Implementation Tools of the Regional Conventions

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Content

✓ Looking back and forward

✓ Collecting good practices and initiatives from the 1983 Asia Pacific Recognition Convention
✓ Moving on with the 2011 Convention

✓ The Implementing Tools for the Regional Convention

✓ Country good practices

I. Concluding Remarks
Background (Brief history)

- **1983**: Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific signed by 14 countries
- **1985**: October 23 Convention implemented
- **2005**: 8th Regional Committee Meeting in Kunming proposed to revise the Regional Convention
- **2011**: International Conference of States in Tokyo agreed to the Asia-Pacific Regional Convention on the Recognition of Higher Education Qualifications in Higher Education
- **2012**: It was also agreed that Toolkits be developed
- **2013**: Toolkit for the Recognition of Foreign Qualifications
- **2014**: Draft Guidelines for National Information Centres
I. Looking Back and Forward

- **Success of First and Second Generation of Regional conventions and inter-regional convention**
  - To enhance mobility of students, teachers and researchers
  - To reinforce the international attractiveness of higher education
  - To enhance quality of higher education
  - To promote cross border education

- **Birth of the Global Convention**
  - Completion of the preliminary report on the global convention
  - Presentation of the feasibility study on the global convention rendered at the 37th Session of the General Conference of UNESCO in 2013.
II. Implementation Tools:
2.1 National Qualifications Framework

- The National Qualifications Framework is a single integrated system for the “classification, registration, publication and articulation of quality-assured national qualifications.
- The 1983 Regional Committee meetings have always included the discussions and possibility for National Qualifications Frameworks.
- NQF helps in comparing national qualifications systems, frameworks and their levels to make qualifications more readable and understandable across different countries and systems in Asia and the Pacific region.
2.1 Qualifications Framework

- Qualifications frameworks
  - Countries increasingly place emphasis on learning outcomes
  - Basically, the **generic description** of HE qualifications within and outside national context
- ROLE QFs play in Regional Convention and academic recognition?
  - Provide basic information on **quality, workload, level, profile** and learning outcomes
  - No need to search further information on the **generic qualification** as the qualification can be ‘translated’ outside the national context
2.1 Qualifications Framework

- **QF and Learning Outcomes**
  - Use of *Learning outcomes* that go beyond the ‘traditional’ approach of equivalency
  - Focus on the applicant and the recognition purposes
  - Provide more qualitative information on the qualification

- **QF and Recognition:**
  - Recognition should be *part of the (internal and external) QA systems* → quality of admission procedures, quality of recognition of prior learning, quality of flexible learning paths
  - Recognition should be *one of the objectives of the QFs* → permeability within and between system and subsystems
  - Recognition should be *considered when defining learning outcomes* → programmes ‘answering’ the societal needs/expectations
2.1 Qualifications Framework

**CHALLENGES**

- Need to further implement the structural instruments at all levels from institutional to national and regional
- NQFs should be synergized with developments in other regions
- Consider how to address non-traditional modes and the rapid changes and developments
  - new modes of learning, new learners, increase of unreliable institutions/bodies, etc.
2.2. Credit System and Credit Transfer

- University Credit Transfer System (UCTS) being used in Asia and the Pacific Region
- Use of a credit system designed to make it easier for students to move between different countries in Asia and the Pacific region.
- UCTS under APEC respects credits from one university to another so they are added up to contribute to an individual's degree programme or training.
- UCTS helps to make learning more student-centred. It is a central tool in the Bologna Process, which aims to make national systems more compatible.
- UCTS also helps with the planning, delivery and evaluation of study programmes, and makes them more transparent.
2.2. ASEAN Credit Transfer System: Good practice in the ASEAN Region

**ACTS key features**

- Student-centred system based on students workload (learning outcomes)
- Applicable for both undergraduate & graduate students
- Duration: 1 up to maximum 2 academic semesters or shorter period of study (summer semester)
- Non-complicated grading conversion from host to home university
- Not require a modification of existing institutional or national credit systems
2.2. Credit Transfer System

The ASEAN Credit Transfer System (ACTS) was initiated by the ASEAN University Network (AUN) with the primary objective to facilitate student and academic mobility in ASEAN. The system has been managed through the AUN-ACTS Secretariat which hosted by Universitas Indonesia since 2010.

What is ACTS?
ACTS comprises three components:
- Grading scales
- Online list of available courses
- Online application system
2.2 Credit Transfer System

- ACTS is a modified version, user-friendly, of the credit transfer system.

- The ACTS will be a student-centered system based on students’ workload in terms of the learning outcome.

- The ACTS will be applicable to student mobility and exchange in the general duration of one, up to a maximum of two academic semesters, or a shorter period of study (for example, a summer semester) if deemed necessary.

- The ACTS will take into account the existing institutional and national credit systems for the expression and conversion of credits, study periods and learning outcome achievements.

- The ACTS will not require a modification of the existing institutional or national credit systems.
2.3 National Information Center

Programme Accreditation
Institutional List and description

Higher Education
Institutional accreditation
Quality assurance
Asia and the Pacific

Legal Framework
Information on the Asia and the Pacific Regional Convention on Recognition:

UNESCO Regional Convention on the Recognition of Studies, Diplomas and Degrees in Higher Education in Asia and the Pacific, 1989


Country List
In this section you can find information regarding national authorities in charge of higher education issues in the Asia and the Pacific UNESCO Region.

SELECT A COUNTRY

Albania
Andorra
Azerbaijan
Belarus
Bosnia and Herzegovina
Bulgaria
Canada
Croatia
Cyprus
Czech Republic
Denmark
Estonia
Finland
France
2.4 Diploma Supplement

- A document describing the knowledge and skills acquired by holders of higher education degrees.
- It provides additional information to that included in the official degrees / diplomas and/or transcript, making it more easily understood, especially by employers or institutions outside the issuing country.

**Who is it for**

- The Diploma Supplement is issued to graduates of higher education institutions along with their degree or diploma.

**What it is not**

- The Diploma Supplement is not:
  - a substitute for the original diploma or degree;
  - an automatic system that guarantees recognition.
2.4 Diploma Supplement

HELENCIC REPUBLIC
ARISTOTELEIO PANEPISTIMIHIO THESSALONIKIS ARISTOTLE UNIVERSITY OF THE
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DIPLOMA SUPPLEMENT

This Diploma Supplement is based on the model developed by the European Commission, Council of Europe and UNESCO CEPECS. The purpose of its completion is to provide sufficient independent data to improve the international ‘transparency’ and fair academic assessment of educational qualifications, diplomas, degrees, certificates, etc. It is designed to provide a description of the nature, level, content, context and status of the studies that were pursued and successfully completed by the individual named on the original accompanying qualification in which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions of recognition, information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION
1.1 Family Name(s):
1.2 Given Name(s):
1.3 Date of Issue (day/month/year), Place, Country of Birth 1-2-1985, KORINTHOS, GREECE
1.4 Student identification number or code:

2. INFORMATION IDENTIFYING THE QUALIFICATION
2.1 Name of the qualification and (if applicable) title conferred (in original language):

2.3 Name and status of awarding institution (in original language):

2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
As in 2.3.

2.5 Language(s) of instruction/examination:
Greek.

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION
3.1 Level of qualification:
2nd Cycle
3.2 Official length of programme:
3 SEMESTERS, 90 ECTS
A full academic year is equivalent to 60 ECTS units and each semester to 30 ECTS (European Credit Transfer System).

When the Greek Legislation was harmonized with the relevant European one (Ministerial Decision no 85/2006/251, art. 1.5)), each course is credited with a number of ECTS (1 to 3) according to the student's workload (contact hours, laboratory work, examination etc) and accumulation of credits (ECTS) is accomplished after successful completion of the course.

3.3 Access requirement(s):
A Degree awarded by a Greek public University or by a private University with recognition or equivalent status as by a Technical Education Institute is required. For details please be equivalent to that of the Interdisciplinary Postgraduate Study Programme, otherwise the candidate would have to be accepted on relevant subjects.
III.

2.5 Toolkits and Guidelines
- National Information Centers

The Guidebook/Toolkit
Background (Brief history)

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- **2013**
  - Toolkit for the Recognition of Foreign Qualifications

- **2014**
  - Draft Guidelines for National Information Centres
Contents of the guidebook/toolkit

- Section 1  
  Introduction and Background
- Section 2  
  Rationale for Establishing NICs
- Section 3  
  Information Required of NICs
- Section 4  
  Guidelines and Procedures
- Section 5  
  Coordination of Regional NICs
- Section 6  
  Model of NIC – Australia
- Section 6  
  Examples of NIC Information
Section 1: Objectives

- to create incentives for countries to establish NICs
- to stress substantial administration and creation of new entities is not necessary
- to provide practical information on what may constitute a NIC
- To ensure that the guidelines provide flexibility for countries to develop a NIC which meets their needs
- To include case studies
Section 2: Rationale

- The Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education (2011) requires Parties to have an NIC.
- Parties need to provide a single point of contact from within existing ministries and organisations or a new entity.
- This does not mean creating a new structure or organisation.
Goals for NICs

- Provide information to assist a NIC to work collaboratively with other NICs in sharing information from their higher education system
- Provide information to support the recognition of qualifications
- Promote the UNESCO Diploma Supplement
Format of a NIC

- Each country should seek to establish a system, a unit or a centre that acts as the single point of contact for providing information on qualifications and higher education systems.
- To assist the mobility of students, teachers and researchers.
- The scope of NICs will vary from country to country.
Section 3: Establishing a NIC

- Establishing a NIC may seem a formidable task.
- This section provides guidance for countries wishing to establish a NIC.
- Much of the information suggested is often available but sometimes is not centralised in one location.
- NICs can provide the one-stop-shop for all this information.
Description of the Education System

- provide a brief overview of the
  - schooling,
  - technical,
  - vocational, and
  - higher education sectors
- the roles of government at both national and provincial/state level.
Detailed Description of the Higher Education System

- Gives overview of the education system
- Provides pathways to higher education
- Discusses the national qualifications framework
- Provides diagram of the national qualifications framework and the education ladder
- Provides information on higher education courses
- A brief statement about admission requirements and types of institutions
Quality Assurance and Accreditation

- Gives information on quality assurance system
- Provide an overview of national and/or regional education bodies that are involved with higher education;
- a brief statement about their role;
- include links to the quality assurance agencies’ websites which may be contacted for further details and validation
Qualifications Framework

- brief description about the qualification systems
- Provides qualifications diagram or framework or system for organising higher education qualifications within the country.
- Provides background on different levels of the education
- It may give information on international comparability of qualifications
- this could also be included in the section on more detailed description of the higher education sector.
Procedures for the Recognition of Foreign Qualifications

This could include:

- national legal or regulatory framework for recognition and assessment, including competence of different stakeholders
- requirements regarding information applicant must provide;
- fees for recognition (where applicable);
- possible requirements regarding the translations.
- Agencies and bodies responsible for recognition of foreign qualifications
Information on Recognition

- Information is of key importance to assist students

- Information on recognition is important in ensuring acceptance of qualifications from other countries.

- Information can help further study, for gaining access to regulated professions, and for employment in non-regulated parts of the labour market.

- It is important to provide information that is authoritative, adequate, relevant, well-targeted, and easily available.

- Accurate, reliable and easily accessible information on own and foreign higher education systems and on the recognition of qualifications.
Role of NICs

NICs should be the principal providers of authoritative information on recognition which could include:

- Higher education systems and qualifications of the country where they are located
- Recognition of foreign qualifications in the country where they are located
- Foreign education systems to serve enquirers in the country for which they are responsible
- NICs should either be in a position to answer enquiries (“one stop”) or to refer enquirers to the appropriate body that can provide authoritative answers (“two stop”).
- At international level, NICs should represent their respective countries in the Asia-Pacific Network of Information Centres.
Standards of Information Provision

NICs should high quality information Be meaningful to users and should respond to their needs

- Recognise that different users or user groups have different information needs
- Seek to provide information that is relevant to each group without overburdening them with irrelevant information
- Be accessible in terms of content, language, and style
- Be accurate
- Keep to the information provided
- Be up-to-date
- Be timely
Thank you