

Thematic Peer Group B

Outcomes of the survey

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Gaining a picture of the current state of play and capturing the main interests, challenges, and good practices



Sent on: 24 June 2021

First deadline: 23 July 2021

Last deadline: 3 September 2021



Respondents: 29 (25 countries, 4 consultative members)

TPG B questionnaire

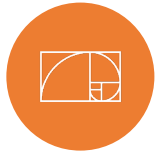
Structure of the questionnaire

Questions related to the 7 thematic indications

- Current situation
- Planned initiatives
- Challenges
- Existing good practices
- Expectations from the TPG B

Peer support

Building the workplan



Background



Thematic indications



Methodology

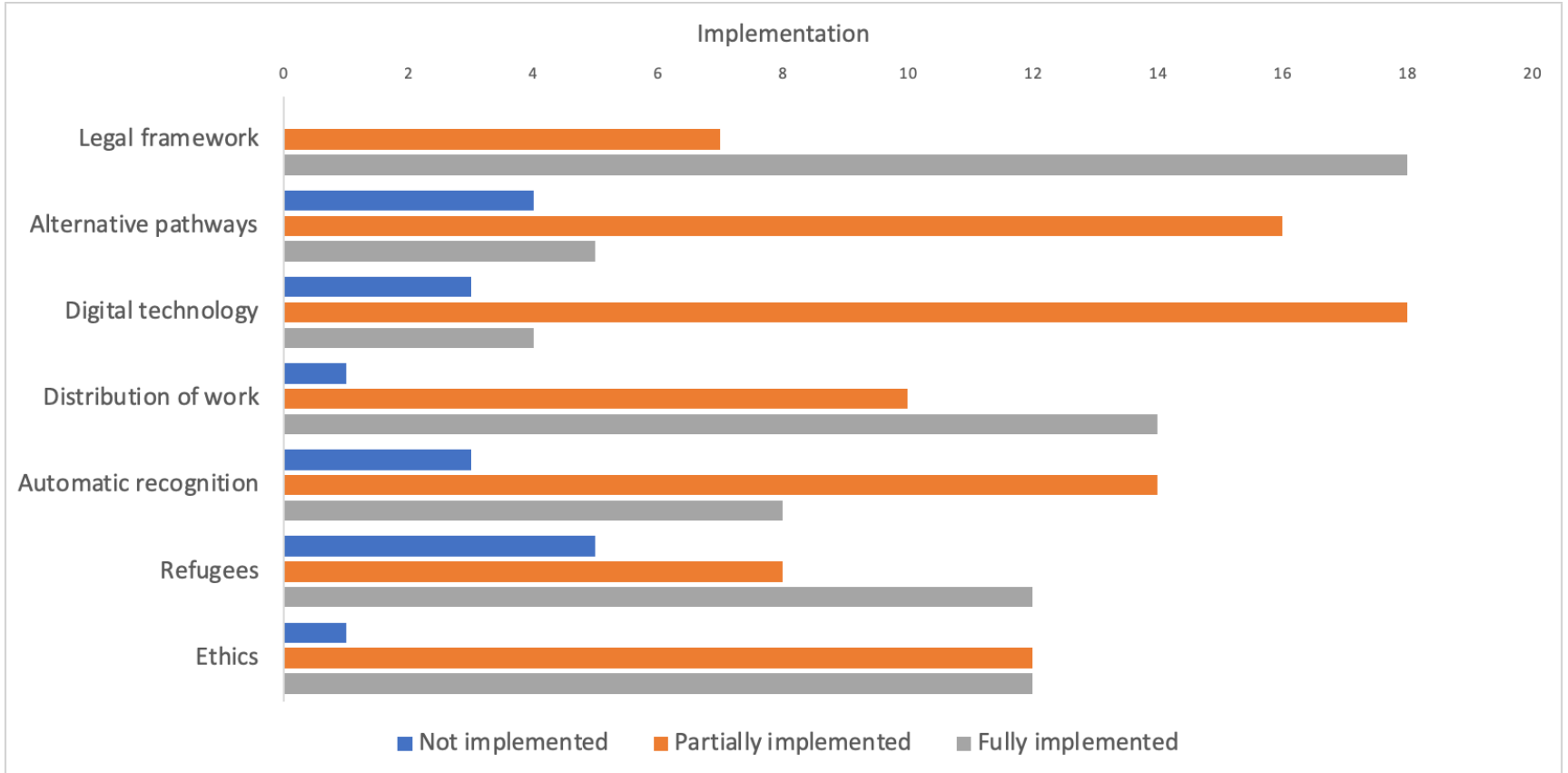


Timeframe

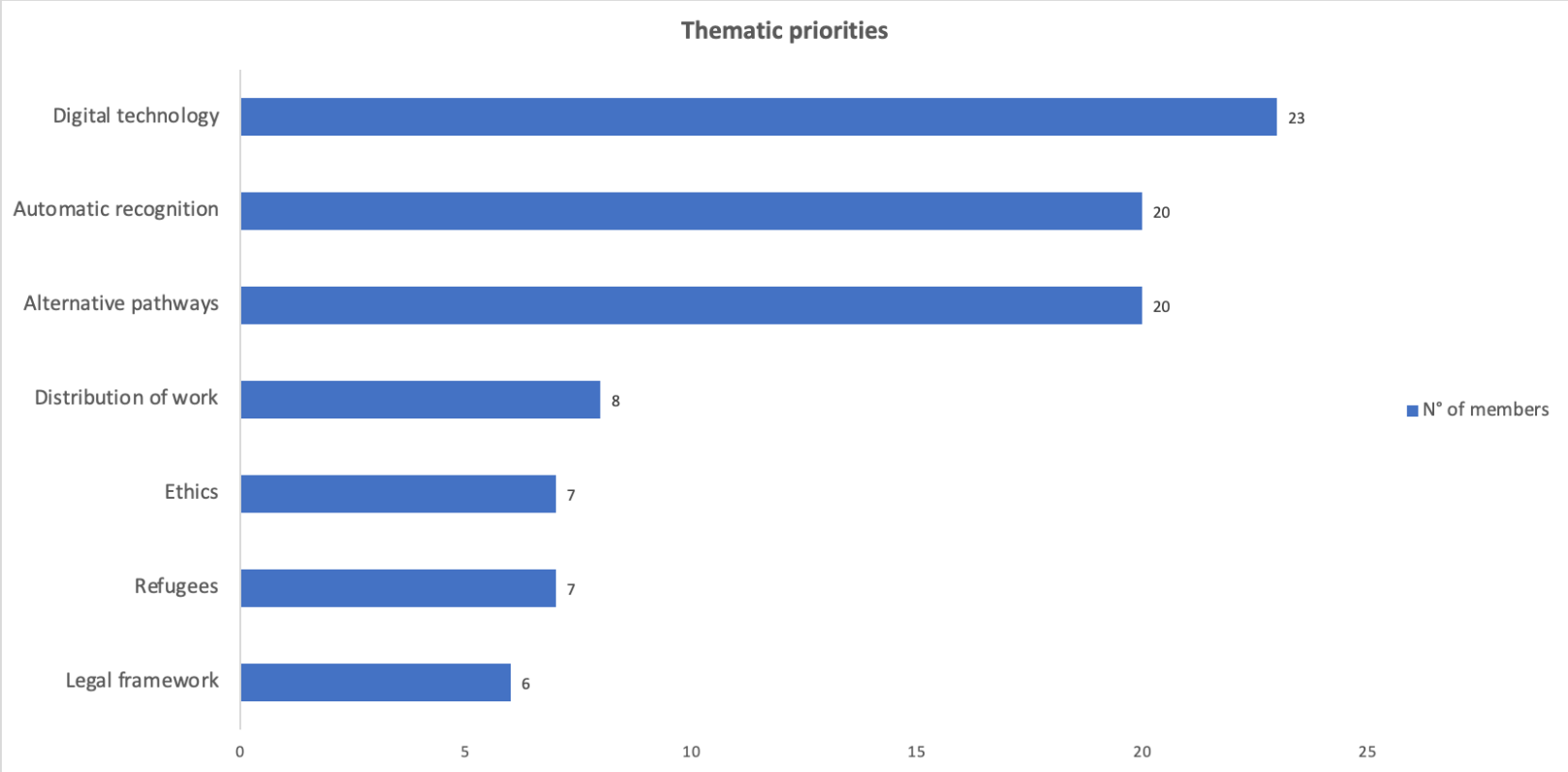


Outcomes

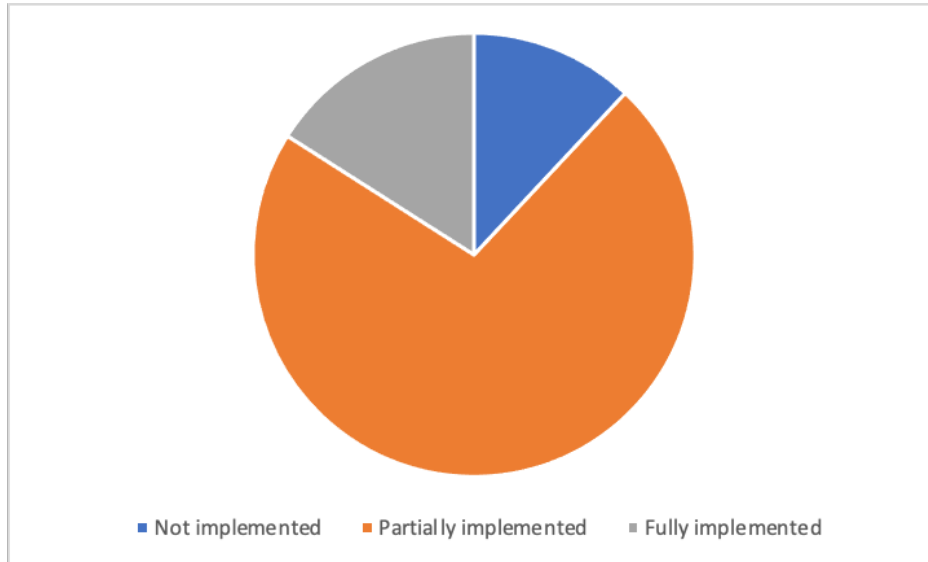
Implementation of the Bologna key commitment 2



Selected thematic priorities

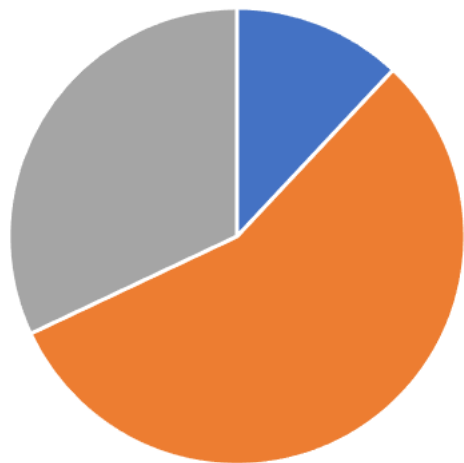


Digital technology for the recognition agenda and the Diploma Supplement



- Secure digital platform
 - Development, access, sharing data
- Latest development of Europass
- Sharing information on existing tools
- Give access to national platform connecting individuals and employers to non national individuals
- Harmonise the use of the Diploma Supplement

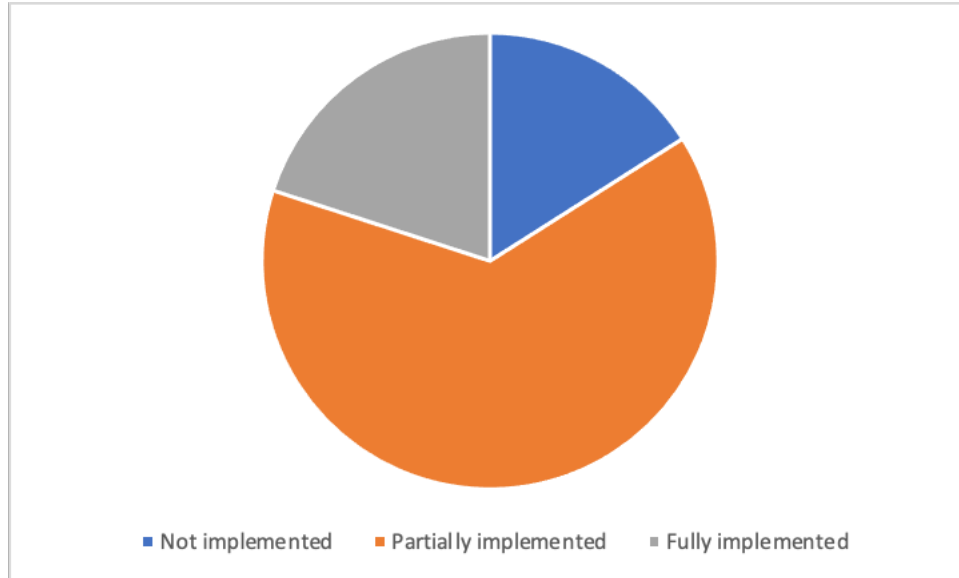
Achieving automatic recognition



■ Not implemented ■ Partially implemented ■ Fully implemented

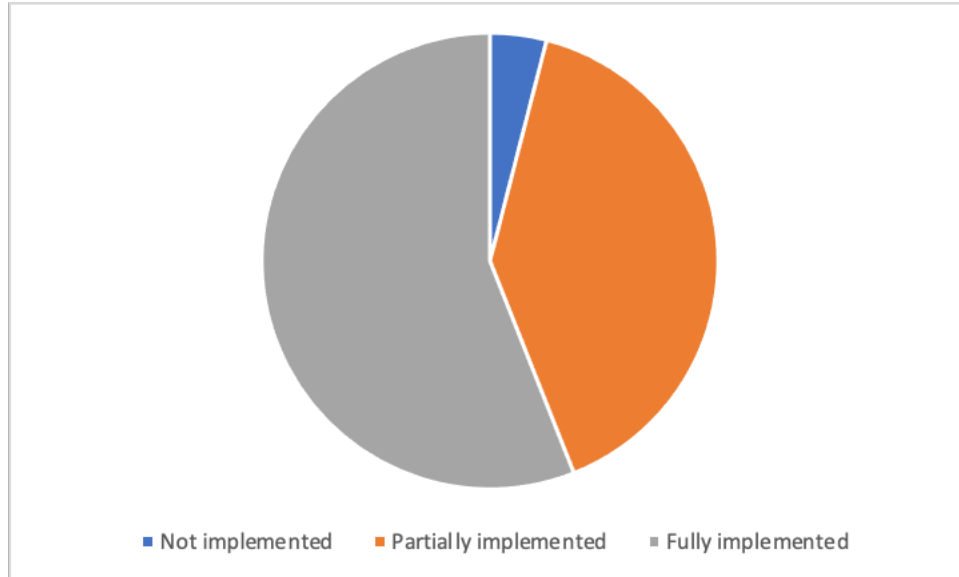
- Facilitate concrete processes towards automatic recognition
- Homogeneous application of automatic recognition at national level
- Sharing information on existing tools

Recognition of alternative pathways



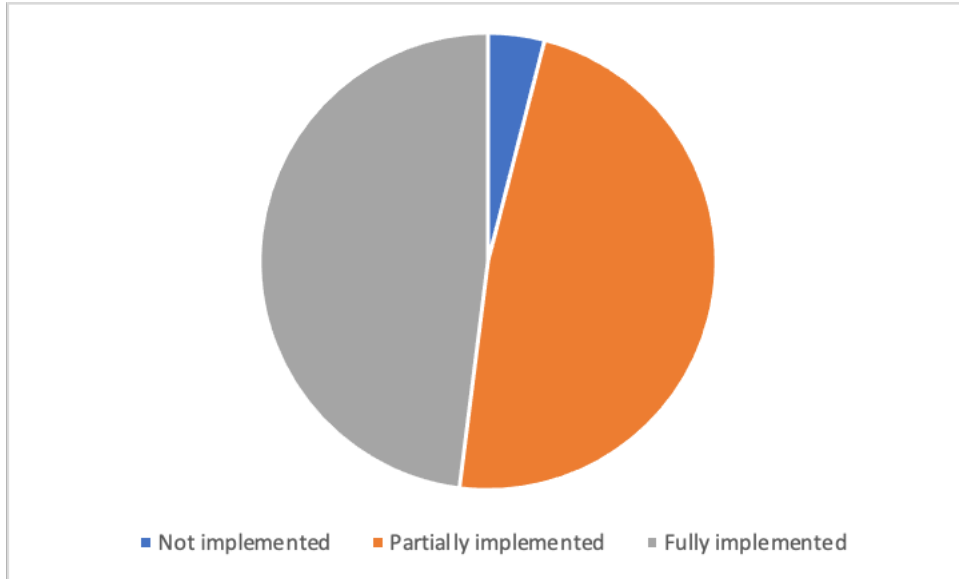
- Micro-credentials
 - QA, definition, recognition
- Fair recognition of foreign credentials awarded by other providers than higher education institutions
- Prior Learning and stand-alone qualifications
- Recognition of non-formal and informal learning

Establishing the distribution of work and responsibilities



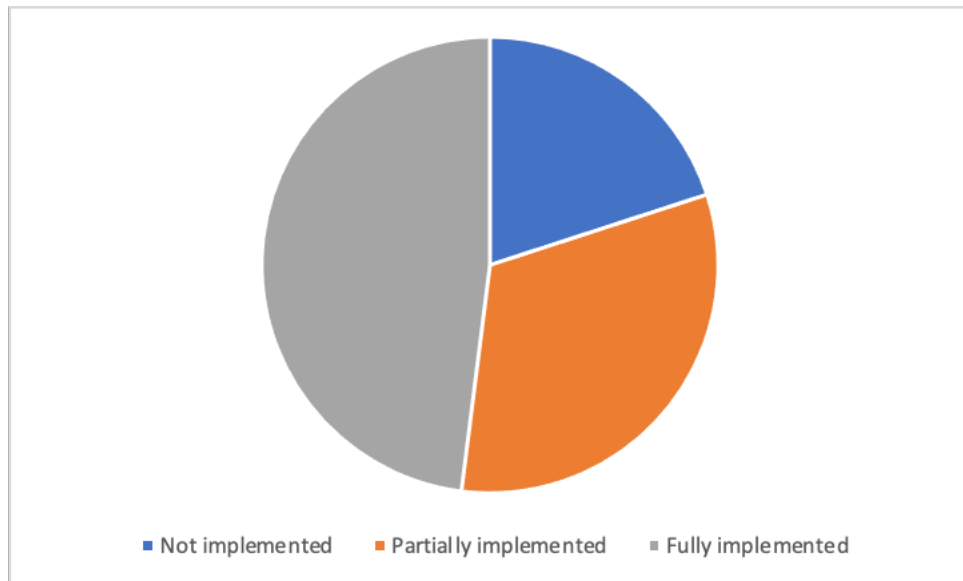
- Cooperation among stakeholders and homogeneous knowledge of the legislation and its consequent application

Fostering ethics, transparency, and integrity in education



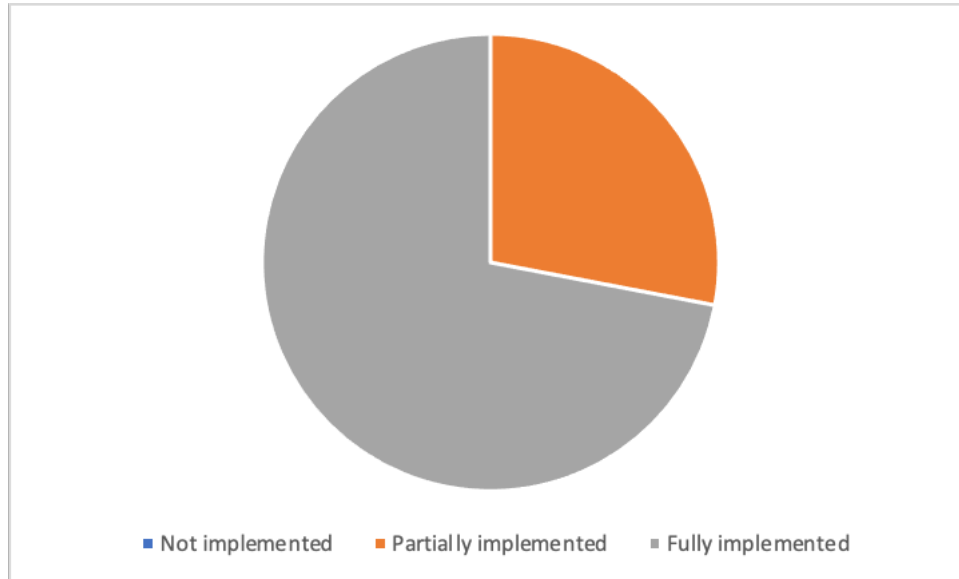
- Law legislation and enforcement
- Implementing transparency tools
- Need of data and statistics on the phenomenon

Fair recognition of qualifications held by refugees



- Follow up on the use of the alternative tools to assess qualifications
- Sufficient know-how and clear working mechanisms with HEIs
- No legislative framework in place
- Cooperation with other stakeholders


Establishing the legal framework to allow the implementation of the LRC



- Full knowledge of the legal framework by all the authorities and stakeholders
- Substantial differences
- Recognition on policy agenda




Transversal subtopics

- Cooperation with higher education institutions
 - Synergies with relevant initiatives (EU-funded projects, Bologna Process activities)
 - Cooperation with the other TPGs
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Topics for peer support

- Digitalisation and recognition
 - Recognition of micro-credentials
 - Automatic recognition
 - Fair recognition of qualifications held by refugees
 - QA mechanisms for recognition
 - Cooperation among different stakeholders involved in recognition
 - Substantial differences
 - Fostering ethics, transparency and integrity in education
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Thank you!

