Developments in Recognition: Emerging European instruments, new credentials & the case of refugees

SPHERE Seminar
10-11 June 2019,
Technical University of Moldova
Chisinau, Moldova
What this will be about

• (New) recognition instruments & processes
  – European Student Card
  – Europass
• «new credentials»
• The case of refugees
European Student card Initiative

- European Commission, through several projects
  - Erasmus Without Paper, EMREX and the European Student Card
  - scaled up with further Erasmus+, linked to the EU's electronic identification rules (eIDAS regulation)
- Erasmus mobility online – including online learning agreements
- Compatible open software
- No prescribed cards – compatible with existing cards - physical or virtual (phones)
- 1000 universities participated in Pilot

Benefits of the European Student Card Initiative

For students:
- Easy access to course materials prior to mobility, online course registration, and **automatic recognition of ECTS credits**.
- Immediate access to services at the host university such as library, transport and accommodation.
- Discounts on cultural activities throughout the European Union.

For **Higher Education Institutions**:
- Easily manage the entire mobility process electronically, from student selection to the recognition of ECTS credits.
- Electronically identify somebody as a student and exchange/verify student data between HEIs, including academic records, in a secure way.
- Reduced administrative load associated with the organisation of student mobility.
2018 EU Member States adopted the Commission's proposal to revise the Europass framework.

Aims: simplifying & modernising the Europass CV and other skills tools for the digital age

1. **Europass Web portal & information provision** on quals and qual systems, guidance, validation, recognition and other topics related to skills and qualifications

2. **Europass e-Portfolio** to document and manage skills and qualifications (e-profile, cv editor)

3. **Europass interoperability**
   - to help users find relevant information including on jobs and learning opportunities, and apply directly.
   - basis for building cooperation with other relevant services, such as EURES, employment services, job boards, student information systems and employers’ IT systems
   - learning opportunities & jobs

4. **European Digital Credentials Infrastructure (EDCI) - digital** signed credentials accessible on a blockchain
The new Europass

- Digitally signed qualifications
  - identify the learners
  - issue them the credentials
  - store them in an online or offline wallet
  - verify if the credentials are authentic, valid and issued by accredited organisation
  - share «with one click»

- Beta version: February 2020
What qualifications are included

- **Qualifications**: which are included in NQFs, referenced to the EQF Diploma and in Diploma Supplement
- **Course credentials**: include courses offered by private orgs, training orgs or employers where a DSC is issued in the name of an awarding body (e.g. Microsoft learning)
- **Records of experience**: include employment experience, volunteering experience, or reference letters where the awarding body issues a digitally signed record of experience, including Europass Mobility which is signed by awarding bodies to describe the outcomes of learning experiences
- **Certification of skills**: includes a formal process of assuring that an individual is qualified in terms of particular knowledge or skills for a certain profession, sector or tasks (e.g. Project Management Certification)
- **Recognition statements**: includes states on comparability, recognition or other decisions regarding qualification from credential evaluation services such as the ENIC-NARIC
Europass and European student card

- Both approaches are based on existing recognition processes and instruments («not a new way for describing learning»)
- Relate to other instruments, f.e. EQF
- Both promise open standard/open source elements – making it adaptable and reusable in different existing & emerging contexts
- Both instruments exist in parallel
  - European Student Card: mobility
  - Europass: not an instrument for sharing information between institutions (e.g. on mobility), but it can reocard certified mobility periods
- Other initiatives
  - Blockchain
  - Groningen Declaration: Digital Student Data Portability
- Uncertainty
  - Ongoing technical developments, openness for further innovation
  - legal issues (data protection)
  - new types of credentials
- What does that mean for HERE countries
EQAR database of quality-assured programmes and institution

• https://www.eqar.eu/qa-results/search/

Database of External Quality Assurance Results

Advanced search

2 institutions matching your search

Yerevan «Northern» University

Yerevan State Academy of Fine Arts
Yerevan State Academy of Fine Arts

State Academy of Fine Arts of Armenia

Basic information
Location(s) Armenia
Website http://www.yafa.am
QF-EHEA levels first cycle, second cycle, third cycle

National External Quality Assurance Requirements

- Institutional accreditation
  Is a mandatory process for all higher education institutions (private or public) operating in Armenia and a prerequisite for programme accreditation.

- Programme accreditation
  Programme accreditation is carried out on the initiative of the higher education institution, based on voluntary basis, with the exception of medical academic programmes, the accreditation of which is compulsory.

Further Information on external quality assurance in Armenia

External Quality Assurance Reports and Decisions

Institutional level

Institutional accreditation

Programme level
No results found.
New demands & formats

- Alternative credential
  - LLL
  - Students – for extracurricular learning (civic engagement)
- Skills development /upgrading
- Pressure to develop new shorter and more flexible formats
- Recognition of informal/nonformal learning
- Recognize for credit?

- Certificates
- Batches
- Nano-degrees
- Micro-masters
- Micro credits
- ...
• 2018 New Zealand Qualifications Authority introduces microcredentials: Smaller than qualifications – skills oriented

• European MOOC Consortium
  – Workload (or study time) of no less than 100 hours and no more than 150 hours
  – Level 6 or Level 7 in the European Qualification Framework
Refugees: recognition is most often discussed issue

<table>
<thead>
<tr>
<th>Have universities in your country taken any measures regarding the refugee crisis?</th>
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<tbody>
<tr>
<td>Yes, all or many.</td>
<td>9</td>
</tr>
<tr>
<td>Yes, some.</td>
<td>10</td>
</tr>
<tr>
<td>Other.</td>
<td>1</td>
</tr>
<tr>
<td>No.</td>
<td>1</td>
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Survey of the National Rectors’ Conferences (EUA 2015)

Are there any national level measures ongoing, under preparation or under discussion for refugee students, specifically regarding the following items:

- Recognition for students who have no documentation on their prior learning. | 15 |
- Study preparation or orientation programmes (i.e. in order to enable them to enter regular studies). | 8 |
- Additional funding, such as stipends or bursaries, specifically aimed at refugees. | 7 |
- Additional funding for universities that engage themselves in order to help refugee students. | 6 |
- Changes in regulations or legislation allowing refugees to enter universities. | 5 |
- Other – please specify below. | 4 |
- No/I don't know. | 3 |
Recognition & admission – a bigger challenge for refugees

- Institutions do not always exercise their full right to recognise and give access
- International students – but not refugees
- Access & admission restriction / tests:
  - national, international or a special status/quota
  - Language requirements (also for entry tests)

Figure 4. At your institution, what are the main challenges for integration and the main access barriers for TCNs or refugees? Please select the top three challenges/barriers for each group. (N=37)

Persons in a refugee-like situation

• Key importance for the individuals & their host societies
• Principally, same rules as for other potential Students (third country)
• Increased risk of unfinished, undocumented qualifications
• Article VII of the Lisbon Recognition Convention: “even in cases in which the qualifications cannot be proven through documentary evidence.”

“70% of the countries which responded say they have not implemented Article VII of the LRC and so have no regulations at any level concerning the recognition of refugees’ and displaced persons’ qualifications.”

Council of Europe: Monitoring the Implementation of the Lisbon Recognition Convention, 2019
Chapter 12 EAR Manual

European Area of Recognition Project (EAR)
http://ear.enic-naric.net/emanual/Chapter12/default.aspx
European Qualifications Passport for Refugees (EQPR) multinational project by Council of Europe (9 ENIC-NARIC offices, NOKUT as a content coordinator)

- Upper secondary & higher education
- Written questionnaire
- Interview with credentials evaluators (45-60min): decision whether or not to issue
  - a qualifications passport
    - standardised document
    - information on credible compétences (incl. Work experience, membership in professional associations, language skills)
    - «Advisory statement» - further education / employment
• 2017 pilot initiative in Greece: 92 refugees were interviewed by credentials evaluators and 73 EQPRs were issued.

• 2018-2020 - assessment sessions will be held in Greece, Italy and the Netherlands.
Toolkit “An adequate systems for the recognition of refugees’ qualifications”

Are you
- a university staff member working in international admissions?
- in charge of recognition of foreign qualifications?
- a credential evaluator?
- an immigration officer or integration adviser for newly arrived refugees and migrants?
- looking for ways to recognize qualifications when the documentation is missing?

This project page will help you when dealing with refugees’ qualifications.

Toolkit for recognition of refugees qualifications

8 PRINCIPLES

• Based on the LRC Recommendation on Recognition of Qualifications held by Refugees, Displaced Persons and Persons in a Refugee-like Situation and EAR manual

10 TOOLS for implementation

2 APPROACHES

Country briefings for: Afghanistan (pdf), Eritrea (pdf), Iraq (pdf), Libya (pdf), Syria (pdf)

Webinars
4.6. Thesis

- Did your degree include a thesis/project component?

<table>
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<tr>
<th>Yes</th>
<th>No</th>
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*Please answer the questions below if you wrote a thesis or worked with the project*

*If the answer is No, please continue to 4.7.*

<table>
<thead>
<tr>
<th>Title of the thesis/project</th>
<th>Nominal length of study given to work with the thesis/project</th>
<th>Number of pages</th>
<th>Please give a short description of the thesis’ or project’ contents</th>
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### 4.7. Reconstruction of the Course Descriptions

Please give as detailed description of the courses in your education as possible. You are to choose TWO IMPORTANT SUBJECTS FROM EACH SCHOOL YEAR (e.g.: if you have studied for four years, you are to describe eight subjects). Each subject gets one page. Please use extra paper if you need to. YOU HAVE TO COMPLETE PART 4.7. EVEN IF YOU HAVE SUBMITTED YOUR TRANSCRIPT!

<table>
<thead>
<tr>
<th>1st school year</th>
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<tr>
<td>Nr. 1</td>
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Which school year/semester did you take this subject? | Was this subject a part of your specialization?

Please give a description of what you learned about in this course.
### 3rd school year

<table>
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<tr>
<th>Nr. 2</th>
<th>Course, subject</th>
<th>Textbook (if you remember)</th>
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Which school year/semester did you take this subject?  

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<th>Was this subject a part of your specialization?</th>
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Please give a description of what you learned about in this course.