

*Parallel session 3*

*Quality Assurance and Recognition  
in a Global Perspective*

*Chair:*

*Andrejs Rauhvargers, Latvia*

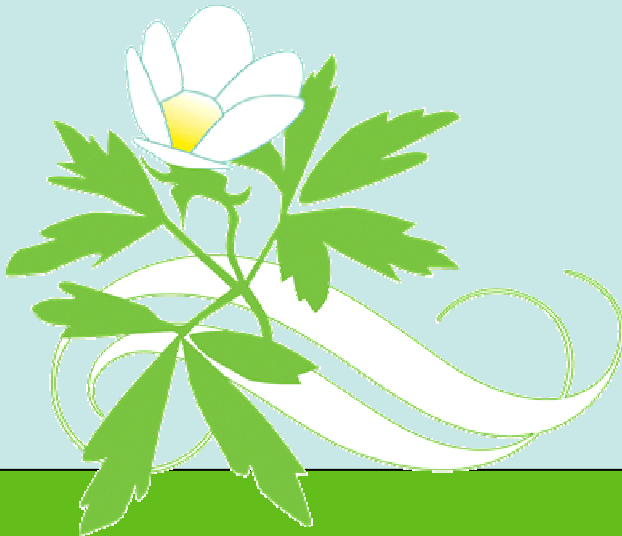
*Rapporteur:*

*Carolyn Campbell, UK*

*Speakers:*

*Maria José Lemaitre del Campo, Chile*

*Nikki Heerens, ESIB*



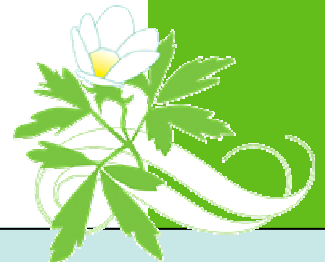


# Quality assurance

- Standards and Guidelines for Quality Assurance in the European Higher Education Area have been developed in Bologna process

While governments may regulate for quality and facilitate quality assurance, a culture of quality depends on the actions and attitudes of education practitioners.

- *How could we ensure the full contribution of educational staff and students in securing and developing quality in higher education?*

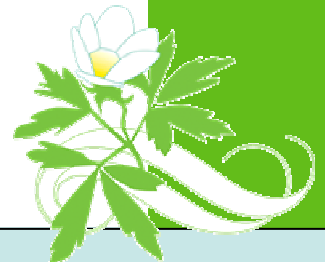




## CAPACITY BUILDING

For many countries the challenges of managing and protecting national education policies and ensuring sustained quality in education are beyond current capacity.

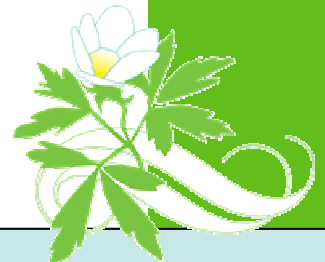
- *What contributions can be made, and how should they be made, by the more established education sectors of Europe?*





# Quality assurance

- *What effect will the recent European-level developments in quality assurance have upon recognition of individual qualifications?*
- *How can these developments – together with the recent attempts by OECD and UNESCO - be used to open Europe to bona fide crossborder education providers?*
- *How could European developments in organising of HE quality assurance be perceived in other regions?*

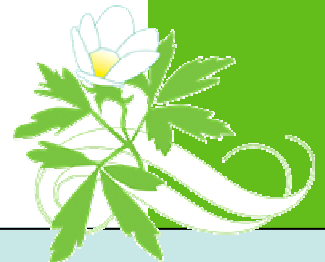




## Recognition of EHEA degrees outside Europe

Bologna process has initiated a number of reforms in the degree structures in the European countries with a view of making degrees easier recognised across the European Higher Education Area.

- *But how are the new European degrees perceived outside Europe?*
- *And how should Europe promote understanding of the 'Bologna' degrees?*





# Improving recognition

In the European region, the Lisbon recognition Convention is the main legal document. It:

- Stipulates applicant's right to fair assessment,
  - Introduces principle of "recognizing same level if no substantial differences are evident"
  - Puts burden of proof on the assessing authority
  - Bases recognition on trust among Members States
  - Stipulates applicant's rights to appeal.
- 
- *40 countries have ratified the Lisbon convention and 9 more have signed*





## *UNESCO conventions of African, Arab, Latin American, Asia-Pacific and Mediterranean regions:*

- are well meant,
- address more issues than recognition only,
- deal with recognition for academic and professional purposes at the same time,

But:

- seek equivalence rather than recognition,
- do not establish applicant's rights for fair assessment and appeal,
- do not clearly link recognition with mutual trust (or quality assurance),
- admit the need to develop criteria and procedures rather than stipulate them





# Improving recognition

## ***In Europe***

- *The main obstacle for recognition is practical implementation of Lisbon Convention, particularly at institutional level*
- *What has to be done at institutional level to fully implement the principles of Lisbon convention in the recognition practices?*

## ***At global scale***

- *How well may the UNESCO conventions be suited as the framework for a global system of recognition?*
- *What could be the European contribution?*







# INTERNATIONAL TRADE

Globalized trade in higher education services already constitutes a significant segment of world trade in services.

- *In this perspective – how could the Bologna Process help safeguard the special quality aspects of education -  
– specifically the interests of the weaker countries who are the potential victims of low-quality and/or for-profit education across borders?*

