



EurEta I

*European Higher Engineering and Technical Professionals Association
Europäischer Verband höherer Berufe des Ingenieurwesens und der Technik
Association Européenne des Professions Supérieures d'Ingénieurs et de la Technique*

International Activities

Professional Bodies

European Higher Engineering and Technical Professionals Association (EurEta)
www.eureta.org

EurEta was established in 1993 to set formation standards for higher engineering and technical professionals across Europe. It operates a register and its aims include securing recognition of the title EurEta Registered Engineer (Ing. EurEta), facilitating the free movement of engineers, assuring mutual recognition, promoting the responsible practice of engineering, encouraging continuing professional development (CPD) and international networking.

European Federation of National Engineering Associations (FEANI)
www.feani.org

FEANI was established in 1951 and brings together national engineering associations from a number of European countries. It operates a register and its aims include securing recognition of the title European Engineer (Eur. Ing.), facilitating free movement, safeguarding the interests of engineers, fostering high standards of professional practice and promoting links within the engineering profession throughout Europe.

EU Mobility Directives

http://europa.eu.int/comm/internal_market/en/qualifications/index.htm

89/48/EEC

Directive 89/48/EEC is the first General Systems Directive for the recognition of higher education diplomas awarded on completion of professional education and training of at least three years' duration.

92/51/EEC

Directive 92/51/EEC, which supplements Directive 89/48/EEC, is the second General Systems Directive for the recognition of professional education and training of at least one year's duration.

2001/19/EC

The European Commission's SLIM Initiative (Simpler Legislation for the Internal Market) Directive 2001/19/EC amends both Directives 89/48/EEC and 92/51/EEC. It came about as a result of the European Commission's increased efforts to improve regulatory quality whilst seeking to reduce the regulatory burden.

COM(2002)119 final

This is a proposal from the European Commission for a new Directive on the recognition of professional qualifications. The aim is for the new Directive to replace the existing General and Sectoral Directives covering the free movement of professionals.

Accords

Washington Accord

www.washingtonaccord.org

Dating from 1989, the Washington Accord is an agreement between national engineering organisations of Australia, Canada, Hong Kong, Ireland, New Zealand, South Africa, the United Kingdom and the USA. The Accord gives mutual recognition to Chartered Engineer-level accredited academic engineering programmes, but does not give recognition of professional titles. Signatories to the Accord undertake observation visits to each other's countries. Japan is about to join the Accord and Germany, Malaysia and Singapore are applying for membership.

Sydney Accord

www.engc.org.uk/international/sydney.asp

Signed in 2001, the Sydney Accord provides mutual recognition of academic programmes at Incorporated Engineer level. It operates in a way similar to that of the Washington Accord. Current members are national engineering organisations of Australia, Canada, Hong Kong, Ireland, New Zealand, South Africa and the United Kingdom.

Dublin Accord

www.engc.org.uk/international/dublin.asp

In May 2002 national engineering organisations of Canada, Ireland, South Africa and the United Kingdom signed the Dublin Accord mutually recognising the qualifications which underpin the granting of Engineering Technician titles in the four countries. The method of operation of the Dublin Accord is similar to that of the Washington and Sydney Accords.

Organisations, Networks and Agreements

Asia Pacific Economic Community (APEC) Engineer Register

www.apec.org

APEC is an intergovernmental initiative within which the engineering organisations of Australia, Canada, Hong Kong, Indonesia, Japan, Korea, Malaysia, New Zealand, the Philippines, Thailand and the USA have set up the register. The criteria for entry to the register are the same as those for the International Register of Professional Engineers set up by the Engineers' Mobility Forum. The APEC nations are committed to reducing barriers to national registration for engineers on the APEC register.

Bologna Declaration

<http://europa.eu.int/comm/education/socrates/erasmus/bologna.pdf>

The Bologna Declaration, signed in 1999, is a pledge by 29 countries to reform the structures of their higher education in a convergent way. The goal is to create a European space for higher education in order to enhance the employability and mobility of citizens and to increase the international competitiveness of European higher education.

European Association of Institutions in Higher Education (EURASHE)

www.eurashe.be

EURASHE was founded in Patras in 1990 and, with a secretariat in Brussels, has the status of a non-profit international association according to Belgian law. Members of EURASHE are National Associations of Colleges and Polytechnics, and Individual Institutions. The Association organises analyses, surveys, conferences and seminars related to higher education in Europe, provides advice to the European Commission and has an input to discussions on the Bologna Declaration.

European Centre for the Development of Vocational Training (CEDEFOP)

www.cedefop.eu.int

Based in Thessaloniki, CEDEFOP helps policy-makers and practitioners in the European Commission, the Member States and social partner organisations across Europe make informed choices about vocational training policy. The Centre operates an interactive website called the European Training Village (www.trainingvillage.gr).

European Council of the Liberal Professions (CEPLIS)

CEPLIS is an interest group uniting European mono-professional organisations and national interprofessional organisations. It has strong links with key decision-makers in the European Commission and organises seminars on matters relating to the roles of the professions in Europe.

European Society for Engineering Education (SEFI)

www.ntb.ch/sefi

SEFI was established in 1973 and is a non-profit organisation under Belgian law. Its aims are to promote information on engineering education in Europe; to improve communications and exchanges between teachers, researchers and students in Europe; to develop co-operation between educational engineering institutions; to promote co-operation between industry and educational institutions; to develop the European dimension in engineering education.

European Standing Observatory for the Engineering Profession and Education (ESOEPE)

ESOEPE is a workshop aimed at examining best practice and consists of the course accreditation authorities of a small number of countries. Membership is growing, partly as a result of the Bologna declaration.

International Association for Continuing Engineering Education (IACEE)

www.iacee.org

The IACEE is an international non-profit organisation, the aims of which are to support and enhance lifelong technical education and training and advanced engineering education worldwide, including the special needs of developing countries. The Association's objectives are pursued by promoting international technology transfer through a better understanding of the continuing education process; improving the quality of education and training of engineers and technicians, and of technical information through international co-operation; developing and strengthening co-operation between education and industry; promoting the establishment of centres for continuing education; supporting the equality of women in engineering; promoting and conducting research and development; initiating international and regional meetings and conferences, and providing technical assistance in conducting them.

International Register of Professional Engineers

This register is governed by the Engineers' Mobility Forum, which consists of the national engineering organisations of Australia, Canada, Hong Kong, Ireland, Japan, Korea, Malaysia, New Zealand, South Africa, the United Kingdom and the USA. FEANI has observer status. Entry to the register, which began operation in 2002, is open to engineers who are registered in a signatory jurisdiction; have an academic qualification equivalent to an accredited degree; have seven years' post-graduation experience; have spent two years in responsible charge of engineering work; are undertaking continuing professional development (CPD). Although not yet providing mutual recognition of professional titles, the signatories are committed to making easier the admission to national registers of incoming engineers who are on the International Register.

International Standard Classification of Education (ISCED)
www.uis.unesco.org/en/act/act_p/isced.html

ISCED-1997 presents standard concepts, definitions and classifications. It is a framework for the compilation and presentation of national and international education statistics and indicators. It covers all organised and sustained learning activities for children, youth and adults, including those with special educational needs. In providing a sounder basis for statistical comparisons between different education systems, the revised ISCED aims to aid education policy-makers and others who want to learn from the educational development experience of other countries.

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