

# MAPPING OF QUALIFICATIONS RECOGNITION CENTRES

## Disclaimer

This report was prepared by the EPRD for the ETF.

The contents of the report are the sole responsibility of the ETF and do not necessarily reflect the views of the EU institutions.

© European Training Foundation, 2023

Reproduction is authorised, provided the source is acknowledged.

# PREFACE

The ETF project “Mapping of Qualifications Recognition Centres” was implemented by the EPRD team of Vaclav Klenha (scientific coordinator & team leader of the assignment) and two researchers, Mile Dželalija and Jos Noesen, in the period November 2022 – April 2023. The terms of reference for the project (Request for Offer) defined this report as follows:

“A brief report summarising findings from the mapping, capturing type and range of centres engaged, describing centres’ remits and functions, some main challenges and needs, and identifying where such centres are absent will be produced. A table and/or charts/other graphics of centres with their remits and main functions will be provided. Slides summarising the same findings will also be produced.”

In line with the Request for Offer requirements, the EPRD Offer methodology and the Inception Report for the project, the report describes the mapping process and presents the summary of findings. These are based on desk research and on the information received by the project team from the Qualifications Recognition Centres (QRCs) during interviews and in the QRC questionnaire.

The information about the QRCs was entered in the mapping template, prepared as a source of data for the planned ETF database. The template, as well as the tables and diagrams used for analysing the validated data, are attached to this report. The main findings are also presented in the attached PowerPoint slides for the foreseen ETF event. The filled-in QRC questionnaires and QRC data validation sheets will be submitted separately as documented sources of data.

Contacting QRCs and getting their responses was not always easy. The project team would like to thank Michael Graham and Arjen Deij from ETF, and the ETF country liaison officers, for their assistance in reaching some of the 55 countries selected for mapping and their QRCs. Despite repeated attempts of the experts and continued support by the ETF, not all the countries responded to the project cooperation proposals.

Findings are therefore presented for the 55 QRCs from 48 countries that have responded and cooperated with the team of researchers.

# CONTENTS

---

PREFACE.....	3
--------------	---

---

MAPPING PROCESS .....	5
-----------------------	---

---

SUMMARY OF FINDINGS.....	8
--------------------------	---

---

ANNEX 1. CHALLENGES & DEVELOPMENTAL NEEDS.....	19
--	----

---

ANNEX 2. COUNTRIES OF ORIGIN .....	25
------------------------------------	----

---

ANNEX 3. OVERVIEW OF NON-RESPONDING COUNTRIES .....	28
---	----

---

ANNEX 4. MAPPING TEMPLATE. ....	30
---------------------------------	----

---

ANNEX 5. TABLES AND DIAGRAMS .....	31
------------------------------------	----

---

ANNEX 6. PPT PRESENTATION .....	32
---------------------------------	----

---

ACRONYMS.....	33
---------------	----

---

REFERENCES.....	34
-----------------	----

---

# MAPPING PROCESS

**Table 1. Countries designated for QRC mapping**

27 EU countries (49%)		3 EEA countries (6%)		25 ETF partner countries (45%)	
7 countries (13%) that have not responded: 2 EU and 5 ETF PCs					
Country	ISO code	ENIC-NARIC member	Country	ISO code	ENIC-NARIC member
Albania	AL	+	Latvia	LV	+
Algeria	DZ		Lebanon	LB	
Armenia	AM	+	Liechtenstein	LI	+
Austria	AT	+	Lithuania	LT	+
Azerbaijan	AZ	+	Luxembourg	LU	+
Belgium	BE	+	North Macedonia	MK	+
Bosnia & Herzegovina	BA	+	Malta	MT	+
Bulgaria	BG	+	Moldova	MD	+
Croatia	HR	+	Montenegro	ME	+
Cyprus	CY	+	Morocco	MA	
Czechia	CZ	+	Netherlands	NL	+
Denmark	DK	+	Norway	NO	+
Egypt	EG		Palestine <sup>1</sup>	PS	
Estonia	EE	+	Poland	PL	+

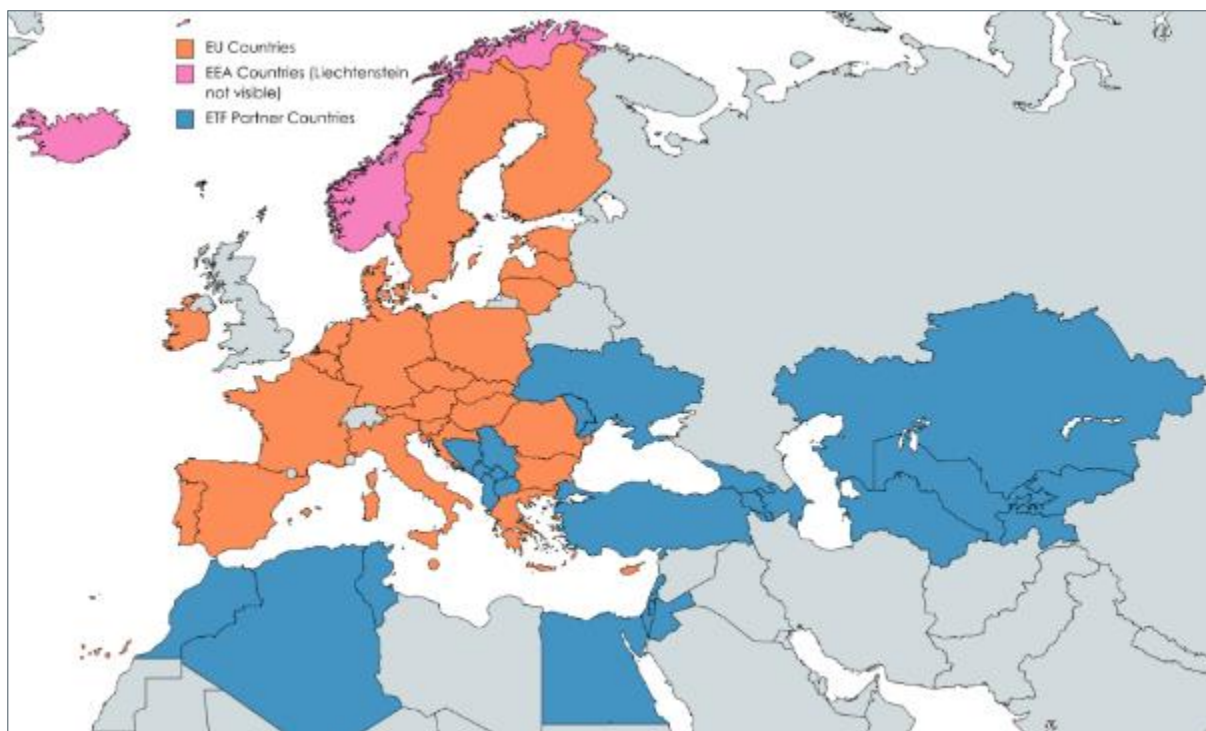
<sup>1</sup> This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue – hereafter 'Palestine'.

Finland	FI	+	Portugal	PT	+
France	FR	+	Romania	RO	+
Georgia	GE	+	Serbia	RS	+
Germany	DE	+	Slovakia	SK	+
Greece	GR	+	Slovenia	SI	+
Hungary	HU	+	Spain	ES	+
Iceland	IS	+	Sweden	SE	+
Ireland	IE	+	Tajikistan	TJ	
Israel	IL	+	Tunisia	TN	
Italy	IT	+	Türkiye	TR	+
Jordan	JO		Turkmenistan	TM	
Kazakhstan	KZ	+	Ukraine	UA	+
Kosovo <sup>2</sup>	KO		Uzbekistan	UZ	
Kyrgyzstan	KG				

Out of the 55 countries, 44 (80%) are members of the ENIC-NARIC network. They are all the EU & EEA countries and 12 (48%) out the 25 ETF partner countries (ETF PCs).

<sup>2</sup> This designation is without prejudice to positions on status and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence – hereafter 'Kosovo'.

**Figure 1. Countries designated for QRC mapping**



Created with mapchart.net

Identifying the QRCs at the national level in the 55 countries was based on the information from the ENIC-NARIC portal and/or the websites of relevant national ministries or agencies.

The QRCs were contacted by e-mail, addressed to the QRC heads where names were available, or to generic QRC e-mail addresses. The official ETF letter commissioning the mapping exercise was attached to these messages.

QRC interviews were held with the confirmed QRC contact persons, usually on Zoom, sometimes on Skype or WhatsApp. The QRC questionnaire adopted in the inception phase was sent to QRCs before or after the interview, depending on the research approach, the QRC contact persons' requests and the time of QRC responses.

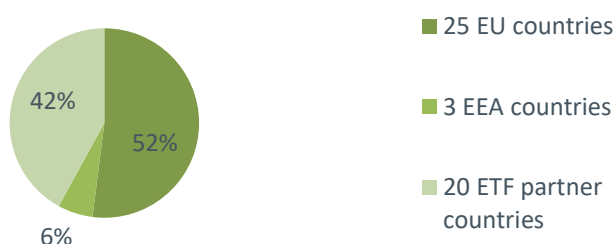
QRC data validation sheets in the Word format were sent back to the QRCs for their feedback. Additional communication with the QRC contact persons served for clarifications and completion of the information. Validated QRCs' data was included in the mapping template.

An overview of basic information on the non-responding countries drawn from their websites is attached as Annex 3. It presents the QRCs names, website addresses, contacts, and main areas of activity, as a point of departure for future cooperation efforts.

# SUMMARY OF FINDINGS

Out of the 55 countries, 48 (87%) fully cooperated in the mapping. The remaining 7 countries did not respond and therefore could not be mapped. Initial contact was established with some of the 7, as described in Annex 3, Overview of non-responding countries.

**Figure 2. Responding countries**



In 42 of the mapped countries there is only one national-level QRC. In Israel, Jordan, Luxembourg, and Portugal there are two national-level QRCs, one for HE and one for VET. In Croatia there are three national level QRCs (HE, VET, and general education). Belgium has one QRC for the Flemish community and another one for its French community; both are ENIC-NARIC members. Therefore, in total there are 55 QRCs in the 48 responding countries.

The data received from the questionnaires and complemented by the interviews and from QRC websites, is collected in the mapping template in Annex 4. It is an Excel table of the 55 QRCs in 48 countries plotted against the 16 column categories of data, with a separate row for each country and QRC.

**Table 2. Structure of the mapping template**

	QRC Name	Address	Website	Contact person	Position	E-mail address	Phone number	Legal status	Positioning	Remit	Functions	Tasks	Types of requests	Applicants	Challenges	Developmental needs
Austria																
...																
...																
...																



Ukraine																
---------	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The first seven column categories, starting with the QRC name, are of the simple, factual information type. The following nine categories, from the Legal status to Developmental needs, are the more complex data fields allowing for analysis by types, incidence counting, comparison and graphical presentation.

From the data under Position, it was found that 42 named contact persons are either QRC heads or deputy heads (76%), and 13 are specialists/credential evaluators (24%). Some of the contact persons included names of cooperating colleagues in the questionnaire, who can be considered as backup persons.

During the mapping exercise, it became clear that the responding QRCs found it difficult to distinguish systematically between Functions and Tasks. Therefore, these two categories were put together and analysed as one data field. A similar solution was necessary for Challenges and Developmental needs.

QRCs in their responses approached selected questionnaire categories differently, especially Positioning, Remit, Functions and Tasks. Some QRCs provided quite a lot of detail in Positioning and Remit, while just ticking off the prescribed Functions and Tasks. Others were brief on Positioning and Remit, giving more details under "Other functions and tasks, please specify". It was agreed to merge the responses to Functions and Tasks in the mapping template and relevant tables, charts, and diagrams, because reshuffling between these two categories and the following QRC data validation would be too difficult.

The main findings are presented in accordance with the QRC questionnaire which combined open and multi-choice questions. The open questions about QRC legal status, positioning, remit, challenges, and developmental needs required creation of a typology based on analysis of the answers for each of those questions. The multiple-choice questions on functions/ tasks, types of requests and categories of applicants already provided such typology, while offering the open last item "Other ..., please specify".

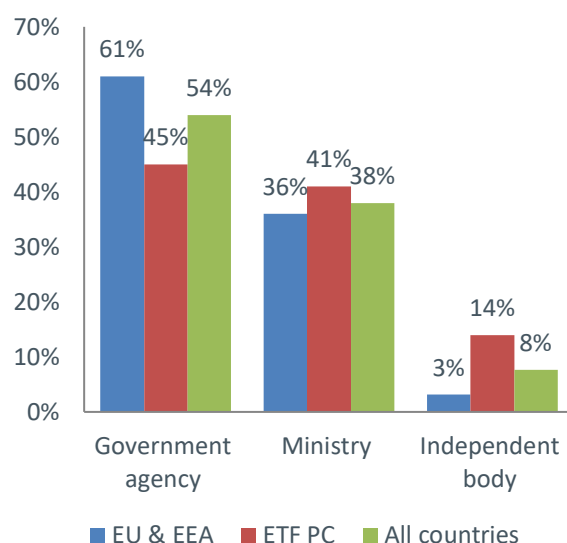
The following sections describe the main findings and present diagrams showing the types of the mapping categories plotted against their percentage in all the mapped countries and separately for each of the two groups: EU & EEA countries and ETF partner countries. The sets of Excel tables for the seven analysed categories with the mapping data of individual countries, together with the source tables for the diagrams are in Annex 5.

## Legal status

The data received for this category were summarised into three types:

- Ministry (education, higher education, employment)
- Government agency (agency, directorate, council)
- Independent body (foundation, university, company).

**Figure 3. QRC Legal status**



Overall, the Government agency status is the most frequent, followed by Ministry and Independent body.

In the EU & EEA countries the share of agencies is higher than in ETF PCs, where the share of ministries and independent bodies is higher. A more detailed differentiation of agencies is shown in the next category.

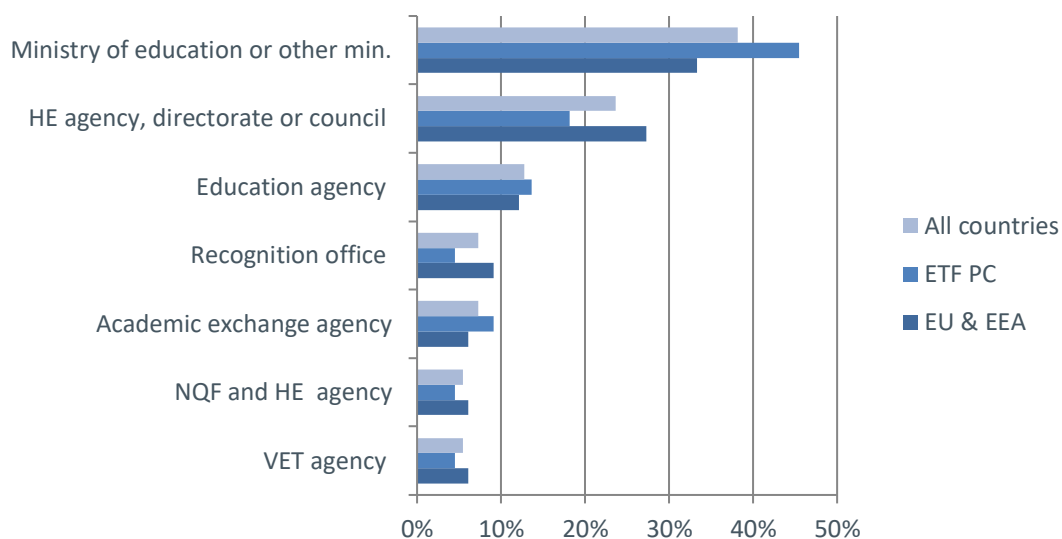
## Positioning

The QRCs are located in organisations fulfilling in most cases broader missions than qualifications recognition only. The type of hosting organisation may affect the QRC working conditions in terms of focus, resources, and staff competences.

The chart below shows the percentages of these types, with the ministry at the top (38,2%), and a breakdown of agencies by their overall remit in descending order: HE (23,6%), education of all levels (12,7%), academic exchange (7,3%), qualifications recognition office only (7,3%), NQF & HE (5,5%), VET (5,5%).

When comparing the two groups of countries, we can see that in the ETF PCs, a much higher (45,5%) proportion of QRCs are located in ministries compared to EU/EEA countries, where, instead, we see a prevalence of higher education agencies (27,3%). Then by contrast, there is a higher representation of academic exchange agencies (9,1%) in the ETF PCs, while the EU & EEA countries have more QRCs dedicated solely to recognition of qualifications.

**Figure 4. QRC location**



Under this category, most QRCs also listed their supervising, subordinated and partner organisations (ministries, HEIs, competent bodies for regulated professions, regional authorities), which can be found in the mapping template, or with full detail in the QRC questionnaires.

## Remit

For the QRC remit, understood as the main area of QRC activity, a typology was proposed based on the analysis of QRC data for this category and under related categories of Positioning and Functions, depending on where the relevant data were entered by the QRCs. The types of remit are derived from the levels of qualifications as acquired in the education systems, their purpose (educational, professional, VET) and combinations of these factors.

**Figure 5. QRC Remit**



Across all countries, the most common remit found is covering all educational qualifications (18,2%), followed by all educational and selected professional qualifications (16,4%) and higher education qualifications only (14,5%). Then come the remits of all educational and professional qualifications (12,7%), HE, VET and selected professional qualifications (10,9%), VET qualifications (9,1%), the remit combining recognition of higher educational and selected professional qualifications (9,1%), and the combination of HE qualifications and general education for entry into HE (7,3%).

There are significant differences between the two groups of countries in remit. EU/EEA countries are much higher on HE qualifications only and on all educational and selected professional qualifications (both at 21,2%). ETF partner countries more frequently cover VET qualifications only (18,2%) and all educational and professional qualifications (18,2%) than do EU/EEA countries (3,0% and 9,1% respectively).

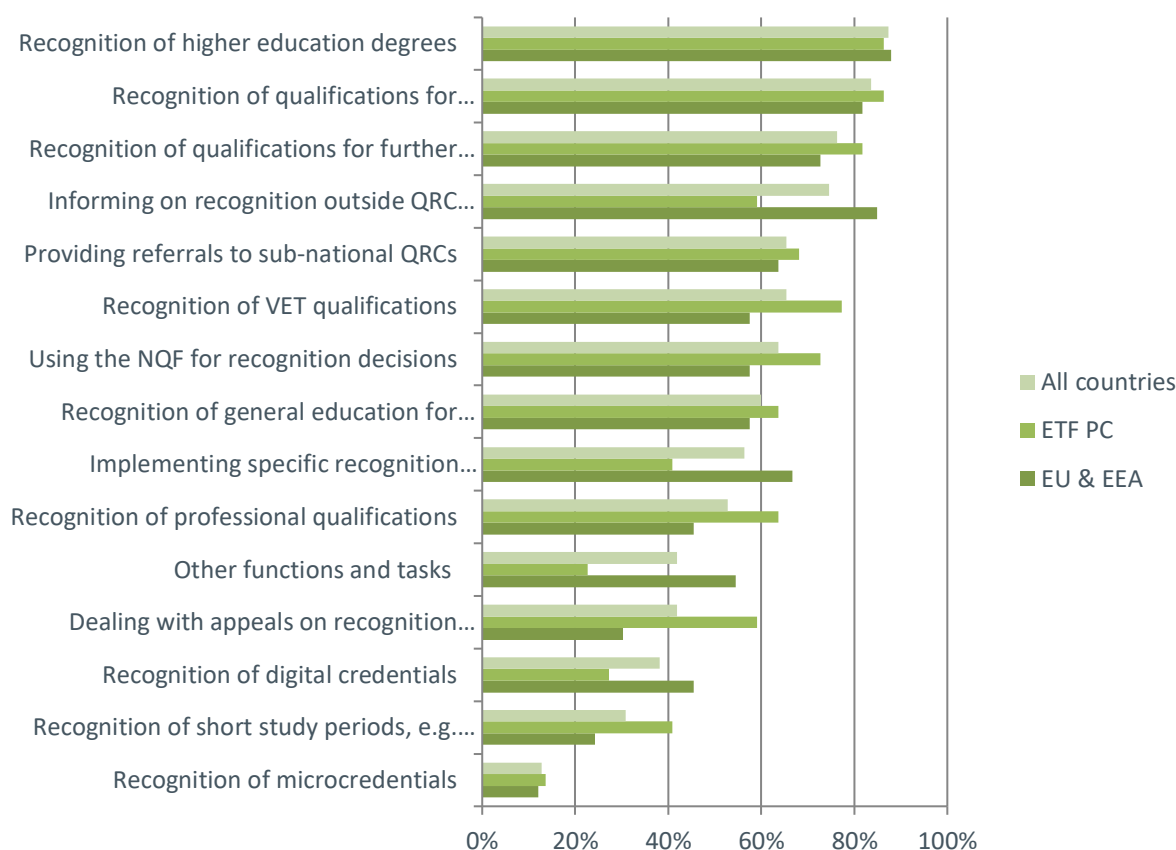
Selected professional qualifications are usually those that belong to the education sector, e.g., teachers. Some QRCs (LU (VET), AM, KO, RS) recognise all professional qualifications, but then the authorisation by competent bodies for exercising the regulated profession has to follow. Germany is a special case beyond recognition remit categories, as the national umbrella QRC provides only referrals to different recognition bodies in the Bundesländer (regions).

## Functions and tasks

The data here is collected from the multiple choices of functions in the questionnaire. Most of the functions in the figure below are based on WHAT qualifications are recognised, and as such, they

correspond to the QRC remit. Two functions relate to recognition purpose for either employment, or further study. The other two try to provide information and referrals. Then there are functions related to the use of the NQF for recognition of qualifications, to specific recognition schemes, and to dealing with appeals of recognition decisions.

**Figure 6. QRC functions and tasks<sup>3</sup>**



Across both groups of countries, the highest share is for recognition of higher education degrees (87,3%) and recognition of qualifications for employment (83,6%), while recognition for further study was reported by 76,4% of QRCs. Providing overall information on recognition of qualifications stands quite high (74,5%) and so does providing referrals to sub-national QRCs (65,5%). Over 65% of QRCs recognise VET qualifications and 63,6% use the NQF for recognition of all levels of qualifications. More than half of QRCs (52,7%) recognise at least selected professional qualifications. Shares are lower for recognition of digital credentials (38,2%), short study periods (30,9%) and micro credentials (12,7%).

<sup>3</sup> "Implementing specific recognition schemes" includes, for example, recognition for Ukrainian applicants affected by the war.

"Informing on recognition outside QRC remit" means, for instance, providing information on recognition for regulated professions which is usually outside the QRC remit.

"Providing referrals to sub-national QRCs" means referring the applicants to sub-national QRCs responsible for recognition, e.g. regional authorities or universities.

Differences between ETF PCs and EU & EEA countries are significant in providing information on recognition outside QRC remit 59,1% and 84,8%, in recognition of VET qualifications at 77,3% and 57,6%, using the NQF 72,7% and 57,6%, implementing specific recognition schemes 40,9% and 66,7%, dealing with appeals 59,1% and 30,3%, and recognition of short study periods 40,9% and 24,2%.

Other functions and tasks were reported by 24 QRCs (46,2%), two times more by EU & EEA (62,5%) than ETF PC (29,2%). These were the most frequent other functions and tasks:

- Recognition of qualifications of persons who studied at institutions which ceased educational activities.
- Recognition of qualifications of refugees and displaced persons without traditional documentary evidence of their qualifications.
- Providing information on recognition of qualifications and on education systems in response to domestic and international requests.
- Briefing employers, recruitment bodies and interest groups.
- Training of credential evaluators, stakeholders and partners.
- Elaboration of regulations and methodologies regarding the recognition and equivalence of study documents obtained abroad.
- Research on various issues related to recognition (use of diploma supplement, institutional recognition procedures, fraud in education, impact of COVID 19 on recognition practice, etc.).
- Participation in various national and international projects linked to recognition matters.
- Cooperation with foreign institutions engaged in recognition and validation for the purpose of networking and mutual assistance.
- Providing legalization (Hague Apostille) and superlegalization of educational documents.
- Developing recognition tools (databases, manuals) for internal and external use.
- Serving as assistance centre for recognition of professional qualifications.
- Developing a supportive network for the implementation of the EQPR (European Qualifications Passport for Refugees).
- Acting as coordinator for transposition Directive 2005/36/EC on the recognition of professional qualifications.

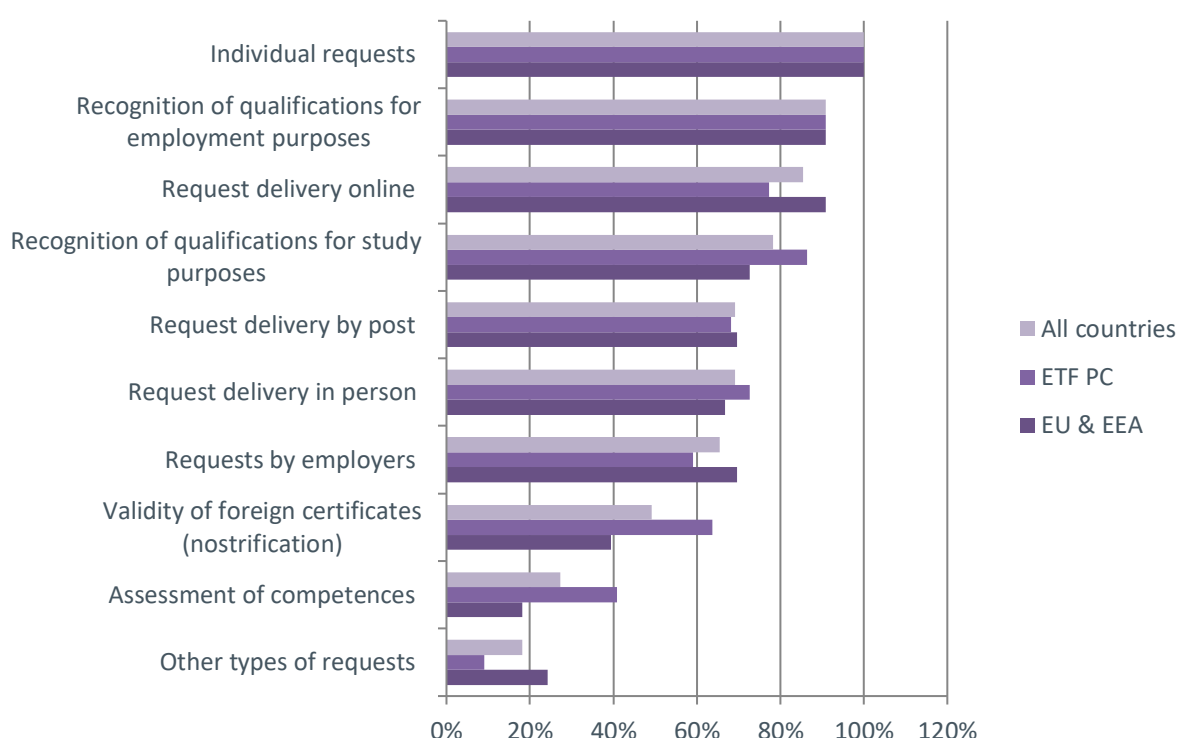
## Types of requests

The multiple-choice question on the types of requests offered two answers on the purpose of recognition, corresponding to respective functions of the previous category, requests to validate

foreign certificates, and to assess competences as part of qualifications recognition<sup>4</sup>. Then there were the answers on the request origin (by individual, or by employer) and on the request delivery.

As shown in the next figure, requesting recognition of qualifications for employment purposes is around 90% for both groups of countries. Then 86,4% of ETF PCs QRCs receive requests for study purposes, while for EU & EEA countries it is 72.7%. Individual requests are received by all QRCs and requests by employers by 65,5% of all QRCs. Request delivery online prevails at 85,5% (higher in EU & EEA at 90,9% vs. ETF PC at 77,3%), followed by post-delivery (69,1%) without much difference between the two groups of countries, and delivery in person (69,1%), which is higher in ETF PC (72,7%) than in EU & EEA (66,7%). Nostrification<sup>5</sup> of foreign certificates is much higher in ETF PCs (63,6%) vs. 39,4% in EU & EEA, and so is the assessment of competences at 40,9% and 18,2% respectively.

**Figure 7. Types of requests**



Other types of requests were mentioned by 9 QRCs (16,4%). They were mostly requests for information submitted by domestic and foreign HEIs, government bodies and employers.

<sup>4</sup> Further investigation would be necessary to determine how such assessment is conducted.

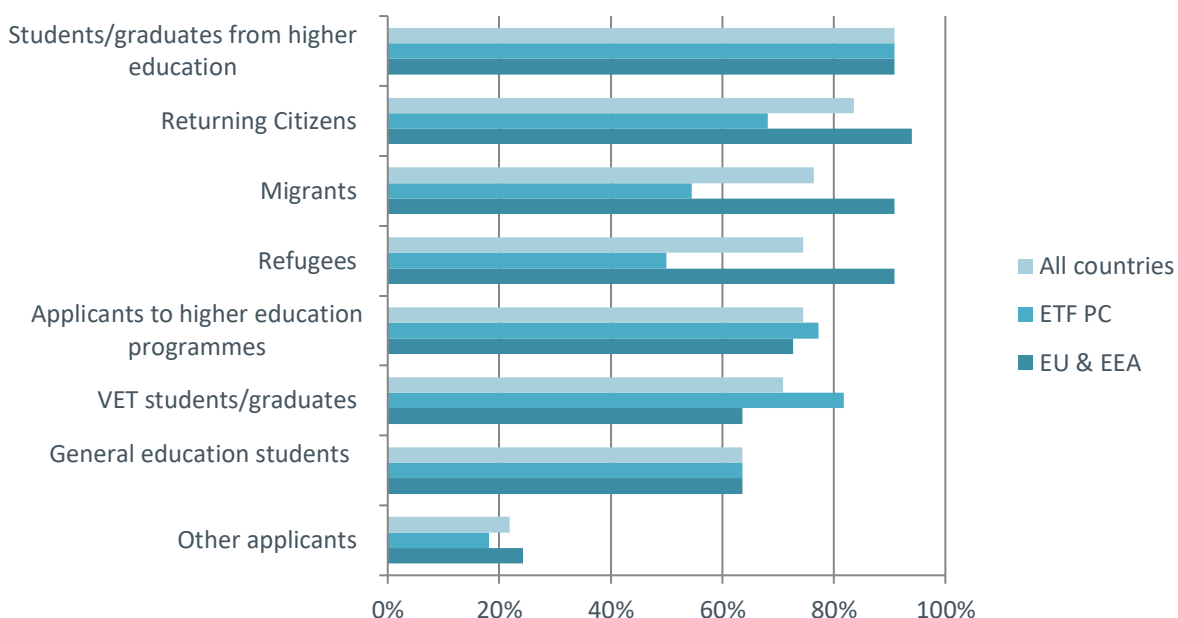
<sup>5</sup> Validity of foreign education or qualification certificates.

## Categories of applicants

The figure 8 shows that 90,9% of all QRCs receive applications of students or graduates from higher education. QRCs from the EU & EEA countries reported more returning citizens, migrants, and refugees (more than 90%) than those from ETF PCs (returning citizens 68,2%, migrants 54,5% and refugees 50,0%). VET students and graduates apply to 70,9% of all QRCs, 81,8% in ETF PCs and 63,6% in EU & EEA countries. General education students apply in 63,6% QRCs, at the same share in both country groups.

Information on applicants' countries of origin was provided by 22 QRCs (40,0%), specifically for migrants and refugees, sometimes giving the numbers of applicants or even how the numbers grew overtime. Statistics on gender of applicants were generally not available. Annex 2 includes data on applicants' countries of origin as provided by QRCs.

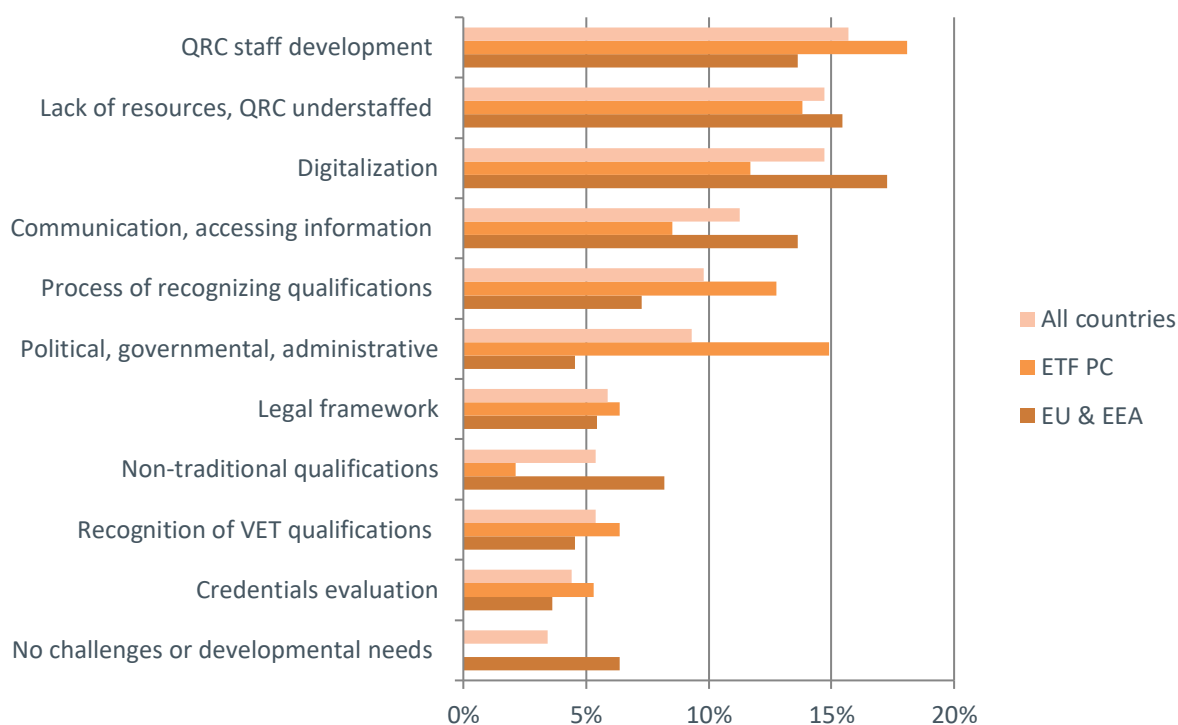
**Figure 8. Categories of applicants**





## Challenges and developmental needs

Figure 9. QRC challenges and developmental needs



QRCs in the mapped countries listed a total of 197 items in this category, 103 (52,3%) coming from the EU & EEA countries and 94 (47,7%) from the ETF PCs. The items were sorted out thematically into the 10 groups shown in the figure. The digitalization group was further divided into 4 sub-groups. The detailed content of these groups with all the specific or more general challenges and developmental needs and their country origin are in Annex 1. Figure 8 shows percentages of items in each of the 10 groups related to the total number of items.

Across all the countries, QRC staff development scored the highest at 15,7%. Then follow the issues related to lack of resources and to digitalization (both at 14,7%), and communication and accessing information (11,3%). The process of recognising qualifications has 9,8%, political, governmental, and administrative 9,3%, legal framework 5,9% and recognition of VET qualifications and non-traditional qualifications both at 5,4%. Less frequent are challenges of credentials evaluation 4,4%.

The ETF PCs reported higher needs of QRC staff development (18,1%) vs. 13,6% in EU & EEA. In the EU & EEA countries digitalization is a more urgent challenge and developmental need (17,3%), compared to the other group of countries (11,7%). Lack of resources is somewhat more profound in EU & EEA at 15,5%, while ETF PCs have it at 13,8%. Challenges and developmental needs related to

the process of recognizing qualifications are more frequent in the ETF PCs (12,8%) than in EU & EEA (7,3%). Non-traditional qualifications (VNFIL, distance learning degrees, micro credentials) are reportedly more problematic in the EU & EEA (8,2%) than in the ETF PCs (2,1%). Recognition of VET qualifications is more challenging in the ETF PCs (6,4%), while the EU & EEA countries have it at 4,5%. Credentials evaluation was found more problematic in the ETF PCs at 5,3%, vs. 3,6% in EU & EEA countries.

# Annex 1. Challenges & developmental needs

**Digitalization:** 19 EU & EEA QRCs + 11 ETF PC QRCs = 30 QRCs.

## General

- Further digitalization of QRC services AZ IS EE LV LU(HE) LU(VET) PL RS AM BE(FL) PT(HE) CY
- To maintain effective alignment with developments in digitisation IE
- Online system needs adjustments IL
- No automation JO(VET)
- Adaptation of the software solution for the recognition procedure HR(VET)
- Provision (including financial provisions) for implementation of the digital solutions for recognition processes UA
- Developing the digital tools that are to facilitate and speed up the recognition procedure PL.

## Database

- To establish the digital database for the verification of the authenticity AZ
- To install and develop better digital solution for the recognition process and database IS
- Lack of online information in some countries, especially on older diplomas LU(HE)
- Updating the recognition database UA.

## Digital platform

- Digital application now available only in national language to be also in RU and EN AZ
- Online platform to be renovated and made bilingual FR
- Development of a Digital Platform for Recognition of Education Received Abroad GE.

## Data management

- Updating of the existing or developing a new case management system SE
- Inadequate document management system IS
- To develop digital applications and processing system with the option of digital signature IS
- Improved data management systems: we need to improve our data management systems to access and use accurate and up-to-date information about the qualifications of individuals PS
- Better IT support to assessment procedure, for organizing information on foreign education systems, qualifications, mapping information, samples gathered through years SI.

**Recognition of VET qualifications:** 5 EU&EEA QRCs + 6 ETF PC QRCs = 11 QRCs

- Implementation of the new rules extending QRC services to secondary general and vocational education (so far the recognition services have been available for higher education only) AZ
- VET (EQF level 4) qualifications recognition limited to few countries and qualifications NO
- Extend QRC services to secondary general and vocational education AZ
- QRC networking for exchange of information, especially on recognition VET qualifications FI MK
- Cooperation between ENIC/ NARIC offices in recognition of VET qualifications EQF 3-5 SE
- Knowledge of national VET system NO
- Develop into a body with two organisational units, one for recognition of foreign higher education qualifications and the other one for recognition of foreign primary, secondary and VET

qualifications MK

- Expand its mission to include schools and professional certificates issued by the non-higher education institutions JO(HE)
- From the perspective of recognition of VET qualifications, further development of the Baseline of Qualifications Framework is needed BA
- Growing demand for academic recognition of foreign professional sector qualifications. At the moment academic recognition of VET qualifications is not foreseen, the QRC is just preparing to offer such a service LT.

**Lack of resources, QRC understaffed, work overload, increasing amount of applications: 17**

EU&EEA QRCs + 13 ETF PC QRCs = 30 QRCs

AM EE LV IS BE(W) FR LU(HE) LU(VET) PL IL(HE) MD KO LT BE(FL) IL(VET) AT JO(HE) UA MT IE MA CY PS SI ME AL

- The huge number of refugee applications when compared to other signatory countries of the Lisbon Convention TR
- In the long run, an increased number of staff, in order to allow for more international participation and push back the limits regarding research and precision of the recognition decisions LU(HE)
- Lacking qualified staff JO(VET)
- Widespread recognition of many educational Studies from a large number of countries IL (VET)
- Expand teams at the national level with expertise in recognizing foreign qualifications PT(VET).

**QRC staff development needs: 15 EU&EEA QRCs + 17 ETF PC QRCs = 32 QRCs**

- Staff regular on-the-job training in recognition procedures, tools, further digitalization etc. AM LV SK
- Balance between credentials evaluation, projects, and individual capacity development SE
- To train QRC staff for extended services to secondary general and vocational education AZ
- To prepare experts on credentials obtained in the Middle East, Africa and South America AZ
- To prepare experts in data analysis through different programming languages AZ
- Staff language skills NO
- To build a national network with credential evaluators in the institutions and raise the professional profile of this work, and to optimise the sharing of knowledge IE
- To promote and heighten the knowledge outputs underpinning the work through projects and daily research IE
- Training of credential evaluators on recognition of qualifications for refugees IL
- In order to face all the challenges it is necessary to increase the capacity of the credential evaluators through trainings and peer learning regarding qualifications gained in non LRC, qualification held by refugees, qualifications based on non-traditional learning, qualifications gained through transnational education MD
- Increase capacity building concerning all related matters for regulated professions, including professional recognition and proportionality test for regulating a profession PL
- NARIC needs staff training and study visits to different countries, to see closely the practices of other countries KO
- Because of the current geopolitical situation, we would benefit from better knowledge of Russian language RS
- Offer QRC staff competitive salaries and support their professional growth by providing further possibilities to engage in projects LT
- Practice sharing/retraining in the following directions: GE

- Recognition of education received by refugees
  - Automatic recognition
  - Recognition of education/qualifications obtained in a distance from abroad
- Advanced training in the field of recognition of educational documents KZ
- Participation in special seminars on the study of foreign qualifications KZ
- The development of our information task (organizing events, newsletters, organising courses for integration offices, sharing of expertise on foreign education systems with admission offices of our higher education institutions,...) BE(FL)
- More professional exchange with other ENIC NARICs AT
- Online training for assessment (generally and country specific) AT
- Job shadowing and peer-review activities with other centres TR
- Support it by the expertise JO(VET)
- Training of new staff UA
- Training of admission officers UA
- Creation of national platform for credential evaluators UA
- To be involved in some current actual projects SI
- New language competencies SI
- IT competences SI
- Face-the-case webinars on different topics: country profile with cases for more exotic countries to us e.g. Algeria, Tunis, Morocco, Nigeria, China, Bangladesh, Nepal, Pakistan SI
- Use of international experience KG.

**Legal framework:** 6 EU/EEA QRCs + 6 ETF PC QRCs = 12 QRCs

- Currently our Agency is only responsible for the evaluation of equivalence files and issues an opinion, but the decision on recognition rests with the Ministry of Higher Education, perhaps it is desirable for the agency to take charge of the whole process MA
- Changes in law requiring new QRC regulations LV HR(VET) CZ LT (e.g. to provide for more types of automatic recognition as currently only automatic recognition foreseen in legal treaties is possible) LT
- Adjusting to new legislations GR
- Meeting the SLA (Service-Level-Agreement) requirements IL
- NQF still in pilot phase JO(VET)
- We are legally obliged to verify the accreditation of foreign universities and study programs, for the purposes of academic recognition at Serbian universities. They can do it themselves easily and far more quickly, but they exploit the law to make us do it RS
- Giving opinion/recommendation which doesn't oblige recognition body to conduct based on it BA
- Preparation of a new law on assessment of education at ENIC-NARIC centre and recognition of education at educational institutions SI.

**Credentials evaluation:** 4 EU & EEA QRCs + 5 ETF PC QRCs = 9 QRCs

- Verification of the authenticity of credentials from Middle East, Africa and South America AZ
- Recognition of credentials obtained through distance, blended and open learning AZ
- Use of learning outcomes in credential evaluation in the context of qualifications frameworks RO
- Assessment of qualifications which come from states that have not implemented the Bologna tools, as ECTS and Diploma Supplement MD
- Use of fraudulent documents. In order to fight the use of fraudulent qualifications it is need the reliable instruments of verification MD DK
- Recognition/validation of the qualification held by persons with temporary protection and

asylum seekers due to insufficient or non-existent documentation HR(VET)

- Confirmation of authenticity of educational documents for the procedure of recognition KZ
- Diploma mills, fake and forged qualifications BG.

**Non-traditional qualifications:** 9 EU & EEA QRCs + 2 ETF PC QRCs = 11 QRCs

- To clarify the relationship between qualifications recognition and recognition of prior learning (RPL) of subsequent experiential learning especially for migrants and refugees IE
- To develop strategies to manage the implications of the recognition of micro credentials IE
- Transformation of ECTS credits in learning outcomes as well as the formulation and comparison of learning outcomes in terms or recognition RO
- Implementation and recognition of micro-credentials across institutions, businesses, and sectors in the same manner at European level RO
- Recognition of non-EU qualifications for access to European labour market RO
- Establish procedures to assess qualifications obtained in non-traditional learning paths RO
- Evaluation of distance learning degrees- changing the rules of evaluation IL
- Assisting education institutions in assessing micro credentials DK
- Operationalise the system of certification of competences, the system of validation of acquired experience and the system of recognition of credits and microcredits TN
- Establish procedures to assess qualifications obtained in non-traditional learning paths PL
- Follow the challenges e.g., MC, digital credentials, LLL SI.

**Process of recognizing qualifications:** 8 EU&EEA QRCs + 12 ETF PC QRCs = 20 QRCs

- Applications are becoming more complex due to globalization AT
- International cooperation: To support the recognition of qualifications across borders, we need to establish and strengthen international cooperation with other recognition centres, accreditation bodies, and professional associations PS
- Better cooperation with other bodies responsible for access to regulated professions BE(FL)
- To produce precise standards for the recognition of studies or degrees from abroad IL(VET)
- Put in place a special procedure and treatment for refugees and migrants MA
- Quality assurance: there is a challenge to ensure the quality and accuracy of recognition processes, and this can be challenging given the complexity and diversity of the qualifications we need to evaluate PS
- The difficulty that can be encountered by holders of French diplomas awarded by non-State HEIs FR
- Bureaucratic procedures in dealing with the universities affairs JO(HE)
- Differences between study program workload and content: from country to country, the study programs and the duration of the studies are not similar in terms of time and/or credits and content, which may create difficulties in the recognition of qualification MD
- Large diversity regarding grading systems within the same education system MD
- Accreditation of study programs hasn't started in full capacity in Bosnia and Herzegovina what causes problems in recognition of BiH qualifications abroad BA
- Three out of 12 competent recognition authorities haven't harmonized their procedures with the provisions of the Lisbon Recognition Convention BA
- The absence of responses from universities that are not functioning now KZ
- To produce precise standards for the recognition of studies or degrees from abroad IL(VET)
- Differences in educational systems: Educational systems vary widely around the world, which can make it difficult to compare diplomas and certificates obtained in different countries PT (VET)
- Variation in requirements and standards: Standards and requirements for diplomas and certificates can vary significantly between countries, making it difficult to evaluate and compare levels of competence PT (VET)

- Substantial differences in learning outcomes in a number of cases like fail degrees of accredited providers; qualifications, awarded by quality assured institutions after education provided by non-accredited institutions etc. BG
- Implementation of automatic mutual recognition of qualifications and learning periods abroad SK
- Develop tolls/paths to enable automatic recognition and assessment in Slovenia - to facilitate de facto recognition by employers and other stakeholders SI
- Some HEIs request special fee for providing information on the authenticity of the degree, which is to be paid by the document holder ME.

**Political, governmental, and administrative:** 5 EU & EEA QRCs + 14 ETF PC QRCs = 19 QRCs

- Moving QRC due to institutional (positioning) changes IS NO
- To enable the infrastructure nationally to better collaboratively implement initiatives such as strategic NARIC projects supporting progress in Recommendations and the ratification of the LRC, GRC and the EQPR, consolidating national capacity IE
- NARIC Kosovo is not yet a member of the ENIC network, which often prevents them from being updated with the changes that occur mainly in higher education in other countries KO
- Reorganization of the Centre KZ
- Moving from a Directorate General for Standards and Certification to a national certification and quality assurance agency for vocational training TN
- Development of Ukrainian recognition network UaReNet UA
- Moving from a Directorate General for Standards and Certification to a national certification and quality assurance agency for vocational training TN
- Unstable geopolitical, economical and safety situation UA
- The fact that many Ukrainian students, foreign students, qualified and skilled people leave Ukraine UA
- Lessening the risk of instability at work because of the war and hostilities UA
- General crisis in the country and collapse of the financial system. LB (VET)
- Growing number of paid educational verification services and insufficient or missing free national portals/databases/resources about HEIs and qualifications BG
- Resistance to change: Some individuals and organizations may resist the recognition of qualifications, as they may see it as a threat to their own qualifications or as a challenge to their established practices PS
- Self-evaluation of the centre – external evaluation SI
- To establish an independent QRC KG
- To become an ENIC member KG.

**Communication and accessing information:** 15 EU & EEA QRCs + 8 ETF PC QRCs = 23 QRCs

- Degree verification requests sent to the awarding foreign university remain unanswered FI KO
- Applicants might face difficulties in finding right information and apply when it is not necessary FI
- Access to information on education, programme, verification of countries outside Europe (LRC) LV
- Maintain relevance for employers SE
- To develop an effective communications strategy that optimises the knowledge base and requirements supporting fair and efficient recognition, the LRC and GRC, and that balances public expectation IE
- Acknowledgement and understanding of professional recognition by employers BE(W)
- Seeking information on old HEIs IL
- Seeking updated and reliable information of Latin American states' higher education IL

- Information sources of old qualifications/higher education institutions IL
- Lack of information regarding national qualifications frameworks MD
- Better cooperation with relevant ministries HR(VET)
- The translation often doesn't match the qualification name one would get in Serbia, with the same study program. That creates problems in the area of medicine and the school system employment RS
- It would be interesting to have some regular newsletter service with information and news in the area CZ
- Awareness raising and stakeholder engagement: We need to raise awareness about the recognition process and engage stakeholders, including individuals, organizations, and governments, to promote recognition as a valuable tool for career development and mobility PS
- Need of up to date information on other country HE systems TR
- Main issue concern non uniform application of recognition within the EHEA, the occasional lack of clarification from ENIC-NARICs and awarding bodies, and the lack of transparency of accreditation/licensing status MT
- Lack of adequate documentation: The lack of adequate documentation on foreign coursework and acquired competencies can complicate the recognition process PT(VET)
- Constant need for information on the recognition of foreign qualifications. Some people may not have easy access to information about this service PT(VET)
- Insufficient or missing information about academic status of HEIs and programs and authenticity of qualifications especially in UNESCO regions other than Europe BG
- Information provision in terms of each of above cited challenges BG
- Limited information for some countries, e.g., Zambia, Benin, and verification on diplomas applicants with foreign e-Identity could not apply for assessment with e-application SI
- Bilateral exchange of information between centres (e.g. ZOOM) SI
- Absence of replies on the degree verification from other ENIC centres; (e.g. from Russia, Türkiye etc) ME
- Exchange of experiences with other ENIC centres should be at higher level ME.

**No identified challenges or developmental needs:** 7 EU & EEA QRCs + 0 ETF PC QRCs = 7 QRCs

PT(HE) HR(GE) HR(HE) HU LI DE ES



## Annex 2. Countries of origin

### Data on applicants' countries of origin as provided by QRCs

Armenia	<p>Majority of cases evaluated are higher education qualifications, then general secondary education qualifications and few VET cases.</p> <p>Geographical origin: Russia, Ukraine, Georgia, Iran, Iraq, Lebanon, Syria, USA, UK, Jordan, etc. Countries are mentioned in the order from highest to lowest.</p>
Azerbaijan	<p>Most applicants come from Russia, Ukraine, Türkiye and Georgia. Majority of migrants are males from Iran, Türkiye and Pakistan. They seek recognition of Bachelor/ Medicine credentials. Returning citizens are from Ukraine and Russia. They used to be citizens of Ukraine and Russia with Azerbaijani parents. The proportion is approximately 50/50. They seek recognition of bachelor credentials.</p>
Croatia (VET)	<p>Refugees – secondary VET qualifications mostly from Ukraine, equally women and men.</p> <p>Migrants – secondary VET qualifications, equally women and men.</p> <p>Returning Citizens - secondary VET qualifications, mostly from Germany, equally women and men.</p>
Czechia	<p>Refugees - Ukrainians with temporary protection; most of the applicants are females</p> <p>Migrants - from all over the world, most of them from post-Soviet countries (Ukraine – not only refugees or people with temporary protection, Russia, Belarus, Kazakhstan, Azerbaijan).</p>
Estonia	<p>Refugees: mainly higher education qualifications (Bachelor, Master) and qualifications giving access to higher education from Ukraine.</p> <p>Migrants: mainly higher education qualifications (Bachelor, Master) from third countries (Russia, Belarus).</p> <p>Returning Citizens: mainly higher education qualifications (Bachelor, Master) from EU and EEA countries but also from the USA, Australia, and Russia.</p>
France	<p>2022 Refugees Top 5: Ukraine, Afghanistan, Syrian Arab Republic, Bangladesh, Congo Democratic Republic.</p>
Greece	<p>Refugees – Türkiye, Syrian, mainly males</p> <p>Migrants – Pakistan, Egypt, Iraq, mainly males</p> <p>Returning Citizens – Greeks, 45% male, 55% female.</p>
Hungary	<p>Refugees – seek recognition for all levels of education; data on geographical origins are not collected, however, at present, the majority of the refugees come from Ukraine, data related to male/female proportion are not collected.</p>
Iceland	<p>Refugees: applications from refugees are mostly from Ukraine and Venezuela these days, but quite a number of applications come from Syria, Iraq, Iran, Afghanistan and Palestine.</p> <p>Migrants: applications from migrants mostly come from Europe, with Poland on the top of the list and the Baltic countries in second place. The Philippines are by far on top of the list of non-European migrants.</p> <p>Returning Citizens come mostly from Europe (the Nordic countries, UK, Germany, France, Italy and Spain) and from the USA.</p> <p>Students applying for access to the universities come mostly from Northern Europe,</p>

USA, China, Cameroon, Nigeria, India, Pakistan and Bangladesh.

Ireland	Geographical origin data are available within the <a href="#">Annual Report 2021 EN.pdf (qqi.ie)</a> .																																				
Israel	Refugees/refugee-like: BA, MA, PHD (Ukraine, Iran). Migrants: BA, MA, PHD these are newcomers, who become Israeli citizens upon their arrival to Israel (Russia, Ukraine, USA, UK, Latin America, EU etc.). Returning Citizen: BA, MA, PHD.																																				
Kosovo	Returning Citizens – we have applications from different countries, such as: Austria, Germany, USA, UK and many, many other countries, but we don't have a database to show numbers.																																				
Latvia	Most of students apply via higher education institutions. In 2021 the highest numbers of applicants were from India (2787), Cameroon (1189), Pakistan (665), Germany (552), Uzbekistan (507) and Ukraine (443).																																				
Lebanon	The population in Lebanon is around 4 Mio people and the refugees are 2 Mio. (1,5 Syrian).																																				
Lithuania	The aggregate number of cases, by the descending order of countries, from where applications came during the period of 2012-2022: <table><tr><td>Belarus</td><td>4587</td><td>13%</td></tr><tr><td>Russia</td><td>3228</td><td>9%</td></tr><tr><td>The United Kingdom</td><td>3170</td><td>9%</td></tr><tr><td>Ukraine</td><td>3154</td><td>9%</td></tr><tr><td>Nigeria</td><td>2554</td><td>7%</td></tr><tr><td>India</td><td>2391</td><td>7%</td></tr><tr><td>Bangladesh</td><td>2165</td><td>6%</td></tr><tr><td>Cameroon</td><td>1138</td><td>3%</td></tr><tr><td>Poland</td><td>977</td><td>3%</td></tr><tr><td>The United States</td><td>883</td><td>2%</td></tr><tr><td>Other</td><td>12033</td><td>33%</td></tr><tr><td>TOTAL</td><td>36280</td><td>100%</td></tr></table>	Belarus	4587	13%	Russia	3228	9%	The United Kingdom	3170	9%	Ukraine	3154	9%	Nigeria	2554	7%	India	2391	7%	Bangladesh	2165	6%	Cameroon	1138	3%	Poland	977	3%	The United States	883	2%	Other	12033	33%	TOTAL	36280	100%
Belarus	4587	13%																																			
Russia	3228	9%																																			
The United Kingdom	3170	9%																																			
Ukraine	3154	9%																																			
Nigeria	2554	7%																																			
India	2391	7%																																			
Bangladesh	2165	6%																																			
Cameroon	1138	3%																																			
Poland	977	3%																																			
The United States	883	2%																																			
Other	12033	33%																																			
TOTAL	36280	100%																																			
Luxembourg (VET)	Data available under <a href="#">Yearly report of the Ministry of the Education P.77</a> .																																				
Malta	A significant information can be found on: <a href="https://mfhea.mt/publications-2/">https://mfhea.mt/publications-2/</a> .																																				
Moldova	Migrants and returning citizens – 56% Romania, 21% Ukraine, 10% Russian Federation; 44% secondary education, 45% 1st cycle of higher education, 4% 2nd cycle of higher education.																																				
Norway	Refugees: recognition of higher education, mostly from Iraq, Afghanistan.																																				
Poland	Refugees (mostly from Ukraine, we are not authorised to ask for the gender of applicants, nationality of applicant).																																				
Sweden	Refugees: Upper secondary, post-secondary and higher education levels, mostly from Ukraine, Middle East, and Afghanistan.																																				

Migrants: All applicants are migrants in some way. The recognition process is available to citizens of an EU/EEA country or those having a residence permit, work permit or valid LMA card in Sweden. The top countries are: Syria, Iran, Iraq, India and Türkiye. No statistics available for female/male proportion.

Türkiye

Refugees – detailed information on Türkiye recognition services, which have been conducted for over 40 years, can be provided if an official collaboration is established between ETF and YÖK, like study groups, workshops, joint projects, etc.

## Annex 3. Overview of non-responding countries

Based on web research, the overview indicates the national level QRCs, their contact information and basic area of activity.

Some of the 7 countries below (Algeria, Netherlands and Tajikistan) gave partial responses promising further contacts, but failed to follow up by returning the filled in questionnaire and/or connect for the interview, despite repeated reminders.

### Algeria

There are 2 Ministries responsible for the recognition of foreign qualifications.

Ministry of Vocational Training and Education (Ministère de la Formation et de l'Enseignement Professionnels) <https://www.mfep.gov.dz>

Contact: [sdhce@mfep.gov.dz](mailto:sdhce@mfep.gov.dz), tel. +231 23.38.40.63

The technical study of the dossier is the responsibility of the Vocational Training and Education Institute and its subcommittees on equivalence.

Ministry of Higher Education and Scientific Research <https://www.mesrs.dz>

Contact: [sde@mesrs.dz](mailto:sde@mesrs.dz) or [equiv@mesrs.dz](mailto:equiv@mesrs.dz) tel: +213 23-23-85-88 or +213 23-23-85-64

Applications for equivalence are submitted exclusively online on the Ministry website:

<https://progres.mesrs.dz/webequivalence/>

The documents presented by the holders of foreign diplomas with a view to having their equivalence recognised with Algerian university diplomas must be authenticated by the university establishment that issued them and by the Algerian diplomatic representation concerned.

### Egypt

Supreme Council of Universities <https://equ.scu.eg/Default.aspx?lang=en>.

The Supreme Council of Universities is the only entity in Egypt that equates degrees (PhD - Master - Bachelor) and postgraduate diplomas granted by educational institutions and universities.

The whole procedure is managed by an electronic system for equation of scientific degrees.

The procedure is described under: <https://equ.scu.eg/GuideLines.aspx?lang=en>.

### Italy

CIMEA – Information Centre on Academic Mobility and Equivalence, appointed by the then Ministry of Public Education as the official Italian ENIC/NARIC centre.

<https://www.cimea.it/EN/>

CIMEA provides information and advice to the different recognition entities (Universities, different Ministries, Employers) on the procedures of qualifications recognition and on themes linked to Italian and international higher education and training. This concerns academic recognition, non-academic recognition and professional recognition.

The following website gives more information about the procedures mainly for higher education:

<https://www.cimea.it/EN/pagina-banche-dati>.

### Netherlands

The national point for the recognition of foreign qualifications is the Nuffic, The Dutch organisation for internationalisation in education, Dutch ENIC/NARIC.

Contact: Mr Bas Wegewijs, Kortenaerkade 11, Postbus 29777, Den Haag, the Netherlands. E-mail: [dw@nuffic.nl](mailto:dw@nuffic.nl), web-pages: <https://www.nufic.nl/en>.

Based on other relevant sources, the contact is: Ms Kitty Wigleeven, E-mail: [wigleeven@nuffic.nl](mailto:wigleeven@nuffic.nl).

## Tajikistan

The Ministry of Education and Science (<https://www.maorif.tj/asosi/international-relations>) has the responsibility “to resolve issues related to the ratification, recognition and equivalence of documents, titles, and degrees of education provided by educational institutions of the countries foreigners”.

The Agency for supervision in the field of education and science under the President of the Republic of Tajikistan (<https://ansmi.tj/en/>), among other things, “recognizes and establishes the equivalence of academic certificates, received in foreign countries”.

E-mails were exchanged with Mr. Ayzam Ayubov ([ayubzoda.azam87@mail.ru](mailto:ayubzoda.azam87@mail.ru)) from the Agency, the interview was scheduled, but he did not attend.

## Turkmenistan

The Ministry of Education has a full web page on recognition of foreign diplomas ([https://www.education.gov.tm/en/azchdmi\\_edu](https://www.education.gov.tm/en/azchdmi_edu)) containing the links below leading to further information (in Turkmen language):

- The procedure for the recognition of the documents on higher and secondary vocational education issued in foreign countries in Turkmenistan.
- Guidelines for the application of the procedure for the recognition of documents on higher and vocational education issued in foreign countries in Turkmenistan.
- List of documents required for recognition of a diploma issued abroad in Turkmenistan.

## Uzbekistan

The State Inspectorate for Quality Control in Education under the Cabinet of Ministers of the Republic of Uzbekistan has the Department of legalization, recognition and nostrification of educational documents

<https://tdi.uz/en/page/ta-lim-xujjatlarini-legallashtirish-tan-olish-va-nostifikatsiya-qilish-bo-limi>

It is the function of the department to organize the recognition and nostrification (determination of equivalence) of educational documents issued in foreign countries:

- Receive from applicants educational and other documents required for the recognition of educational documents issued in foreign countries, received through the centers of public services or a single interactive portal of public services
- Examination of educational documents on education in foreign countries, obtaining relevant conclusions, organization and conduct of special tests, preparation of a draft order
- Informing candidates with the conclusions of expert commissions.

## Annex 4. Mapping template

Link to [mapping template](#)

## Annex 5. Tables and diagrams

Link to [tables and diagrams](#)

## Annex 6. PPT presentation

Link to [PPT presentation](#)



## ACRONYMS

CIMEA	Information Centre on Academic Mobility and Equivalence.
ECTS	European Credit Transfer System.
ENIC	European Network of Information Centres.
EQPR	European Qualifications Passport for Refugees.
ETF	European Training Foundation.
EU	European Union.
EEA	European Economic Area.
GRC	Global Recognition Convention.
HE	Higher Education.
HEI	Higher Education Institution.
ISO	International Organization for Standardization.
LRC	Lisbon Recognition Convention.
NARIC	National Academic Recognition Information Centre.
NQF	National Qualifications Framework.
PCs	(ETF) Partner Countries
QRCs	Qualifications Recognition Centres
RPL	Recognition of Prior Learning
SLA	Service-Level-Agreement
UNESCO	United Nations Educational, Scientific and Cultural Organization
VET	Vocational Education and Training
VNFIL	Validation of Non-formal and Informal Learning

## REFERENCES

Questionnaires filled in by QRCs.

QRCs websites as listed in the [mapping template](#).