Basic information

1994/2213(COS) COS - Procedure on a strategy paper (historic)	Procedure completed
Recognition of qualifications for academic and professional purposes **Subject** 4.40.07 Recognition of diplomas, equivalence of studies and training	

Key players

European Parliament

Committee for opinion	Rapporteur for opinion	Appointed
ECON Economic and Monetary Affairs, Industrial Policy	GAROSCI Riccardo (FE)	24/05/1995
JURI Legal Affairs, Citizens' Rights	The committee decided not to give an opinion.	

Council of the European Union

Council configuration	Meetings	Date
Education, Youth, Culture and Sport	1920	1996-05-06
Education, Youth, Culture and Sport	1811	1994-12-05

Key events

Date	Event	Reference	Summary
05/12/1994	Debate in Council		
13/12/1994	Non-legislative basic document published	COM(1994)0596	Summary
07/04/1995	Committee referral announced in Parliament		
24/10/1995	Vote in committee		Summary
24/10/1995	Committee report tabled for plenary	A4-0261/1995	
13/11/1995	Debate in Parliament		Summary
15/11/1995	End of procedure in Parliament		
04/12/1995	Final act published in Official Journal		
06/05/1996	Debate in Council		Summary

Technical information

Procedure reference	1994/2213(COS)
Procedure type	COS - Procedure on a strategy paper (historic)
Procedure subtype	Commission strategy paper
Legal basis	Rules of Procedure EP 148
Stage reached in procedure	Procedure completed
Committee dossier	CULT/4/06300

Documentation gateway

European Parliament

Document type	Committee	Reference	Date	Summary
Committee report tabled for plenary, single reading		A4-0261/1995 OJ C 323 04.12.1995, p. 0004	24/10/1995	

European Commission

Document type	Reference	Date	Summary
Non-legislative basic document	COM(1994)0596	13/12/1994	Summary

Other institutions and bodies

Institution/body	Document type	Reference	Date	Summary
EESC	Economic and Social Committee: opinion, report	CES0410/1995 OJ C 155 21.06.1995, p. 0016	27/04/1995	Summary

Recognition of qualifications for academic and professional purposes

1994/2213(COS) - 06/05/1996

The Council welcomed the outcome of the debate organised by the Commission in cooperation with the Member States and the opinion expressed by Parliament, the Economic and Social Committee and other European and national organisations on the subject of recognition. It considered that the process that had been started was on-going and required the setting-up of a permanent dialogue with all the parties involved. To this effect it called on the Commission to ensure that the report on the results of the debate was given a wide circulation and to promote a greater discussion of this subject; stressed that the dialogue between the relevant authorities in the two areas of recognition concerned should be incorporated into the current activities of the existing national structures; called on the Member States and the Commission to promote better coordination between the national structures responsible for disseminating information on the two areas of recognition, namely NARIC, the Euro-Info-Centres, etc., and to build up the relevant databases, such as ORTELIUS, so as to promote greater transparency within the higher education systems; called on institutes of higher education, professional organisations and other relevant authorities to continue the dialogue in order to ensure that the study programmes made sufficient allowance for the needs of the professions at European level; called on the Commission: - to encourage the involvement of representatives from the business and professional world, the social partners and students in any appropriate subject network provided for by SOCRATES; - to carry out an assessment, in collaboration with the Member States, of the various suggestions that had been put forward in the course of the debate: = the feasibility of putting in place, on a voluntary basis, a European supplement as an administrative annex to the university degree. This annex would comprise a description of the studies completed by the degree holder and would be aimed at promoting transparency and providing greater recognition for the study course in Member States other than the country of learning; it would also take account of the experience acquired in this area by other organisations, such as the Council of Europe and UNESCO; = the appropriateness of identifying and promoting an awareness of the procedures at national or Community level, which could help in finding an amicable solution to the disagreement that existed in respect of the recognition of qualifications, in response to individual requests addressed directly or, preferably, through the NARIC network or the network of coordinators for the various directives; - to provide it and Parliament, before the end of 1998, with a report on the headway that had been made in this area and on the progress achieved on the different initiatives taken at Community and national level.

Recognition of qualifications for academic and professional purposes

1994/2213(COS) - 27/04/1995 - Economic and Social Committee: opinion, report

The Economic and Social Committee welcomed this Communication, the purpose of which was to give a focus to improving matters in the recognition of qualifications for academic and professional purposes, particularly with regard to the links between the recognition of both categories of qualifications. The proposals thus sought to improve the scope for the free movement of students and those in the higher professions in the European area. The ESC considered that the overall implementation and operation of the two General Directives of 1989 and 1992 should be reviewed in due course alongside the ESC's suggestion for further proposals covering all levels of occupational skills groups in the European workforce.

Recognition of qualifications for academic and professional purposes

1994/2213(COS) - 15/11/1995 - Text adopted by Parliament, single reading

The European Parliament adopted the report by Mrs Doris PACK (PPE, D) on recognition of qualifications for academic and professional purposes. Since this required an in-depth analysis of the current obstacles to mobility, the European Parliament felt that it was essential to involve the social partners in a study on recognition of qualifications. It called on the Member States to ensure that foreign university qualifications were recognised in their country so as to guarantee workers the freedom of movement. To ensure that workers enjoyed this right, Parliament called on the Commission to submit a coherent regulation on the recognition of qualifications. It emphasised the need for information on the opportunities and requirements for gaining access to the various courses of study and better cooperation with the existing information networks. It was also necessary to approximate training periods, although Member States should continue to be responsible for the content of courses. Parliament called for uniform assessment criteria to be established to facilitate the assessment of the quality of training courses. In this respect, it hoped that students would be involved in the quality assessment procedures. In order to develop the European dimension of teacher training, the teaching of foreign languages should be encouraged and appropriate incentives provided to promote the mobility of university teachers. Parliament strongly urged the professions already organized at European level to play an active role in the recognition of professional qualifications, particularly by recognizing equivalence in terms of pay scales in their industry's collective agreements.

Recognition of qualifications for academic and professional purposes

1994/2213(COS) - 13/12/1994 - Non-legislative basic document

OBJECTIVE: this communication is the initial basis for action by the Commission to reconcile the various ways in which qualifications are recognised in the Community with a view to facilitating the free movement of persons and services and freedom of establishment. The Commission proposes 4 ways of reconciling how professional and academic qualifications are recognised: information, the creation of academic and professional networks, consensus-based adaptation of training courses and assessment of the quality of training. The idea is to instigate a debate within the Community institutions and the Member States (especially in higher education institutes and with the relevant national authorities) in order to obtain the views of all the parties involved on this subject by 1 July 1995 so that plans can be made to strengthen Community initiatives in this area and, where applicable, launch new types of measures which come within the powers of the Community. CONTENT: the Community acquis in relation to the recognition of professional and academic qualifications has a basic common objective: to eliminate obstacles to the mobility of professionals and students by reason of the different national education systems. Greater interaction between the various ways in which qualifications are recognised is needed in order to coordinate and improve the coherence of action in connection with the recognition of academic and professional qualifications. The Commission proposes 4 lines of approach which will enable the Member States and the Community institutions to identify ways of reconciling the various recognition systems: - information: high-quality information systems will help increase familiarity with the various education systems in the Community. The Commission proposes in particular that: . national reports should be drafted on curricula, how professions are organised and how to gain access to them; . a directory should be compiled of professions which are regulated in the Member States; . a network of multivalent national centres should be created; . information seminars should be organised; - academic and professional networks should be created in order to increase familiarity with the various recognition systems and universities and professionals should start discussing how training and professions can be developed; - consensus-based adaptation of training courses, especially for professions with regulated qualifications governed by general systems of recognition. The idea is to reduce current discrepancies between syllabuses and achieve a more automatic recognition process; - the quality of training needs to be assessed so that every institute can evaluate its strong and weak points. This system would strengthen mutual confidence between Member States and facilitate recognition (mainly by linking assessment systems).