

# Promoting Global Dialogue on Recognition

Evolution of principles  
in Regional and Global Conventions

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# Promoting Global Dialogue on Recognition

Evolution of Principles  
in Regional and Global Conventions

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## Comparative analysis



Compare the 5 regional recognition conventions and Global Convention to explore the evolution of key concepts in recognition



Lisbon recognition Convention as a benchmark

- We are in the EHEA context
- The first of the second-generation conventions
- Expresses key recognition principles



Aim is to contribute to the dialogue on higher education and fostering potential cooperation initiatives

## Topics



# From First to Second Generation Conventions



## Second Generation (1997-2022)

Enhanced transparency and harmonization, shifting from "equivalence" to "recognition" with emphasis on learning outcomes.

## First Generation (1974-1983)

Focused on strengthening recognition, promoting cooperation, and reducing mobility barriers for teachers

# Second generation - Priorities



A word cloud of educational priorities. The words are arranged in a roughly circular pattern, with 'recognition' being the largest and most central word. Other prominent words include 'diversity', 'public', 'technologies', 'mobility', 'access', 'cooperation', 'network', 'human right', 'inclusion', 'autonomy', 'freedom', 'equitable', 'tolerance', 'civil society', 'democratisation', 'educational resources', 'inclusive', 'learners', 'implementation mechanisms', 'lifelong', 'sustainable', 'exchange', 'peace', and 'fair recognition'. The colors of the words range from dark blue to yellow.

peace inclusion human right  
autonomy  
exchange mobility  
sustainable access lifelong  
fair recognition cooperation network  
equitable public implementation mechanisms  
tolerance public technologies  
civil society freedom inclusive learners  
recognition  
democratisation educational resources

**Recognition  
Conventions**

**Information  
provision**

**Substantial  
differences**

**Refugee  
qualifications**

**Right to  
appeal**

**Countering  
education  
fraud**

**Lifelong  
learning**

**Transnational  
education**

**Fundamental principles**

**Evolving topics**

# Fundamental Principles (I)

## Fair recognition

Assessment of qualifications solely on the basis of knowledge and skills achieved, without discrimination based on gender, race, religion, or other circumstances unrelated to qualification merits.

All regional and global conventions incorporate fair recognition principle.

## Right to appeal

It has remained largely unchanged over the years. Three keywords it: (i) transparency – clear reasons for refusal shall be provided; (ii) information – applicants must receive adequate information; (iii) appropriate measure and reasonable time limits.

Although the principle is there, ARC is the only one that does not explicitly mention the right to appeal.

## Information provision

Focus on the provision of essential information for carrying out recognition, such as the quality and typologies of higher education institutions (LRC), towards a broader understanding.

Information on recognition process, methods and criteria; LOs (ARC) and technology to support recognition (GC).

# Fundamental Principles (II)

## Substantial differences

General concept without specific definition, applied to access, periods of study, and qualifications.  
Defined as "significant differences that would prevent applicant from succeeding in desired activity."

GR: "significant differences between the foreign qualification and the qualification of the State Party which would most likely prevent the applicant from succeeding in a desired activity, such as, but not limited to, further study, research activities, or employment opportunities"

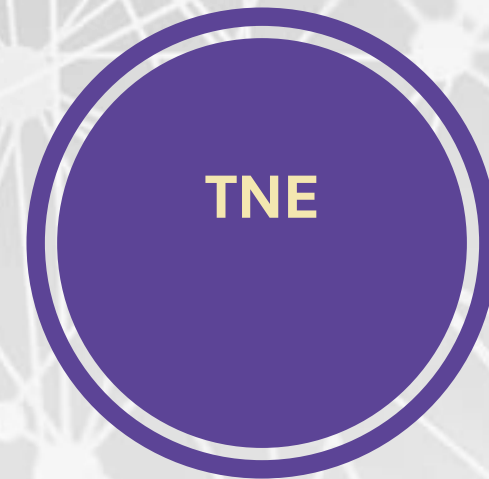
## Refugee Qualifications

All conventions require fair and expeditious assessment procedures for refugees and displaced persons

Inclusion of the concept of prior learning

# Evolving concepts

From



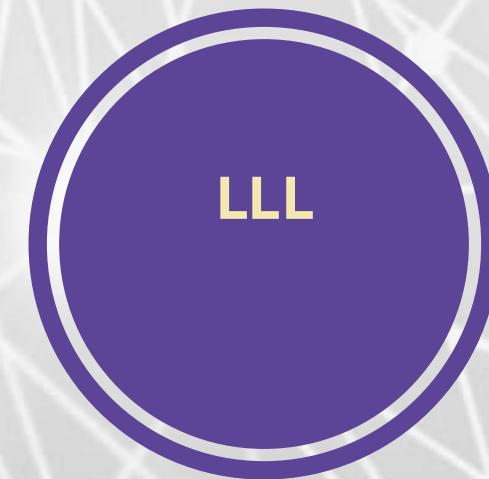
"foreign educational institutions operating in territory" without specific terminology (LRC)

to



## Global Convention

Defines "cross-border education" including joint degrees, transnational education, offshore education and borderless education



"Recognition of incomplete study periods for programme completion" (LRC)



## Global Convention

Inclusion of non-traditional qualifications, prior learning, focus on learning outcomes

Clear reflection of how the concepts have evolved over the years

# Countering Education Fraud

## Addis Convention

First to explicitly commit to "eradicate all forms of fraudulent practices regarding higher education qualifications."

## Global Convention

Expands approach by encouraging use of contemporary technologies and networking activities among parties

Other conventions address fraud implicitly through fair recognition principles and transparency requirements.



# Closing considerations

## Foundational Principles

Lisbon Convention established core principles adopted and evolved subsequent conventions.

## Concept Expansion

Later conventions explicitly define and expand concepts implicit in earlier texts.

## Learning Outcomes Focus

Shift from input-based to output-based assessment across all conventions.

## Inclusive Recognition

Growing emphasis on fair recognition, prior learning, and non-traditional learning pathways.

# Thank you!



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