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The Lisbon Recognition Convention (LRC) in a national consideration and best practice from a German university

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28 / 11 / 2017, Leipzig University, Bibliotheca Albertina

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Political objectives: the creation of a European Higher Education Area

- Convention on the Recognition of Qualifications concerning Higher Education in the European Region (LRC 1997)
- Creation of a European Higher Education Area as key for mobility-enhancement (Sorbonne Declaration 1998, Bologna Declaration 1999)
- Mobility-enhancement as key objective within the Leuven Communiqué (5th Bologna Follow-Up Conference 2009):
„We call upon each country to increase mobility, to ensure its high quality and to diversify its types and scope. In 2020, at least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad.“
- Bucharest-Conference (7th Bologna Follow-Up Conference): mobility-strategy 2020 for the European Higher Education Area (EHEA)



Political implementation in Germany: the creation of a European Higher Education Area

- Ratification of the Lisbon Recognition Convention in 2007 and implementation of its key aspects into the common federal structural guidelines of the Standing Conference of the State Ministers of Education and the Arts (KMK) (version of 04.02.2010): „...die Anerkennung zu erteilen, sofern keine wesentlichen Unterschiede hinsichtlich der erworbenen Kompetenzen bestehen.“ (1.2 Anerkennung)
- Strategy of the ministers of education and research on federal and federal state level for the internationalisation of higher education institutions in Germany (resolution of the 18th Joint Science Conference on 12th of April 2013): „Als realistisches Ziel sehen Bund und Länder, dass jede zweite Hochschulabsolventin bzw. jeder zweite Hochschulabsolvent studienbezogene Auslandserfahrung gesammelt und mindestens jede/r dritte einen Auslandsaufenthalt von mindestens 3 Monaten und/oder 15 ECTS nachweisen kann. Dies betrifft die Mobilität in allen drei Bolognazyklen.“



Key aspects of the Lisbon Recognition Convention

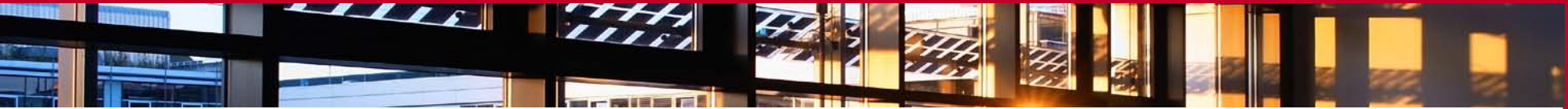
- **„Paradigm shift“**
Recognition as a basic principle, justified non-recognition as an exception
- **Fundamental difference-criterion**
achievements will be recognised, if no fundamental difference between the actual achievements and the aspired ones can be proven
- **„Reversal of evidence“**
The higher education institution is obliged to explain the fundamental difference
- **Process Safety**
Transparency, consistent decisions, reliability as well as decisions with the previously stated deadline



Basic ideas of mobility

(Self-)Insights via mobility:

- Experience and understanding of the unknown
- New/different perception of the unknown (e.g. appreciation of certain cultural values)
- Experience and understanding of different cultures and systems



Additional benefits of international mobility

- Internationalisation of the labour markets and higher education institutions
- Increased attractiveness of institutions for students (likewise for international students)
- Preparing students for international labour market contexts
- Expanding horizons (home/foreign country, different institutions)



Realisation at the JGU

- 1. Compilation and adoption of part-examination guidelines (rules of recognition)**
- 2. Cross-Faculty Commission**



Creation of the rules of recognition

- **Mandatory:** Part of the examination regulations of the JGU
- **Practice oriented:** Precise implementation of legal guidelines (Lisbon Recognition Convention and state higher education act)
- **Comprehensive:** Definition of „fundamental difference“ criteria are according to the Nexus-Guideline of the Conference of Presidents and Rectors of Universities and Other Higher Education Institutions (quality, level, educational objectives or results, workload, profile)
- **Sustainable:** Establishment of a permanent commission of recognition



Cross-Faculty Commission

Tasks:

- Development of recommendations for the legal implementation of the rules of recognition
- Development of recommendations for the advancement of the rules of recognition
- Report about the practice of recognition to the senate committee and the university management
- Counselling of decentral institutions for fundamental questions about the implementation of the rules of recognition



Lessons learned



- Involve everyone

- Come to agreements and clarify responsibilities

- Support

- Consistent practice

- Recognition oriented towards objectives of education

- Stimulate rethinking

Thanks for listening!

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