



**Bologna Thematic Peer Group B on Key Commitment 2:  
National legislation and procedures  
compliant with the Lisbon Recognition Convention**



**3<sup>rd</sup> Thematic Peer Group B Meeting  
Online meeting – 17<sup>th</sup> June 2020  
Preparatory note**

The third meeting of the TPG B was supposed to take place in Sèvres on 10<sup>th</sup> March 2020, jointly with the seminar on information provision, but has been postponed due to the outbreak of COVID-19.

Due to the uncertainty of the situation, the third TPG meeting will be held online on 17<sup>th</sup> June 2020. Contents and length have been reshuffled to better fit the online modality, and to take into account the impact of the current crisis on higher education and recognition.

In line with the mandate of the Thematic Peer Group B on the Lisbon Recognition Convention, the goal of this online meeting is to analyse the impact of the outbreak of COVID-19 on action plan and implementation of LRC at national level, try to outline what are the threats and challenges that the outbreak of COVID-19 is posing in the implementation of LRC in EHEA countries, and share possible responses and best practices. Results of the discussion in working group will be reported in plenary, and a synthesis will be reported to BICG, to feed the report to the BFUG.

### **Working groups**

During the TPG B meeting participants will split into smaller groups, in order to have an effective discussion and to give the possibility to all participants to share experiences and comments.

In each group the reflection will be guided by the following **questions**:

1. How has the outbreak of COVID-19 impacted the implementation of LRC in my country? Are there any effects on the action plan at national level?
2. Regarding the following articles of the LRC and the thematic indications for the TPG B, what are the threats that the outbreak of COVID-19 is posing, and what are the possible responses? Please share also any good practices and solutions implemented so far.

- **Access to Higher Education**

*Reference in LRC: Section IV – Recognition of qualifications giving access to higher education*

**Questions for discussion:** how to ensure smooth transition from school to HE, despite disruption in final school leaving exams and qualifications due to the COVID-19 outbreak? How sharing information on changes in final school leaving qualifications at national level can support fair recognition of qualifications? Can the current crisis lead to innovation/solutions in access to HE (and if yes, how)?

Bibliography/sitography of reference:

Euridyce: [How is Covid-19 affecting schools in Europe?](#)



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UNESCO: [Global Monitoring of school closures caused by COVID-19](#)

○ **Recognition of qualifications held by refugees**

*Reference in LRC: Section VII – Recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation*

**Questions for discussion:** could COVID-19 create additional barriers and obstacles for recognition of qualifications held by refugees? Can it represent on the other hand a call for their recognition, looking to new needs that can emerge in societies due to the crisis (e.g. need of professionals in the health sector, etc.)?

Bibliography/sitography of reference:

CoE and UNHCR: [support members states in bringing refugee health workers into the fight against COVID-19](#)

TIME: [Healthcare Workers from Refugee Backgrounds Want to Help Fight COVID-19](#)

EUA: [Covid-19, refugees, and their medical qualifications – why we need to keep things connected](#)

○ **Digitalisation**

*Specific thematic indication for TPG B (cfr [EHEA page on TPG B](#))*

**Questions for discussion:** has digitalisation at different level (documents, workflow, etc) been part of the solution in response to the impact of COVID-19? How is this relevant for recognition (acceptance of digital credentials, digitalisation of recognition process, etc)?

Bibliography/sitography of reference:

Lisbon Recognition Convention Committee Bureau, ENIC-Bureau and NARIC Advisory Board: [Recognition of foreign qualifications in times of COVID-19. A reflection document for the ENIC-NARIC Networks and their stakeholders](#)

DigiRec White Paper: [Digital student data and recognition](#)

DOC CIMEA: [Effects of COVID-19 on Higher Education and recognition. Informative note for HEIs](#)

○ **Recognition of alternative pathways**

*Specific thematic indication for TPG B (cfr [EHEA page on TPG B](#))*

**Questions for discussion:** Will the impact of COVID-19 lead to a disruption in qualifications, training and learning outcomes? If yes, how it will be possible to ensure recognition of these forms of disrupted learning? Will the crisis lead to stronger needs and request for short training courses, highly oriented to the job market, and to an increase of microcredentials? Can we expect a rise in “non-traditional” forms of learning and of qualifications (MOOCs, etc)?

Bibliography/sitography of reference:



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UNESCO, IEEP: [Policies for flexible learning pathways in higher education: taking stock of good practices internationally](#)  
BFUG meeting, Kyiv, 4-5 March 2020: [Background information on micro-credentials](#)  
MicroBOL: [Microcredentials linked to the Bologna Key Commitments](#)

### ○ **Automatic recognition**

*Specific thematic indication for TPG B (cfr [EHEA page on TPG B](#))*

**Questions for discussion:** will the pandemic be a threat for effective implementation of automatic recognition (e.g. disruption in qualifications giving access to HE, change in learning outcomes, etc.) or it will act as an accelerator for automatic recognition? Can automatic recognition be part of the solution to face the impact of COVID-19 on higher education and recognition?

Bibliography/sitography of reference:

AR-NET: [Portability of recognition statements in the EHEA. Fast lane or detour to Automatic Recognition?](#)

AR-NET: [The Triangle of Automatic Recognition. Guidelines for the application of de facto automatic recognition \(554.1 kB\)](#)

EU: [Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad](#)

**Note:** for the discussion in the working groups each country can decide to cover all topics or to select only one/two topics from the above that are more relevant in relation to the action plan at national level.

3. Are there any topics in the above for which you would like to offer/receive peer support?

### **Projects co-funded in the framework relevant for the TPG B group**

[DEQAR CONNECT](#): Enhancing the Coverage and Connectivity of QA in the EHEA through DEQAR

[I-Comply](#): Implementation of LRC Compliant Practices in the EHEA

[EPER](#): Effective partnership for enhanced recognition

### **Further resources**

If there are relevant resources that you would like to share, send them to [e.petrucchi@cimea.it](mailto:e.petrucchi@cimea.it).

*Update 15/06/2020*