>Finland</b> .. ■ -
<b>Armenia</b> .. ■ -	<b>Croatia</b> .. ■ Stručni pristupnik / stručna pristupnica	<b>France</b> .. ■ Diplôme universitaire de technologie (DUT) ■ Brevet de technicien supérieur (BTS) ■ Diplôme d'études universitaires scientifiques et techniques (DEUST)
<b>Austria</b> .. ■ Diplom (Kolleg)	<b>Czech Republic</b> .. ■ Diplomovaný specialista (DIS)	<b>Georgia</b> .. ■ Diplom (Kolleg)

# Example clickable

## EHEA Qualifications table

- Short cycle EQF level 5
- First cycle EQF level 6
- Second cycle and integrated (longcycle) studies EQF level 7
- Third cycle EQF level 8
- Signed LRC
- Externally referenced to EQF/QF EHEA

A t/m G

<b>Albania</b> <ul style="list-style-type: none"> <li>Diplomë Profesionale</li> </ul>	<b>Belgium - Flemish Community</b> <ul style="list-style-type: none"> <li>Gedraueerde (associate degree)</li> </ul>	<b>Estonia</b> <ul style="list-style-type: none"> <li>-</li> </ul>
<b>Andorra</b> <ul style="list-style-type: none"> <li>Diploma professional avançat (DPA)</li> </ul>	<b>Bosnia and Herz</b> <ul style="list-style-type: none"> <li>-</li> </ul>	
<b>Armenia</b> <ul style="list-style-type: none"> <li>-</li> </ul>	<b>Croatia</b> <ul style="list-style-type: none"> <li>Študijski pristupnik / stručni pristupnik</li> </ul>	
<b>Austria</b> <ul style="list-style-type: none"> <li>Diplom (Kollag)</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Diplomovaný specialista</li> </ul>	

## EHEA Qualifications table

- Short cycle EQF level 5
- First cycle EQF level 6
- Second cycle and integrated (longcycle) studies EQF level 7
- Third cycle EQF level 8
- Signed LRC
- Externally referenced to EQF/QF EHEA

A t/m G

<b>Albania</b> <ul style="list-style-type: none"> <li>Bachelor Degree</li> </ul>	<b>Belgium - Flemish Community</b> <ul style="list-style-type: none"> <li>Academische bachelor (academic bachelor)</li> <li>Professionele bachelor (professional bachelor)</li> <li>Bachelor-na-bachelor (bachelor-after-shipment)</li> </ul>	<b>Estonia</b> <ul style="list-style-type: none"> <li>Rakendusõrghariduse diplom</li> <li>Bakalaureus</li> </ul>
<b>Andorra</b> <ul style="list-style-type: none"> <li>Bàtxelor</li> <li>Bàtxelor d'especialització (BE)</li> </ul>	<b>Bosnia and Herzegovina</b> <ul style="list-style-type: none"> <li>Viša stručna sprema</li> <li>Bachelor Degree</li> </ul>	
<b>Armenia</b> <ul style="list-style-type: none"> <li>Bachelor Degree</li> <li>Diploma Specialist Degree</li> </ul>	<b>Croatia</b> <ul style="list-style-type: none"> <li>Sveučilišni prvostupnik (baccalaureus)</li> <li>Študijski prvostupnik (baccalaureus) / Stručni prvostupnik (baccalaureus)</li> </ul>	
<b>Austria</b> <ul style="list-style-type: none"> <li>Bachelor</li> <li>Professional Bachelor</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Bakalář(ka)   bakalář(ka) umění</li> </ul>	

## EHEA Qualifications table

- Short cycle EQF level 5
- First cycle EQF level 6
- Second cycle and integrated (longcycle) studies EQF level 7
- Third cycle EQF level 8
- Signed LRC
- Externally referenced to EQF/QF EHEA

A t/m G

<b>Albania</b> <ul style="list-style-type: none"> <li>Master Professional</li> <li>Master i Shkencave</li> <li>Master i Arteve (only in the field of arts)</li> <li>Diplomë e Integruar e nivelit të dytë (Medicine, Pharmacy, Stomatology, Law, Engineering)</li> </ul>	<b>Belgium - Flemish Community</b> <ul style="list-style-type: none"> <li>Master</li> <li>Master-na-master (Master-after-master)</li> </ul>	<b>Estonia</b> <ul style="list-style-type: none"> <li>Magister</li> <li>Arstikraad</li> <li>Hambaastikraad</li> <li>Farmaastikmagister</li> <li>Loomaastikraad</li> <li>Arhitektuurmagister</li> </ul>
<b>Andorra</b> <ul style="list-style-type: none"> <li>Master</li> </ul>	<b>Bosnia and Herzegovina</b> <ul style="list-style-type: none"> <li>Visoka stručna sprema</li> <li>Master Degree</li> <li>Integrated Master degree (First + Second cycle)</li> </ul>	<b>Finland</b> <ul style="list-style-type: none"> <li>Ylempi ammattikorkeakoulututkinto</li> </ul>
<b>Armenia</b> <ul style="list-style-type: none"> <li>Medical doctor / physician</li> </ul>	<b>Croatia</b> <ul style="list-style-type: none"> <li>Magistar / Magistr</li> <li>Magistar inženjer / Magistr inženjerka</li> <li>Doktor / Doktorica</li> <li>Sveučilišni magistar / Sveučilišna magistra</li> <li>Sveučilišni specijalist / Sveučilišna specijalistica</li> <li>Študijski specijalist / Študijska specijalistica</li> </ul>	<b>France</b> <ul style="list-style-type: none"> <li>Master de recherche / Master professionnel</li> <li>Diplôme d'écoles (écoles spécialisées)</li> <li>Diplôme d'écoles (grandes écoles)</li> <li>Diplôme d'Etat de vétérinaire</li> <li>Diplôme d'Etat (medical, cycle court)</li> <li>Diplômes d'Etat</li> </ul>
<b>Austria</b> <ul style="list-style-type: none"> <li>Master</li> <li>Professional Master</li> <li>Diplom-Ingenieur/in</li> <li>Master/Magistra (tropa surta)</li> </ul>	<b>Czech Republic</b> <ul style="list-style-type: none"> <li>Magister(a)</li> <li>Inženjer</li> <li>Inženjer architekt</li> <li>Master umění</li> <li>Doktor veterinární medicíny</li> <li>Doktor filozofie</li> <li>Doktor přírodních věd</li> <li>Doktor farmacie</li> </ul>	<b>Georgia</b> <ul style="list-style-type: none"> <li>Master</li> <li>Professional Master</li> <li>Diplom - Ingenieur/in</li> <li>Master/Magistra (tropa surta)</li> </ul>

# Use EHEA table

Support implementation fair automatic recognition

## De facto

Use the table in an admissions and/or ENIC-NARIC office to make recognition decisions.

## Legally binding

Use table to prepare entering into legally binding agreements on AR

*For instance:  
Benelux Baltic treaty*

# EHEA survey – some observations

- All (!) 14 partners use de facto Automatic Recognition
- Even for some countries that do not comply with all 3 criteria, AR (based on de facto office regulations);
- No:
  - rights to next level;
  - not enough experience in recognizing qualifications from that EHEA country;
  - do not evaluate the type of qualification (ie medical);
  - do not meet criteria.
- In some cases, less de facto yes, more legal yes.

# Testing EHEA table

**Q3. Which model(s) of automatic recognition (AR) do you use in your ENIC-NARIC office? Multiple answers possible:**

Answer Choices	Responses	
AR on basis of legal bilateral and multilateral agreements	57.14%	8
AR on basis of legally binding unilateral list of qualifications	14.29%	2
AR on basis of non-legal bilateral and multilateral agreements	28.57%	4
<b>De facto automatic recognition</b>	92.86%	13
Our office does not make any evaluations	0.00%	0
Other models of AR (if so please explain below)	0.00%	0
We do not use any form of automatic recognition in the office (please explain below)	7.14%	1
Comment:	28.57%	4
	Answered	14
	Skipped	2

# Testing EHEA table

Q4. How do you organize and support automatic recognition practices in your ENIC-NARIC office? Please choose what is applicable (multiple answers possible). Via:

Answer Choices	Responses	
Information management which countries and qualifications qualify for automatic recognition;	71.43%	10
Periodically review the automatic recognition procedures in place;	64.29%	9
Databases with recognition decisions;	85.71%	12
Other (please specify):	35.71%	5
	Answered	14
	Skipped	2



# Testing EHEA table

**Q5. How do you support the implementation of automatic recognition in your country? Please choose what is applicable (multiple answers possible). Via:**

How do you support the implementation of automatic recognition in your country? Please choose what is applicable (multiple answers possible). Via:		
Answer Choices	Responses	
Our website (information what is automatic recognition);	42.86%	6
Providing general information to the general public on how foreign qualifications compare on system level to our national qualifications on system level;	64.29%	9
Automated recognition assessments available on your website;	35.71%	5
Country handbooks/modules with information on recognition standard encompassed by AR on the centre's website;	35.71%	5
Our databases (ie information to higher education institutions);	57.14%	8
Webinars for higher education institutions;	71.43%	10
Trainings of admissions officers;	71.43%	10
Close dialogue with the main stakeholders involved;	64.29%	9
Our admissions officers networks;	57.14%	8
Use of a chatbot for frequently asked questions;	0.00%	0
Other, please specify:	14.29%	2
	Answered	14
	Skipped	2

# Testing EHEA table

**Q6. Do higher education institutions in general follow your advise on (automatic) recognition of foreign qualifications?NB: this question is for centres that evaluate foreign qualifications as part of their mandate:**

Answer Choices	Responses	
Yes (we provide legally binding advise to higher education institutions);	7.14%	1
Yes (we provide non legally binding advise to our higher education institutions);	85.71%	12
No (we provide legally binding advise to higher education institutions);	0.00%	0
No (we provide non legally binding advise to our higher education institutions);	0.00%	0
Not applicable as we do not make evaluations;	0.00%	0
We do not know whether our advise is followed because (please specify):	7.14%	1
	Answered	14
	Skipped	2

### 3. Implementation AR in ENIC NARIC centres

- Goal
- Outcomes



# Goal

- Improve automatic recognition regimes in ENIC-NARIC centres

## Method:

- Analyse current regimes
- Implement improvements

# Outcomes

- All ENIC-NARIC centres already applied AR to a wide range of qualifications
- Various models can be applied by a centre simultaneously
- Periodically review the AR procedures in place
- ENIC NARIC should continue to share information on best practices in implementing AR

.....

## Outcomes (2)

- AR can only be fully implemented in:
  - a well-functioning national recognition infrastructure
  - in the context of the Lisbon Recognition Convention
- AR is embedded in services of ENIC-NARICs

## 4. Capacity building in HEIs

- Goal
- Outcomes



# Goal

Build capacity on institutional level

- Strengthen the link between ENIC-NARIC and HEIs
- Improve information provision on fair and automatic recognition
- Organize national seminars for higher education institutions to promote a common understanding of automatic recognition



# Outcomes

All ENIC-NARIC centres of the project team promote and support fair (automatic) recognition through a wide set of services and channels, including:

- the website of the ENIC-NARIC centre
- databases
- country information modules
- training courses for admissions officers
- targeted webinars to admissions officers,
- admissions officers network meetings,
- ad hoc consultation moments,
- quality assurance (reviews)
- newsletters

## Outcomes (2)

- Observation: a substantial number of admissions officers are already familiar with the concept of AR
- AR should be promoted in the context of the LRC, to ensure understanding and embeddedness in fair recognition practices
- Continuous information provision and staff training to higher education institutions is needed
- ENIC-NARICs should receive sufficient resources to support HEIs and other stakeholders (considered a core activity to implement the LRC)

# Contact



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Thank you!



**Nuffic**