

# **“Automatic Recognition”**

**?**

**ECA Seminar “Mutual  
recognition and the  
Bucharest Communiqué”**

# Communiqué of Bucharest

(27 April 2012)

*“We are determined to remove outstanding obstacles hindering effective and proper recognition and are willing to work together towards the automatic recognition of comparable academic degrees, building on the tools of the Bologna framework, as a long-term goal of the EHEA.”*



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***What does “recognition”  
mean?***

***... to “recognise”***

# ***What does “recognition” mean?***

*LRC: formal acknowledgment by national authorities of the value of a foreign qualification for further studies and/or professional purposes*

Is the question of “recognition” essentially linked to the concept of “academic degrees”?  
What is the original meaning and purpose of an academic degree?

... a certificate issued by  
a “recognised authority”  
that recognises a certain qualification in view of a  
certain purpose

“automatic” =

... forced to ...

(top down)

... spontaneous ...

(bottom up)

***Does “automatic recognition” mean:***

***a directive by a  
widely accepted “higher authority”?***

***a spontaneous treatment based on  
trust, transparency and evidence?***

the 5 elements of a qualification:

level  
workload  
quality  
profile  
learning outcomes



The problems of “automatic recognition”  
can be rather easily solved regarding:

level  
workload  
quality

and not so easily regarding  
profile  
learning outcomes

# QUALITY =

clear profile, diversity of Institutions,  
programs missions ...

vs.

clusters of similar programs, qualifications  
following common schemes and models

...

“quality” (clear mission, profile, diversity, transparency)

“quality” (fulfilling of uniformed standards and benchmarks)

# Communiqué of Leuven 29 April 2009

*“We pledge our full commitment to the goals of the European Higher Education Area, which is an area where higher education is a public responsibility, and where all higher education institutions are responsive to the wider needs of society through the diversity of their missions.”*

# Communiqué of Leuven 29 April 2009

*“Striving for excellence in all aspects of higher education, we address the challenges of the new era. This requires a constant focus on quality. Moreover, upholding the highly valued diversity of our education systems, public policies will fully recognise the value of various missions of higher education, ranging from teaching and research to community service and engagement in social cohesion and cultural development.”*

## Communiqué of Leuven 29 April 2009

*“We note that there are several current initiatives designed to develop mechanisms for providing more detailed information about higher education institutions across the EHEA to make their diversity more transparent. We believe that any such mechanisms, including those helping higher education systems and institutions to identify and compare their respective strengths, should be developed in close consultation with the key stakeholders. These transparency tools need to relate closely to the principles of the Bologna Process, in particular quality assurance and recognition, which will remain our priority, and should be based on comparable data and adequate indicators to describe the diverse profiles of higher education institutions and their programmes.”*



# Communiqué of Bucharest 27 April 2012

*“Fair academic and professional **recognition**, including recognition of non-formal and informal learning, is at the core of the EHEA. It is a direct benefit for students’ academic mobility, it improves graduates’ chances of professional mobility and it represents an accurate measure of the degree of convergence and trust attained. We are determined to remove outstanding obstacles hindering effective and proper recognition and are willing to work together towards the automatic recognition of comparable academic degrees, building on the tools of the Bologna framework, as a long-term goal of the EHEA.”*

# Communiqué of Bucharest 27 April 2012

*“At the European level, in preparation of the Ministerial Conference in 2015 and together with relevant stakeholders, we will ... Support the work of a pathfinder group of countries exploring ways to achieve the automatic academic recognition of comparable degrees.”*

***Do we want predefined  
profiles and learning outcomes of  
study programmes?***

***And who could do this?***

***Is the “tuning project” a way in this  
direction?***



# “mutual trust” as key-concept for recognition

creating trust  
– top down  
or  
- bottom up?

Mutual recognition requires trust in the  
decisions of other institutions, authorities,  
agencies ...

*but how to achieve mutual trust?*



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Thank you  
for your  
attention!

