WP1. Development of a protocol of validation of academic competences and credentials of third country nationals

DELIVERABLE 1.1.- ANALYSIS OF STATE OF PLAY

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INTRODUCTION

This document, presented as an “Analysis of the state of play”, gathers an overview of the academic recognition procedures and initiatives set up by the European countries aiming at facilitating the integration and the continuation of higher education studies by third-country nationals, in particular, by refugees. The compilation of legislation and initiatives is structured in three parts:

- A first part devoted to analyze the European Qualifications Passport for Refugees (EQPR) that has been identified as a reference initiative laying the foundations for achieving an improved recognition framework. The assessment of this initiative and its impact is essential to define the complementarity of the work to be implemented within UNINTEGRA and propose improvements of the already existing tools.

- A second part of this Analysis aims at providing an overview of the recognition procedures of higher education qualifications, both at academic and professional level, across the European Higher Education Area, delving into the national legislations and their level of convergence with the European recognition framework. A sample of European countries, representing the Northern, the Southern and the Central European area has been selected for assessment.

- A third part of this document is focused on analyzing into detail European projects and initiatives related to qualifications recognition in order to evaluate current achievements and explore the possibility of proposing actions that maximize the objectives of the existing different efforts and contributions.
ANALYSIS

I. EUROPEAN QUALIFICATIONS PASSPORT FOR REFUGEES

A. Abbreviations

CoE: Council of Europe
EQPR: European Qualifications Passport for Refugees
NARIC: National Agency for the Recognition and Comparison of International Qualifications and Skills
NOKUT: the Norwegian Agency for Quality Assurance in Education
NOKUT’s UVD-recognition procedure: NOKUT’s Without Verifiable Documentation recognition procedure
OECD: Organisation for Economic Co-operation and Development
UNHCR: United Nations Human Right Council

B. Introduction

The EQPR is a document providing (a) an assessment of the higher education qualifications and (b) information on the applicant’s work experience and language proficiency. It is a specially developed assessment scheme for refugees even for those who cannot fully document their qualifications. The document provides reliable information for integration and progression towards employment and admission to further studies.

The EQPR project is implemented by the Education Department of the CoE, intending to help refugees to continue with their lives, by progressing in studies and employment through a fast track integration process. Its concept is based on (a) the legacy of the Nansen Passport for refugees from 1922 and on (b) the Lisbon Recognition Convention which foresees “procedures

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1 In recent years, refugees and migrants who arrive in the EU by illegally crossing borders have used predominantly two routes: the Eastern Mediterranean route (mainly from Turkey to Greece by land or sea) and the Central Mediterranean route (mainly from Libya to Italy by sea). For example, in 2015 84% (885,000) of the refugees entered Europe from the Eastern Mediterranean route, 15% (154,000) from the Central Mediterranean route and only 1% from other routes. (source European Stability Initiative The refugee crisis through statistics, https://www.esiweb.org/pdf/E5%20-%20The%20refugee%20crisis%20through%20statistics%20-%202017.pdf.)

2 Nansen passports were internationally recognized refugee travel documents from 1922 to 1938. In this period, approximately 450,000 Nansen passports were provided to stateless people and refugees who needed travel documents but could not obtain one from a national authority. They were named after their promoter, Fridtjof Nansen.
designed to assess fairly and expeditiously whether refugees, displaced persons, and persons in a refugee-like situation, fulfill the relevant requirements for access to higher education”.

The initiative of EQPR was tested through a pilot project in 2017 in Athens-Greece, in three phases: March, June, and September 2017. For 92 candidates, 73 EQPR’s were issued. Following the success\(^4\) of the pilot project, the Council of Europe launched a new phase (2018-2020) of the EQPR. In the beginning of this new phase, 90 refugees had their qualifications assessed in Greece and Italy (June-July 2018) and 54 EQPR’s were issued.

The EQPR describes the qualifications in a format that facilitates the use of the assessment both within and beyond the refugees’ host country. It includes three sections - the assessment part, the explanatory part, and advice on the way forward.

The method on which the pilot project is based, corresponds to the proposal made by NOKUT and UK NARIC for a European Qualifications Passport for Refugees. The method was presented to the European Commission and other international organizations in September 2015.

The adoption of the EPQR across Europe may establish a multinational, quality assured framework for recognition of refugees’ competence. Issuing a qualifications passport may equip the refugees with a document that can be utilized across European national borders.

However, up to now, the issued EQPR does not constitute an official recognition of previous studies, and thus does not guarantee admission to further studies or employment.

1. The context and concept

Most refugees fleeing from their countries do not possess official documents needed to demonstrate their academic background or work skills. This proves to be a big disadvantage in their effort to integrate socially in their countries of relocation. Considering that since 2014 more than 1.800.000 refugees have entered Europe, the situation has proven to be particularly challenging for European countries, requiring quick and effective approaches.

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\(^3\) https://www.coe.int/t/dg4/highereducation/Recognition/LRC_en.asp
\(^4\) Joint press release from UNHCR and the Council of Europe 27 March 2018
A study published in 2016 showed that some 70% of States Parties to the Lisbon Recognition Convention have taken few or no measures to implement the Article VII of the Convention that refers to the recognition of qualifications held by refugees that cannot be fully documented. According to NOKUT the main problems towards this direction are: (a) many refugees flee their home countries before completing their qualifications, (b) due to war conditions, the credibility of documentation from applicants from the major refugee countries is weak, (c) the refugees lack the required language proficiency in English and/or in the language of the relocation country, (d) many refugees spend a long time in refugee reception centers before their application for asylum is completed.

The OECD considers that early labour market integration is a key in ensuring that the refugees become both economically independent and a resource to their recipient countries. Consequently, the evaluation of qualifications is an important element in the integration of refugees, as it will show whether there is a need for supplementary education, authorization to practice a certain profession, or specific facilitation for language training, and it will assist refugees in gaining faster access to the labour market. The OECD claims that today’s complex immigration situation creates a need for more tailored and comprehensive measures in integration policies.

In this context and when the flow of refugees across the Mediterranean increased dramatically in 2015, NOKUT and UK NARIC proposed to establish a European Qualifications Passport for Refugees and the Council of Europe addressed the challenge leading to the successful EQPR pilot project implemented in Athens in 2017 and to the launching of a new EQPR phase (2018-20).

2. The origins of the EQPR project

NOKUT’s UVD-recognition procedure

Through the Lisbon Convention, Norway has, in accordance with Article VII, committed to having a system for recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. Back in 2005, Norway established the Refugee Procedure - a specific recognition procedure for refugees -, where Norwegian higher education institutions

5 http://www.enic-naric.net/fileusers/Monitoring_Implementation_LRC-Final_Report.pdf
6 https://www.nokut.no/contentassets/a777b54401f4e5a8557c55c2a9c7fccc/malgina_marina_skierven_stig_arnesokuts_qualifications_passport_for_refugees_1-2016.pdf
were responsible for evaluating qualifications for persons who were unable to document their education. However this procedure did not work according to intentions.

NOKUT’s experiences already have shown that the group of refugees who apply to NOKUT for General Recognition is a complex group. The increase in applications and the complexity of the evaluation of refugees’ competences created an increasingly challenging situation regarding the verification of documents in a sufficiently reliable manner. There were -and still are- many reasons for this\(^7\): (a) archives no longer exist or are not available, (b) management systems do not function properly, (c) the quality of the exchange of information is uncertain, (d) it is difficult to connect identity documents and educational documents. Thus, there was a need for a more flexible recognition scheme in order to cater to different needs. Based on this, the Norwegian Ministry of Education and Research gave, in 2010, NOKUT the task of developing an improved procedure for recognition of foreign higher education for persons who apply for General Recognition, but whose applications are rejected due to their inability to document their higher education, or to have this verified in a satisfactory manner. Thus NOKUT created a more flexible evaluation process named UVD -procedure and since 2013 the procedure has been carried out by expert committees appointed by NOKUT.

The UVD-procedure is based on extensive oral and written testing with an expert committee, and thus requires the applicant to have proficiency in English, Norwegian or another Scandinavian language in order to communicate directly with the experts. The final document in the UVD-procedure is a legally binding decision on General Recognition, which in content and design is close to identical to the decisions issued by NOKUT in ordinary document-based cases. The decision is issued in Norwegian, and is intended for use in the Norwegian labour market and in connection with admission to Norwegian higher educational institutions. However, despite the flexibility of the UVD’s-procedure relative to the normal NOKUT’s recognition procedure it still proved very complicated under the existing conditions. Here are the main reasons: (a) it is based on extensive oral and written testing with an expert committee, and thus requires the applicant to have proficiency in English, Norwegian or another Scandinavian language in order to communicate directly with the experts, (b) it is a requirement that all candidates for the procedure should have permanent residency in Norway, (c) candidates must possess a completed qualification in higher education.

These limitations made it extremely difficult to match the needs of an increasing number of new refugees, especially since 2015. Therefore NOKUT proposed a UVD procedure specifically adapted for refugees, the NOKUT’s Qualifications Passport for Refugees.

NOKUT’s Qualifications Passport for Refugees

NOKUT’s Qualifications Passport for Refugees, is a document containing information about the applicant’s highest completed qualification, work experience and language proficiency, in addition to advice and guidance about the road ahead. It is valid for three years from the date of issue, since it is considered that within this timeframe applicants will be able to find a job and/or continue with further studies, improve their language proficiency or, if they still need to, apply for formal recognition or authorization.

The method used for the issuing of the passport is a combination of the evaluation of available documentation, and a structured interview with the applicant carried out by experienced case officers.

A successful pilot project -NOKUT’s Qualifications Passport for Refugees- has been carried in Norway (February-May 2016) in order to test this new type of evaluation of refugees’ qualifications. During this period, a total of 20 qualifications passports were issued.

Based on these experiences, the CoE’s Education Department accepted the aforementioned proposal (§A) of NOKUT and UK NARIC for the establishment of a European Qualifications Passport for Refugees (EQPR). This initiative led to a EQPR pilot project held in Athens in 2017 run by the CoE within the framework of the Action Plan Building Inclusive Societies (2016-19).

The pilot phase: Athens 2017

The EQPR is a pilot project run by the CoE within the framework of the Action Plan Building Inclusive Societies (2016-19), implemented in Athens in 2017.

The project is based on methodology developed in connection with the NOKUT’s UVD-recognition procedure and the pilot project NOKUT’s Qualifications Passport for Refugees and corresponds to the 2015 proposal made by NOKUT and UK NARIC to the European Commission for a European Qualifications Passport for Refugees.
In this pilot phase, 92\(^8\) candidates from Afghanistan, Iraq, Iran and Palestine participated and 73 EQPR documents were issued.

1. **Institutions, organizations and countries involved**

The partners of the Council of Europe European EPQR pilot project included the Greek Ministry of Education, Research and Religious Affairs, and qualification recognition centers in Greece, Italy, Norway, and the UK. The UNHCR Representation in Greece also supported the project by identifying refugees from Greece whose qualifications were assessed as well by promoting the EQPR concept to the refugees’ communities. NOKUT is the assessment coordinator of the project.

2. **Methodology and procedure**

The evaluation method is a combination of (a) an assessment of available documentation, covering a considerable amount of information gained through previous evaluations, and (b) a structured interview.

The process begins with a questionnaire sent to candidates three weeks before the evaluation. The candidates have two weeks to fill it in and then the evaluators have one week to review it. The structured interviews that follow take between 45 minutes to one hour, after which a decision on whether or not to issue the document is made. If the decision is positive, the EQPR is issued and remains valid for five years.

The issued EQPR document includes three sections - the assessment part, the explanatory part and advice on the way forward.

*The assessment part* of the document describes the highest achieved qualification(s), subject field, other relevant qualifications, as well as work experience and language proficiency.

*The explanatory section* contains information about the status of the document and a short description of the pilot project.

*The advisory section* contains information to guide the applicant on his way towards employment and/or admission to further studies. Here is an example of the guidance provided: “In order to know the details about an official national credential evaluation centre/service, the

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\(^8\) No accurate demographic characteristics of the candidates are available.
first step is to contact the national authority in charge of higher education issues in the country where you need an evaluation. [...] For more detailed information on evaluation procedures, please contact the relevant ENIC-NARIC national information centre: <http://www.enic-naric.net/i-need-to-have-my-qualifications-evaluated.aspx>. For more detailed information on evaluation procedures in other countries, please visit the UNESCO Region section of the ENIC-NARIC site: http://www.enic-naric.net/unesco-regions.aspx (see https://rm.coe.int/sample-eqpr-final/168076324c). (below an example of the assessment part of the EQPR document)
European Qualifications Passport for Refugees No 0123
Assessment Part

Issued: 03/10/2017
Valid through: 03/10/2022

Personal information
Last name: NASRY
First and middle names: Ahmed
Date of birth: 16/04/1993
Place of birth: Damascus, Syria
Nationality: Syrian

Assessed qualifications
Highest achieved qualification: Bachelor of Science, Physics, Damascus University, Syria
Other achieved qualifications: Diploma, High School, Damascus, Syria

Additional relevant information from the applicant
Languages: Arabic (native speaker), Arabic (language of instruction), English (language course), French (other)
Work experience: 2014-2015 Volunteer Student Tutor, Damascus University, Syria
Membership in professional organizations: N/A
Interview and documentation assessment is conducted by credential evaluators from DOATAP, CIMEA, NOKUT and UK NARIC.

For more information about the status of this document:

European Qualifications Passport for Refugee is neither a legal document nor replacement for the national recognition scheme, but a statement intended to be of help in connection with applications for employment/internship and studies. The evaluation is based on available documentation and a structured interview with a professional credential evaluator. This document is only valid together with the explanatory part.

Available documentation: 07/2015
No available documentation
3. Results and plans for the future

The Ministry of Education, Research and Religious Affairs in Greece, which led the process, contacted -with the support of UNHCR Representation in Greece- refugees who claimed to have completed or partially completed studies at the level of upper secondary school and above, even with insufficient or missing documentation and wish to enter this process. In total 92 refugees went through the process. The only prerequisite for applying was at least one full-year of academic studies. Three evaluation sessions with credential evaluators who interviewed the candidates were held on the following dates: March (6-10/03), in June (12-16/06) and in September 2017 (25-29/09) and a total of 73 EQPR’s were issued. A documentary, produced by the CoE’s Education Department and launched in November 2017, shows the benefits of the project and its positive impact on refugees’ lives. Among other information it presents the “cases” of two young refugees (one man and one woman) who participated in the Athens pilot project. Both of them state that the EQPR was crucial to a fast integration in their countries of relocation. Anwar (the woman), who relocated in Norway, says “I have been here for five months and I got accepted in college. That was remarkable for me.” Mahmoud, who enrolled for further studies in Germany, states, “this paper was a chance for me to prove myself again and for people to look at me as an educated man. It empowered me”.

The methodology used in this pilot project was considered successful by the CoE and as a result launched a new phase of the EQPR in 2018, aiming to a capacity-building project for assessing refugees’ education level, their work experience and language proficiency, in view of the absence of full documentation. The new phase will last three years and will focus on further developing and promoting the EQPR. It involves the original partners from Greece, Italy, Norway and United Kingdom, widening the scope to include new partners: the Italian Ministry of Education, Universities and Research, the Conference of University Rectors of Italy and qualification recognition centers in Armenia, Canada, France, Germany, and the Netherlands. The high number of ENIC-NARICs involved seems important with regards to building capacity all over Europe in using this state-of-the-art recognition methodology. The UNHCR Representations in Greece and Strasbourg also support the project.

In the beginning of this new phase, 48 refugees from 12 different countries had their qualifications assessed in Athens (June 2018) and 43 EQPR were issued. Moreover an

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9 https://www.coe.int/en/web/education/documentary-on-project-european-qualifications-passport-for-refugees
10 See notes 4 and 9.
assessment session of the EQPR was held in Sardinia (2-6 July 2018). In this session, 42 refugees were interviewed by credentials evaluators from the national recognition centres (ENIC/NARICs) of Armenia, France, Germany, Italy and Norway, and of the universities of Cagliari and Sassari. 11 EQPRs were issued as a result of the assessments held in Cagliari. The final assessment of the candidates interviewed in Sassari is still on-going. According to Sjur Bergan, head of the education department at the Council of Europe, “most of the refugees interviewed in Greece are from Syria, Iraq, and Afghanistan, many of those interviewed in Italy are from sub-Saharan Africa” and as a result the format of the EQPR will be tested on new groups of refugees11.

According to the Council of Europe’s Education Department this new phase of the project will make more use of online technologies, in conformity with international standards for data protection, to help refugees apply as well as share their own EQPR with other end-users (e.g. higher education institutions, employers, local authorities) and finally to help EQPR end-users to check the validity of the document that has been sent to them12”. The next assessment sessions will take place in the autumn 2018 in Greece, Italy and the Netherlands.

As the European Commission’s European Web Site on Integration states, “the new phase will see an increased use of online technologies. For example, countries participating in this scheme will test the use of online interviews and information storage. Moreover, although most of the assessments will still focus on higher education, secondary education qualifications will also be evaluated. Both formats will be tested with a more diverse group of refugees as beneficiaries, including several countries of origins. Last but not least, EQPR holders will be involved in the project through an Alumni Network”. Ultimately EQPR project’s goal is to set up a system, a tool that can be used at a national level and be accepted by all EU countries13.

D Limitations of the EQPR and suggestions for improved effectiveness

As mentioned above, the Athens EQPR testing proved to be successful and CoE launched a new phase in 2018 expanding the number of partners involved and therefore the impact of this initiative. Up to now the EQPR is the only international instrument developed to facilitate the recognition of refugees’ qualifications in view of the absence of full documentation. It can also

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11 Interview with Sjur Bergan https://www.youtube.com/watch?v=VLuUrLBSszqM
12 https://www.coe.int/en/web/education/-/launch-of-new-phase-of-project-european-qualifications-passport-for-refugees-
be used in instances of refugees moving to new host countries in Europe without undergoing additional assessments.

However, at present, the EQPR document is a statement intended to be of help in connection with applications for employment and/or studies and does not constitute an official recognition of previous studies and as a result does not guarantee admission to further studies or employment.

Some basic suggestions for the improvement of EQPR effectiveness could be:

– The establishment of a follow-up system for the refugees who obtain the EQPR would give valuable information about “what happens next” and “why”.

– As long as the aim of the EQPR is to provide access to the labour market, academic institutions and public support services, it would be valuable to inform the representatives of these stakeholders and receive feedback from them.

– Especially in the case of academic recognition, the National Academic Recognition Information Centres in the European Union (NARIC) could be the mediators between the EQPR project and the Universities. NARIC could provide academic institutions with more detailed information about the prerequisites for the EQPR in each individual assessment, such as, credit hours, grade point average, and the exact documents which form the basis for EQPR evaluation. In case of insufficient information, a second and more targeted examination of the refugees’ academic knowledge could be valuable and feasible.

– The EQPR should also be issued to those who do not have higher education but have already completed secondary education or part of it14.

– Up to now, the EQPR project limits its assessment to academic qualifications and not to work experience. Therefore, refugees without academic qualifications but competent in job skills, cannot obtain a statement intended to be of help in connection with job applications.

– The method that forms the basis for issuing the EQPR should become more transparent to the target users. By including information about the method, the status of the document will be additionally enhanced and more trustworthy.

– Regardless of previous work experience, the candidate’s inclinations or desire about employment should be stated.

14 CoE states that in the new phase (2018-20) it aims to assess secondary education qualifications (see source in note 10)
In conclusion, as long as the refugees’ crisis continues, a fast track integration process is vital. The EQPR has the potential to be an effective tool towards the social integration of refugees. The EQPR project should be disseminated among all target users and become a permanent scheme accepted by all EU countries. This will benefit both the refugees and society as a whole. With minor changes, it could become a very useful document for the refugees’ admission to further studies, indicate where he or she should focus on specifically for qualification to other activities and for employers to assess the refugees’ work competencies. Furthermore, the EQPR will ensure that refugees do not have to start over every time, it will improve their self-esteem, and provide them with much needed motivation to undertake constructive tasks in the new chapter of their lives.
II. REGULATIONS AND PROCEDURES LINKED TO THE ASSESSMENT AND RECOGNITION OF COMPETENCES AT THE EUROPEAN HIGHER EDUCATION AREA

A. Introduction

1. Context

Since 2015, the migration crisis at the EU borders has visibly deepened. The number of people who fled their countries of origin seeking refuge in Europe rose dramatically, with a million refugees arriving that year. The situation continues up to the present day, considering that 186,768 migrants arrived to Europe only in 2017\textsuperscript{15}, according to the latest data published by the International Organization for Migration (IOM).

Due to the high number of arrivals, the need to find strategies for integration became apparent for EU Member States (MSs). Initially, EU countries’ integration strategies focused on providing access to education and to the labour market. However, the situation exposed shortcomings concerning procedures for recognition and assessment of qualifications held by refugees; particularly when they could not provide documents attesting their professional or academic credentials.

Although there is specific legislation on recognition of academic credentials and professional competences for people in a refugee-like situation, it has been reported that implementation of such procedures still constitutes a major issue in the EU. There are ratified European agreements particularly addressing recognition of qualifications held by refugees, as is the case of Section VII of the Lisbon Recognition Convention (LRC).

However, after conducting a monitoring survey, it was found that Section VII had not been implemented by 70 \% of the participant countries by 2016\textsuperscript{16}. According to the Organisation for Economic Co-operation and Development (OECD)\textsuperscript{17}, effective recognition and assessment procedures of foreign qualifications are essential to ensure integration of refugees, displaced persons and persons in a refugee-like situation. In fact, benefits from having professional and

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academic qualifications adequately recognised are twofold, as it promotes their early integration in the education system and in the job market.

On the one hand, it facilitates refugees and displaced persons’ access to the labour market\textsuperscript{18} and improves their living conditions since they become economically independent. On the other hand, considering that migration is a key factor for economic growth of host countries\textsuperscript{19}, they become a resource\textsuperscript{20} that has a positive impact on the GNP of host economies\textsuperscript{21}.

For the abovementioned reasons, it becomes relevant to analyse EU national regulations and procedures in place on the subject of recognition and assessment of foreign qualifications. Since efforts are needed towards granting integration and access to higher education and to the job market, this piece of research will focus on compiling and comparing information about national recognition procedures of a number of European countries.

Effective assessment of academic and professional qualifications in the host country may result in the following actions: authorising the applicant to exercise a regulated profession; enhancing the applicant’s access to the job market; recommending the applicants to complete their training in order to exercise a profession or to obtain a qualification and giving the applicant access to continue their studies in a higher education institution. All of which are central to their integration in the host society and have a positive impact on the host economy.

Although this project addresses issues related to the recognition of qualifications held by refugees in order to promote their integration in Europe, it is important to remember that recognition of foreign qualifications does not only affect refugees, but it is a general problem. There are still many obstacles to the recognition of qualifications, some even among Member States belonging to the European Higher Education Area (EHEA). As a result, barriers are even higher concerning recognition obtained in third countries (regardless of whether the applicant is documented or not). That is to say, the specific issue currently affecting refugees is


\textsuperscript{20} European Expert Network on Economics of Education (2016) \textit{Education as a tool for the economic integration of migrants}.

circumscribed to the documentary evidence of their qualifications. As for everything else, the same problem affects any person coming from a foreign country.

In addition to this, it must be noted that in Europe there are different administrative cultures and education systems. Different countries have given different answers to the problems arising from creating objective assessment procedures in order to recognise a person’s qualification. However, given the point in which we now find ourselves concerning the creation of a Higher Education Area, there are still substantial differences among administrative cultures, a topic that will be explored later under the analytical report section.

In this regard, it is important to explain that the term “qualification” may have different meanings or legal effects depending on the country. Having a qualification recognised can respond to different purposes such as to continue or to start studying at the same or at a different level, to access the general labour market or to access the market exercising a regulated profession (by EU regulations).

**Figure 1. Framework for international recognition in the European Region (Nuffic, 2016, p. 19)**
2. Objectives

Considering that many displaced people seeking refuge in the EU countries may be unable to provide academic or professional credentials after fleeing their countries, the UNINTEGRA Project aims at enhancing integration of third country nationals in society at academic level by providing positive influence on recognition policy guidelines.

Our research work has dealt with the review and analysis of regulations linked to the assessment and recognition procedures of academic and professional qualifications in the European Higher Education Area.

Therefore, attention has been paid to the following specific objectives:

1. To identify European national legislation regulating procedures for recognition and assessment of foreign qualifications.
2. To identify specific recognition procedures of qualifications held by refugees.
3. To classify national recognition and assessment procedures by general type and purpose.
4. To list national authorities, agencies or HEIs responsible for making decisions concerning recognition and assessment procedures.
5. To list specific requirements and documents necessary to apply for a recognition or assessment procedure.
6. To analyse strengths and weaknesses in EHEA countries’ recognition and assessment procedures.
7. To identify potentialities and lacks in EHEA countries’ recognition and assessment procedures.
3. Methodology

In order to prepare this document, a work group conducted: (a) a retrospective analysis of existing agreements and reports at transnational level (b) a retrospective analysis of existing regulations, agreements and reports at EU level and (c) an analysis of existing national procedures in selected case studies. The results are outlined in this document, as analytical reports, case studies fact sheets and recommendations.

To present the state of the art on the subject of recognition, the work was started by conducting an initial documentation stage on existing agreements and regulations. Initially, existing treaties on recognition at transnational level were reviewed by using the UN Treaty Collection portal. Secondly, documentation on existing EU issued documents was carried out by using the document portal for EU law, Eur-Lex.

During the documentation process, we found that the European Commission had published a Working document accompanying the document Proposal for a Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad. The Commission’s staff working document was published in May 2018, approximately six months after our project had taken off. It outlines the state of the art on recognition of qualifications among EU Member States. The document mentions existing obstacles and good practices on the matter of recognition of qualifications among EU MSs, in addition to this, it offers a series of recommendations on how to improve and implement mutual recognition procedures among MSs.

In light of this finding, we decided to develop our research work to complement the report issued by the Commission. To this end, on the one hand, it was agreed to carry out a retrospective analysis of European regulations, agreements and communications; and, on the other hand, it was decided to carry out an in-depth analysis of relevant case studies (consisting of ten selected European countries).

Conducive to the analysis and to the creation of the fact sheets, the scope of our research work was limited to recognition and assessment procedures in only ten countries, including Austria,

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23 Ibid.
France, Germany, Greece, Italy, The Netherlands, Norway, Portugal, Spain, and United Kingdom. The reasons for selecting these ten countries as our case studies respond to the following criteria: their role during the refugee crisis as first arrival or destination countries and their size within the European Higher Education Area [considering that they represent more than 72 % of students in tertiary education in the EHEA; as well as their vast experience in terms of conducting research and developing solutions to the refugee problem (Norway, Greece, United Kingdom)]. Therefore, in light of the abovementioned reasons, we understand that they constitute a sufficiently wide and representative sample to study the problem.

The data informing our analysis and fact sheets was extracted from ENIC-NARIC sites, EU Ministries of Education websites, EU Ministries of Foreign Affairs, national initiatives or tools for recognition of qualifications held by refugees.

4. Structure

Our review and findings are structured as it follows:

- Overview of agreements and regulations on academic and professional recognition:
  - Report on transnational agreements on academic and professional recognition (including the European region)
  - Retrospective study on European regulations and agreements on academic and professional recognition
  - Agreements on automatic recognition at European level
- Analysis of regulations on academic and professional recognition at country level: case studies
  - Case studies analytical report
  - Analysis
- Conclusions
- Recommendations
- Annex I - Extract of Regulations and Declarations
- Annex II – Case Study’s Fact Sheets
B Overview of regulations and agreements on academic and professional recognition

(see detail of regulations in Annex I - Extract of Regulations and Declarations)

1. Report on transnational agreements on academic and professional recognition

Assessment and recognition of academic and professional qualifications obtained in foreign countries have become a matter of national interest around the world. In light of an increasing flow of transnational workers and students, it is now necessary for countries to cooperate and enter into transnational agreements on common policies regarding recognition of academic and professional qualifications obtained abroad.

As a result, there has been a rise in transnational agreements on this subject in recent years. In 2011, the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education was created by Australia, South Korea, China, Japan and New Zealand and it finally entered into force in February 2018. In like manner, in 2014 African States, including Togo, Gambia, Congo, Djibouti, Mauritius and Senegal signed the Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States, which Gambia ratified in 2018.

Moreover, historically, there is a number of transnational agreements involving countries in the European region as well as non-European countries. To mention a few, the Convention on the Recognition of Studies, Diplomas, and Degrees concerning Higher Education in the States belonging to the Europe Region was adopted at Paris in 1979 and later in 1997, the Council of Europe and the UNESCO developed the Convention on the Recognition of Qualifications concerning Higher Education in the European Region also referred to as the Lisbon Recognition Convention (LRC).

In view of recent transnational population flows, Section VII of the LRC has gained even more relevance as it considers the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation whose qualifications cannot be proven through documentary evidence. Nevertheless, as pointed out in the introduction there is a low
implementation rate of Section VII, with 70% of participant countries confirming lack of implementation efforts by 2016. In addition to the principles of Section VII, another important achievement of the Lisbon Recognition Convention is the creation of the ENIC Network (currently ENIC-NARIC network due to its merging with the NARIC network created by the European Commission in 1984). As a result, there are 55 centres located in different countries of the European region working as national information centres on recognition of foreign academic qualifications, national education systems and mobility programmes, however, their status and scope differs across countries. In fact, ENIC-NARIC offices may be the competent authority for the recognition of foreign qualifications in some cases.

More recently in 2016, European and African Heads of State and Government decided to meet in the Valletta Summit held in November that year to discuss ways to tackle the refugee crisis. The main goal of this summit was to address the challenges and possibilities emanating from this situation. To this end, an Action Plan was created including a section on recognition and assessment of academic and professional qualifications, as a way to promote early integration in the host society (by enabling access to education and to the job market) and to monitor population flows through academic and professional mobility initiatives.

In light of the transnational actions taken in the last decade, we conclude that recognition of academic and professional qualifications is now a priority for states around the world. In the current context, recognition procedures are no longer mere administrative protocols only involving recognition authorities and HEIs. Instead, recognition is regarded a key strategy towards ensuring integration of people in a host society, with the ultimate goal of achieving social sustainability.

2. Retrospective study on EU regulations on academic and professional recognition

In light of the previous section, it is worth noting that in recent years the European Union institutions have also created a number of proposals, communications, resolutions and directives specifically addressing issues related to recognition and assessment of academic and

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professional qualifications obtained abroad by EU nationals, third-country nationals or stateless persons as beneficiaries of international protection.

In the following lines, we offer a retrospective study of EU legislation and instruments on the matter, with the aim of identifying EU trends in regards to points of concern and initiatives to tackle recognition-related issues appearing in the last decade. Therefore, we will not mention other instruments and declarations related to the creation of the European Union and the EHEA, which started with the Sorbonne Declaration (1988) and the Bologna Declaration (1999).

In 2011, the European Parliament and Council issued the Qualifications Directive 2011/95/EU, stating that access to procedures for recognition of qualifications should be granted to third-country nationals and beneficiaries of international protection on equal basis. In the directive, attention was brought to ensuring that issues preventing beneficiaries from access to educational and employment-related opportunities should be addressed. In order to do this, EU institutions urged MSs to design measures for beneficiaries who could not provide documentary evidence of their qualifications and/or could not meet the costs related to start the recognition procedures.

Moreover, it mentions the need for more transparent, uniform and flexible recognition procedures; however, it does not offer any proposals and it emphasises that MSs have rights to enforce their own national recognition procedures.

Later, in 2013, Directive 2013/55/EU required the implementation of the European Qualification Framework (EQF) and required MSs to convert “national contact points” (under Directive 2005/36/EC) into “assistance centres” in charge of providing advice to citizens in cooperation with competent authorities. In fact, the Directive gave MSs the option to decide whether the assistance centres could either act as a competent authority themselves or as a support centre to the relevant competent authority for handling applications for European Professional Cards. Finally, this Directive stressed the importance of MSs cooperating with each other and facilitating users’ access to recognition schemes by providing user–friendly information platforms available in several languages.

After the Bucharest communiqué in 2012 and the Yerevan communiqué in 2015, automatic recognition was set as a goal in order to create a European Higher Education Area (EHEA), but it

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25 The report is based on a research pool consisting of documents issued from 2011 to 2018.
26 EHEA, 2012
27 EHEA, 2015
wouldn’t be until 2016, when recognition of qualifications became an area of interest to ensure integration. Therefore, in 2016, the European Parliament would repeatedly call on the Commission to propose better schemes for the recognition of foreign qualifications as a keystone for integration. The European Parliament resolution of 12 April 2016 (2015/2095(INI)) explicitly called on the Commission to propose a better recognition of foreign qualifications framework in order to ensure integration of third-country nationals already present in MSs.

On 7 June 2016, a Communication from the Commission COM/2016/0377 was issued to the EU Parliament, the Council, the EU Economic and Social Committee and the Committee of the Regions concerning an Action Plan on the integration of third country nationals. The Communication encouraged MSs to support fast track recognition of skills as well as of academic and professional qualifications in order to ensure newly arrived third-country nationals’ early insertion in the labour market. Last, the Communication announced the creation of a New Skills’ Agenda for Europe with the purposes of upskilling low qualified persons and ensuring that better information about qualification recognition practices in different countries, which should be available in the Europass portal.

The urgency of setting out recognition procedures targeting refugees and persons in a refugee-like situation was restated by the Parliament resolution (2015/2321(INI)) of 5 July 2016. The Parliament stressed the need for a transparent and free of charge assessment of refugees’ and asylum-seekers qualifications in order to facilitate their access to further their education and to the labour market. To this end, Parliament called on the Commission to establish a “Skills profile tool” within the framework of the “New skills agenda for Europe”; as well as to propose recognition guidelines concerning qualifications obtained abroad differing from EU standards.

Later that year, the EU Parliament and Council created a proposal for a directive COM/2016/0378 final - 2016/0176 (COD) on the conditions of entry and residence of third-country nationals for the purposes of highly skilled employment. This proposal aimed to provide an EU scheme for highly skilled workers to facilitate the mobility of EU nationals and third-country nationals applying for a Blue Card. The proposal described wider admission criteria as well as definitions of “highly skilled employment” (in reference to a person with “higher professional qualifications” that can be attested through their “higher education qualifications”). Once again, this proposal stipulated that, without prejudice to national recognition procedures, MSs should avoid excessive formal requirements and full recognition procedures when they are not necessary.
As a result of the efforts made in the last decade, in May 2018, the European Commission issued a proposal for a Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad. The proposal was published together with a Commission Staff working document accompanying the document Proposal for a Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education diplomas and the outcomes of learning periods abroad.

Both documents were issued after conducting consultations with national Enic-Naric offices, experts belonging to competent authorities and end users. The proposal is based on the premise that automatic recognition of qualifications and learning outcomes is possible and necessary towards the implementation of a European Education Area and it comprises vocational training, higher and secondary education. According to the proposal, despite the existence of recognition frameworks and tools, users still face problems to have their qualifications recognised by MSs, particularly third-country nationals, if they are unable to produce documentary evidence and if they studied or obtained their diploma in a country outside the EU.

Considering that most MSs signed the Lisbon Recognition Convention, the obstacles identified by the Commission are related to the uneven implementation of transnational and EU agreements on recognition and to the diversity of recognition and assessment procedures among them. Both documents point out that there is a lack of trust in each other’s education system, as well as a lack of accessibility. Therefore, the barriers found are listed in the following bullet points:

1. Lack of implementation
2. Varied rules and procedures (including time length and requirements)
3. Lack of transparency
4. Lack of comparability
5. Lack of accessibility (including language and cost)

First, regarding legal obstacles and uneven procedures, the Staff Working document reported that one of the main reasons not to apply automatic recognition pursuant to LRC is due to finding substantial differences between the host and foreign education systems or

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qualifications. In these cases, applicants are required to undertake compensatory measures, such as sitting further examinations, in order to have their qualifications or learning periods recognised. Nevertheless, it was found that only seven countries have an official definition of “substantial difference” entails 30.

As a result, procedures were reported to be lengthy, unclear and costly, which, together with specific language requirements set out barriers to foreign applicants and create a problem in terms of equity in access to higher education and to assessment and recognition procedures 31.

In view of the situation, the Commission highlighted the need to train experts on recognition, streamline procedures and develop national qualification frameworks linked to the European Qualifications Framework with the aim to improve transparency in the assessment and recognition of qualifications in order to mitigate the existing lack of trust among MSs. To this end, the document recommends to develop transparency tools, user-friendly online platforms, exchange of information on national education quality-assurance systems and to maximise the scope of recognition authorities in order to improve their efficiency 32.

B.2.1 Agreements on automatic recognition at European level

Regardless of the creation of the EHEA, which imposes the need to create a common policy on recognition and assessment of qualifications, there are some countries that have implemented mutual recognition agreements and/or that have worked towards automatically recognising higher education qualifications or qualifications giving access to higher education. To mention a few, the following agreements were found: the Benelux Union (including Belgium, Luxembourg and the Netherlands), Flanders (automatic recognition with Denmark, Poland and Portugal), Baltics (to be signed, including Lithuania, Estonia and Latvia), Nordic Education Area (including Denmark, Finland, Norway and Sweden); and Italy-France bilateral agreement 33 or the bilateral agreements between Spain, France, Italy, Germany and even the People’s Republic of China 34.

31 Ibid.
32 Ibid.
33 Ibid.
34 Ministerio de Educación y FP [Spanish Ministry of Education and Vocational Training] (n.d.)
C Analysis of the academic and professional recognition framework at EHEA level: case studies

(see detail of case studies in Annex II - Case Studies’ Fact Sheets)

1. Case studies: general analytical report on procedures for recognition and assessment of foreign qualifications

This report focuses on identifying a common recognition trend among EHEA (case studies) (objective 1) and analysing their strengths and weaknesses (objective 6). To this end, differences and similarities among cases studies’ have been studied by paying attention to national recognition frameworks, comprising: classification of assessment and recognition procedures, competent authorities, general requirements to apply for recognition or assessment, scope of Enic-Naric centers and accessibility, including information, language availability and cost.

Regarding administrative procedures, it has been noted that there are two main trends:

1. The first one could be referred to as “Northern countries”, in which academic and professional competencies are dealt with jointly, or at least the recognition procedure focuses on the assessment of final competences proven by the applicant, regardless of how they were obtained.

2. A second trend has been observed in “Southern countries”, where there is a binary system that separates academic recognition from professional recognition. In countries with these administrative cultures, before assessing the applicants’ competences, it is necessary to examine that the training, learning periods, contents, etc. obtained abroad are comparable to those in the host country. This is the reason why there is a clear separation between recognition with academic purposes and recognition with professional purposes, at least concerning higher educations.

The first administrative culture mentioned, the culture consisting of competence recognition (not consisting in the nature or identity of the education obtained), is the culture in which the agreements for creating the EHEA are based and, therefore, the predominant one.

First, it has been observed that national regulations on recognition and assessment of professional and academic qualifications vary among countries. As for academic recognition, we
have identified two main ways of proceeding across EHEA countries depending on the applicants’ final purpose, which we have classified as partial recognition procedures or full recognition procedures.

Partial recognition procedures are needed when the applicants wish to continue their studies in a foreign Higher Education Institution. Host universities are usually the responsible institutions for this procedure and they tend to require their particular admission criteria when it comes to partial recognition, also subject to the specific national regulations on education and recognition of each country.

On the other hand, the reasons to apply for full recognition procedures are twofold, since it applies to both academic and professional purposes. Regarding academic purposes, some universities may require a full recognition of the applicant’s qualification in terms of admission to specific degrees or study cycles (2nd or 3rd).

However, full recognition also serves professional purposes. Professional recognition is needed to practice a profession in a foreign country; however, it depends on whether the applicant wishes to work in a regulated or non-regulated profession. When the applicant wishes to work in a regulated profession, it is necessary to apply for a full recognition procedure of their academic qualifications (as is the case for doctors or teachers). On the other hand, employers may also require professional recognition procedures to exercise non-regulated professions.

Secondly, competent authorities responsible for professional recognition or for academic and professional recognition vary across countries, including professional regulatory bodies, universities, ministries or relevant national agencies.

Competent authorities responsible for academic recognition or assessment of learning periods abroad also differ depending on the applicant’s purpose. For instance, when it comes to assessing school-leaving qualifications to enter university, decisions might be made by a national regulatory board on education or by the HEI, depending on the country. However, if the applicant’s purpose is to join a 2nd or 3rd cycle, applicants should apply for recognition of their diplomas or credits completed abroad. In this case, competent authorities are generally

35 Admission criteria may vary among universities in the same country.
36 A profession is said to be regulated when it is necessary to hold a specific professional qualification in order to exercise it.
the HEIs in compliance with national and EU regulations (however, HEIs might apply their own specific admission criteria).

In terms of professional recognition, competent authorities are different depending on whether the profession is regulated or non-regulated. When it comes to professional recognition for regulated professions, it is necessary to check the Regulated Profession Database created by the European Commission, since decisions on professional recognition for regulated professions are legally binding and competent authorities are generally made by Ministries or professional bodies.

However, when it comes to non-regulated professions, competent authorities in charge of recognition and assessment are generally national agencies. In this case, there are several options. Considering that applicants might be required to have their higher education qualifications assessed or recognised by their employers, procedures will vary depending on the country they are in. For instance, in Norway, applicants would be required to have their academic qualification recognised via NOKUT (the Norwegian Agency for Quality Assurance in Education), whereas, in Germany, recognition might not be necessary and applicants might only need to apply for an individual certificate evaluation from the German Central Office for Foreign Education (ZAB).

Thirdly, and as stated in the agreements for their creation it has been observed that the scope and competence of Enic-Naric centres varies depending on the countries. In general, they work as assistance centres to provide information about the various recognition types and procedures available to individuals, but do not have always the authority to take decisions on the matter.

Some countries have created specific agencies for dealing with the recognition issue, while this matter is directly addressed to the competent Ministry in other countries, as it is the case of Spain and Portugal. In the following lines, we list the countries analysed with specific agencies and regulations on recognition:

- Austria (ENIC NARIC AUSTRIA - Anerkennung von Hochschulabschlüssen)
- France (CIEP)
- Germany (ENIC-NARIC Center and ZAB)

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- Greece (DOATAP)
- Italy (CIMEA)
- Norway (UVD procedure managed via NOKUT)
- The Netherlands (NUFFIC)
- United Kingdom (UK NARIC)

Some of the countries above have specifically put in place models and best practices for recognition of qualifications to refugees as it is the case of:

- Norwegian Agency for Quality Assurance in Education - NOKUT (Norwegian ENIC-NARIC Centre). Recognition Procedure for Persons without Verifiable Documentation (UVD-procedure)
- Nuffic (Dutch ENIC-NARIC Centre). Information for refugees
- CIMEA (Italian ENIC-NARIC Centre). Information on the recognition of qualifications held by refugees.

Accessibility to recognition procedures must also be remarked as an important issue. Information about recognition procedures is available at the institutional websites of most countries. However, it has been noticed that information is frequently scattered across the websites of different national agencies, each with a different general layout or under different sections, which may or may not be linked to one another. Therefore, this makes information access difficult for applicants. For instance, in the case of Spain, information about recognition procedures is scarce and scattered among the websites of different ministries such as the Ministry of Education and the Ministry of Foreign Affairs.

In addition to this, it has been observed that language availability is a problem in some countries. Although, most countries make information on recognition available in their national language and English, including Portugal, Norway, Italy and Austria, there are examples such as Greece or Spain, which do not provide enough information in a foreign language, which entails an added difficulty for foreign applicants regarding information access. There are examples of good practices, such as Germany, which provides information in English, Spanish,

Italian, Romanian, Polish, Turkish, Greek and Arabic. However, it is to be noted that, while information is available in different languages, content may vary depending on the language selected, making it necessary to monitor information quality in each language.

A second point of concern in terms of accessibility is the cost of recognition procedures. Some countries charge applicants for their recognition procedures, regardless of their nationality or their refugee-like status. Differences can be seen among neighbouring MSs such as France and Spain. While France\(^{40}\) has set up special procedures for recognition of qualifications held by refugees at no cost, Spain\(^{41}\) has not and high recognition fees\(^{42}\) still constitute an obstacle for applicants until further provisions are made.

2. Case studies: specific analysis by country

This section aims to comply with specific objectives (2) to identify specific recognition procedures of qualifications held by refugees, (3) to classify national recognition and assessment procedures by general type and purpose, (4) to list national authorities, agencies or HEIs responsible for making decisions concerning recognition, and (5) to list specific requirements and documents necessary to apply for a recognition or assessment procedure.

In order to create the case studies’ fact sheets, national recognition frameworks have been classified attending to the applicant’s purpose for having their qualification recognised. Special attention has been paid to the existence of special procedures for refugees or people in refugee-like situations who would like to have their qualifications recognised.

Therefore, first, the national legal framework regulating recognition and assessment of qualifications is provided. Secondly, qualification and assessment procedures are classified depending on their purpose: whether they are (1) partial recognition to continue studying at a HEI, (2) Full recognition of foreign qualifications, (2.a) Academic recognition, (2.b) Academic and professional recognition and (2.c) Professional recognition. In addition to this, a brief description of the procedure is given, together with the relevant competent authorities and

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application requirements. In addition to this, the fact sheets also include links to relevant sites, so newly arrived applicants could potentially use them.

Main achievements by country are presented below:

The competent authority in Austria for the partial recognition of higher education, as well as for full recognition for academic and professional purposes (regulated professions), are the Austrian universities; in both cases the payment of a fee is required and the application must be accompanied by the original documents (diploma document always in the original) and/or certified copies. In full recognition with academic and professional effects (unregulated professions), the competent authority is the Federal Ministry of Education, Science and Research of Austria, no fee is required and is left to the discretion of the employer if this recognition is sufficient. There is a counselling website for professional recognition in the case of persons entitled to asylum and persons entitled to subsidiary protection who, for reasons beyond their control, have lost certificates or evidence of education and training while fleeing.

Unlike other countries analysed, partial recognition for the continuation of studies in France includes, in addition to bachelor’s and master’s degrees, the doctorate (PhD). Partial recognition of foreign university studies in the French university system depends on the higher education institution at which the application is submitted. We will talk about full recognition of professional and academic purposes as a procedure called a “declaration of comparability”. This declaration is an official document issued at the discretion of the French ENIC-NARIC Centre. There is a fee for this procedure. Finally, please note that the minimum level of French required is B2 and that all documents need to be translated. Also in terms of professional recognition, the ENIC-NARIC Centre in France is the national contact point for regulated professions. For the recognition of qualifications held by refugees, France relies on the French ENIC-NARIC Centre, also known as CIEP.

The competent authority in Germany for the academic partial recognition of higher education is the Universities, which are governed by the university laws of each Länder, in this partial recognition the universities can ask the foreign central office of education (ZAB) of state scope to evaluate the foreign degree beforehand. In the case of full recognition with professional effects for regulated professions, the competent body is the ZAB, and there is the possibility of compensatory measures determined by this body in order to be able to exercise the profession (such as taking and passing a degree adjustment course or an exam). This recognition is governed by the German degree homologation law and only affects regulated professions that fall within the competence of the Federal Government and does not regulate professions that...
fall within the competence of the federal states (Länder) such as teacher, engineer or architect among others. For these professions the homologation of the foreign degree is governed by the federal laws of each Länder. In the case of total recognition with academic and professional effects for non-regulated professions, the competent authority is the ZAB, although this recognition is not essential to exercise the profession for persons with EU degrees it can be useful when entering the German labour market. In case the applicant is from a third country outside the EU and wants to apply for a visa to exercise a profession not regulated in Germany this full recognition is obligatory. Germany takes into consideration access and admission to higher education institutions of applicants who cannot provide proof of having obtained a higher education access qualification in their country of origin. Despite that certified copies of some documents are required, there is flexibility in requiring simple copies in the original language of the documents such as a passport, high school graduation certificate or a confirmation from the university about its curriculum.

The competent authority in Greece for the partial recognition of foreign studies is the universities and technical universities. In the case of full recognition, with both academic and professional and academic purposes the competent authority is the D.O.A.T.A.P. (Hellenic National Academic Recognition and Information Centre), an organization supervised by the Hellenic Ministry of Education. To apply, applicants must pay a fee.

It is important to emphasize that in Greece for the complete recognition for academic and professional purposes of the degrees in medicine require a more complete procedure, in the case of degrees from EU countries for recognition in Greece requires that the interested party is in possession of a professional license, and in the case of degrees in medicine from countries outside the EU the interested party must perform specific tests to recognize their title (see sections 1 and 2 of Article 5 of Law 3027/2002).

Finally, two important aspects should be highlighted. First, that the documentation required for all recognition procedures must be officially translated if it is not in English or French and this translation must be carried out by the Greek Ministry of Foreign Affairs, by the Greek consular authorities in Greece or by an authorised lawyer. Secondly, that Greece, together with the ENIC Naric network created and implemented a protocol for the recognition of qualifications of persons with refugee status in the pilot project “European Qualifications Passport for Refugees”.

The competent authorities in Italy for the partial recognition of higher studies as well as for full recognition only with academic purposes are the Italian universities and the AFAM (Institutions authorized to issue Higher Education titles for Art, Music and Dance) for first degrees and
master's degrees and the Ministry of Education, University and Research (MIUR) for doctoral degree.

In the case of full recognition with professional effects (for the purpose of practicing a regulated and/or non-regulated profession) the competent authority is the ministry that supervises the profession, in the case of non-regulated professions this recognition is not obligatory but is only required if requested by the employer.

Finally note that Italy in line with the stipulation of the Lisbon Convention has adjusted its own legislation relating to the recognition of the qualifications of refugees by introducing paragraph 3 bis of art. 26. of Legislative Decree 251/2007.

As regards The Netherlands, two aspects should be highlighted: firstly, in The Netherlands there is a specific procedure for the recognition of diplomas for refugees which is carried out through the Information Centre for the Evaluation of Credentials (IDW), which evaluates credentials in accordance with the principles of the Lisbon Recognition Convention, once people have officially obtained refugee status; and secondly, in The Netherlands there is more flexibility than in other countries in accepting the documentation required for all recognition procedures.

The competent authority in The Netherlands for both partial and full recognition with academic and professional effects (regulated professions and protected professions in The Netherlands) are the Universities and educational institutions; in the case of full recognition involving the assessment of higher education against the Dutch educational system and not involving professional recognition (considered as professional recognition advice) the competent authority is the NUFFIC, this general approval of the NUFFIC is voluntary and is intended as an aid to entering the labour market of the Netherlands.

The competent authority in Norway both for partial recognition of higher education and for full recognition with academic and professional effects for regulated professions (this recognition implies full equality with the Norwegian degree, the right to the relevant Norwegian academic degree and the right to exercise a profession which in Norway is related to a degree) are Universities and educational institutions.

In the case of total recognition that implies only academic effects (this recognition does not imply professional effects, but can be used in non-regulated professions leaving it to the employer's discretion whether or not this recognition is required, this recognition is intended as an aid to enter the Norwegian labour market) the competent authority is NOKUT (Norwegian Agency for Quality Assurance in Education).
In Norway the documentation requirements for these procedures are more flexible than in other countries, since the NOKUT does not require original documents unless this is specified in the requirements for a specific country, however if additional documentation is required the case that full recognition is requested for a doctorate degree. Finally it should be noted that in Norway there is a specific procedure (in accordance with the Lisbon Recognition Convention) for insufficiently documented refugees and for persons in a similar situation who cannot comply with the documentation requirements for the regular procedure, it is called Procedure for persons without verifiable documentation (UDV procedure) administered by the NOKUT Section for the recognition of Refugee qualifications.

In Portugal, the Partial recognition for the continuation of studies is carried out by the Higher Education Institution. It is important to note that there aren’t any recognition procedures to continue a Master’s degree or a PhD, as opposed to what happens in the full recognition of academic purposes. For this procedure, Portuguese Higher Education Institutions offer a qualification in the same area of study or in an equivalent area.

To achieve Full recognition, applicants should be addressed to the Directorate General for Higher Education, or to the University. This full recognition for professional and academic purposes is only applicable if the academic degree is in a degree list created by a national committee. Portugal is more demanding than other countries as regards the presentation of original documents and their translation than other case studies analysed, for example, applicants need to present original diploma, and all documents submitted must be legalized and translated except if the originals are in English, French or Spanish. However, they also facilitate the presentation of digital copy of some documents.

Portugal, at present, does not have specific regulations developed regarding recognition of qualifications held by refugees.

In Spain, the partial validation of foreign university studies only covers the Bachelor’s degree and Master’s degree. There aren’t any recognition procedures regarding continuation of PhD studies. The competent authority is the Universities, where the validation of foreign university studies as partial Spanish university studies depends on the university receiving your application. As in Portugal, Full recognition is for academic purposes only. It is recognition as equivalent to a degree and an official academic level, where the Ministry of Education and Professional Training is responsible for issuing it.
In Spain, there is a difference between full recognition of academic purposes and full recognition professional and academic purposes. On this occasion, we are talking about full professional and academic recognition. As in the "2a" procedure, the competent authority is the Ministry of Education and Professional Training.

Spain, as well as Portugal, has no specific rules on the recognition of refugee qualifications. The Spanish recognition system requires a greater number of original and/or translated documents. In addition, they must attach as documents, the transcript of the duly translated and legalized acts and the study plan. However, in the Management Handbook (2016) of the General Secretary of Immigration and Emigration, which belongs to the Ministry of Employment and Social Security, they deal with offering economic aid to people who reside or not in a migration centre in order to obtain documents: expedition, homologation and processing.

In the United Kingdom the competent authority for all types of partial and total recognition (with academic and professional effects) is the UK-NARIC (National Recognition Information Centre for the United Kingdom).

In the case of full recognition with professional effects, there are two different types, the first is the Statement of Comparability which compares the degrees obtained in the country of origin with those of the educational system of the United Kingdom and provides a document with the official equivalence that is required by universities, companies, government agencies, etc. that need official recognition of the qualifications of the interested party, and the second is the Career Path Report that includes more detailed information on the level of qualification and its equivalent in the United Kingdom and also contains recommendations on future professional opportunities or studies that could be carried out in the UK with the qualifications that they possess. It should also be noted that the documentation requirements for these recognition procedures in the UK are more flexible than in other countries as the UK-Naric does not accept original documents, and that applications can be made online or by post.

Finally, UK-NARIC has a specific website to help students with refugee status to access the educational opportunities of the UK: Platform for Education in Emergencies Response (IIE-PEER), this platform aims to provide a database with educational opportunities and additional resources for students with refugee status. From UK- NARIC facilitate the submission of documents in the original language (has a large number of possible languages).
In the case of non-regulated professions this recognition is not obligatory but is only required if requested by the employer.

In the case of total recognition that implies only academic effects (this recognition does not imply professional effects, but can be used in non-regulated professions leaving it to the employer’s discretion whether or not this recognition is required.)
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### Recognition Fees by Country

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<tr>
<td>Spain</td>
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<tr>
<td>United Kingdom</td>
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</tbody>
</table>

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45. We understand that there is a fee as documents must be legalized and translated.
46. We understand that there is a fee because a German translation of the documents is requested (except for documents in Arabic, English, French, Italian and Spanish).
47. We understand that there is a fee because they need to apply an official qualification from a foreign university, translated and legalized.
48. We understand that there is a fee as documents must be legalized and translated except if the originals are in English, French or Spanish.
49. We understand that there is a fee as the Ministry offers financial assistance for these procedures.
D Conclusions

In light of the transnational actions taken in the last decade, we conclude that recognition of academic and professional qualifications is now a priority for states around the world. In the current context, recognition procedures are no longer mere administrative protocols only involving recognition authorities and HEIs. Instead, recognition is regarded a key strategy towards ensuring integration of people in a host society, with the ultimate goal of achieving social sustainability.

At EU level, institutions have been working on improving recognition of academic and professional qualifications over the last decade in order to promote a common EU approach to recognition. An example of this is the European Area of Recognition (EAR) project in 2012, which was co-financed by the Lifelong Learning Programme and different ENICs and NARICS. Its main outcome was the European Area Recognition Manual, a practical manual containing regulations and guidelines concerning international recognition of qualifications.

In order to favour a common framework to tackle the problem of competence recognition, it is necessary to mention the Europass initiative (1988), where the European Commission and Cedefop set up the European forum on transparency of vocational qualifications to bring together social partners with representatives of national training authorities around the issue of transparency. This initiative has gradually developed to promote the use of standardised documents facilitating students and workers mobility. As a result, documents such as the Diploma Supplement (Cedefop, 2018) was created jointly by the European Commission, Council of Europe and Unesco, for use by higher education institutions throughout Europe and elsewhere to complement the degrees they award. Its use is recommended in a number of policy documents, including the 1999 Bologna Declaration.

However, it wasn’t until 2018 when a diagnostic analysis was carried out identifying specific obstacles and providing a feasible roadmap for the first time. Obstacles to recognition such as duplicity of procedures, transparency issues (such as description of procedures and time length), a variety of competent authorities and barriers to accessibility (language and cost) have been repeatedly discussed since 2011.

It is necessary to mention here again that, as a result of the EAR project, there are recognition guidelines for credential evaluators, which can be used to recognise qualifications held by refugees and which significantly contribute to obtain the main goal of this project.
After our review, we propose that lack of political commitment until the recent refugee crisis, was one of the main reason slow implementation of EU and ENIC-NARIC recommendations on behalf on the Member States (MSs). On the one hand, it has been observed that EU instruments and communications on the matter kept stressing that MSs should take actions without prejudice to their national recognition procedures. As a result of not interfering with MS’s national regulations, there have been uneven implementation efforts. This may have led to a lack of cooperation among countries, and to only signing automatic recognition agreements with countries they trust.

After analysing case studies national recognition frameworks, the following outcomes have been produced. On the one hand, a series of fact sheets have been elaborated identifying European countries national legislation regulating procedures for recognition and assessment of foreign qualifications and specific recognition procedures of qualifications held by refugees. On the fact sheets, we have created a classification of national recognition procedures by general type, competent authorities and requirements.

On the other hand, after producing a report, we have reached the following general conclusions concerning national recognition procedures, competent authorities, Enic-Naric centres and accessibility of the ten countries analysed. As a result, we have identified a series of general strengths and weaknesses from our case study sample.

We conclude that: first; most countries have created recognition procedures for academic and professional purposes but there is an uneven implementation of EU recommendations and instruments as of yet. As a result, national regulation frameworks and procedures vary among them. Accordingly, competent authorities in charge of recognition and assessment, whether this is full or partial, will depend on national regulations of the countries. However, it has been noted that in terms of partial recognition, HEIs generally have authority for making decisions on applications for admission and continuation of university studies. Consequently, entrance criteria may also differ among HEIs within a same country.

Secondly, transparency concerning recognition and assessment procedures is needed in order to inform applicants about procedures, their duration, when to expect a decision as well as how

50 Case studies consist of countries including Austria, France, Germany, Greece, Italy, The Netherlands, Norway, Portugal, Spain and United Kingdom.
to carry out an appeal in case they do not agree with the decision issued by the competent authority.

Thirdly, there isn’t a common approach concerning Enic-Naric centres’ scope among countries. In some countries, they are in charge of processing recognition applications and issuing decisions, while in others, they act as information and assistance offices. In addition to this, it has been observed that some countries provide users with an online platform where they can easily find information on recognition and assessment procedures and, in some cases, the platform allows them to start their application process through a step by step application portal.

Fourthly, accessibility of applicants to recognition and assessment procedures need to be improved by the countries considering that it constitutes a keystone towards integration. Differences have been found in terms of countries’ involvement in granting accessibility to recognition procedures. While some countries had one-stop platforms providing applicants with all necessary information (including cost, time length, decision-making criteria, etc.) about recognition and assessment procedures; others presented information scattered across institutional websites in a non-user friendly layout. In addition to this, it was found that most countries paid attention to make information available at least in two languages. However, others did not have the information on their websites fully translated, making it impossible for applicants who don’t know the official national language(s) to have full access to information and procedures about recognition.

In conclusion, recognition and assessment of foreign qualifications are a pressing issue towards the integrations of individuals in a host society. Although there have been major improvements concerning recognition in the last decade, it is now necessary to find a common approach concerning key elements (such as type, requirements, cost, time length and competent authorities) at national and HEI levels in order to grant their transparency and accessibility.
E Recommendations

In view of the conclusions, the aim of these recommendations is to propose actions towards enhancing a common approach to recognition at a twofold level: 1) to propose mid-term actions to enhance and improve recognition frameworks at a country level, and 2) to suggest short-term actions at HEIs level.

1. Countries

In order to foster trust in each other and incorporate good practices evenly, the following recommendations are made in terms of:

1.1. Cooperation

Common EU network consisting of Ministries of Education, Enic-Naric offices or national recognition agencies and national bodies representing Higher Education Institutions.

1.2. Simplification

One-stop common approach towards recognition and assessment at EU level addressing common types of procedure (depending on the purpose) and their outcomes (to avoid document duplicity as happens with recognition certificates or assessments of comparability); if automatic recognition is not possible.

1.3. Transparency

Step-by-step description of the recognition and assessment process, including: time length, requirements, application outcomes, legal value, competent authorities, evaluation criteria and scale, definition of substantial difference, set of possible compensatory measures and how to make an appeal to the corresponding authority.

1.4. Competent authorities and Enic-Naric centres

Definition of competent authorities according to the type of recognition or assessment procedure requested, including their roles and scope.

Common approach towards the role and scope of Enic-Naric centres.

1.5. Infrastructure
One-stop information platform and recognition portal linked to relevant institutions and competent authorities, such as Ministries of Education, professional bodies or HEIs.

1.6. Training

Online and on-site training in order to keep professionals updated on developments on recognition and assessment, whether these are legal or procedural.

1.7. End users

Prioritise accessibility concerning information on recognition and assessment, information availability in foreign languages; foresee fee waivers and user-friendly language and platform.

2. Higher Education Institutions

Considering that top-down decisions on the matter of recognition and assessment of qualifications has resulted in uneven and slow implementation efforts, we consider necessary to propose a bottom-up approach in order to create knowledge through cooperation among local agents directly working on admission to higher education and recognition and assessment of qualifications towards continuation of studies.

2.1 Cooperation

A single network towards working on a common approach to admission and recognition and assessment concerning admission and continuation of studies and towards enhancing document exchange (particularly valuable in the case of refugees or displaced person without documentary evidence of their qualifications).
2.2. Simplification

A one-stop common approach towards admission and assessment procedures by producing a step-by-step protocol and defining substantial differences, compensatory measures and competent authorities (including guidelines on refugee and displaced people who cannot provide documentary evidence)

2.3. Infrastructure

An online platform providing information about the network and common approach towards admission and assessment procedures in participant HEIs.

Direct links and contact details to HEIs.

Training courses addressed to administrative staff.

2.4. Training and Quality Assurance

On-site and online training produced and addressed to administrative staff on admission and assessment procedures (particularly in the case of displaced people and people in a refugee-like status).

2.5. End users

Channels open to feedback and input from end users via platform.

Scholarships covering accommodation and fee waivers addressed to asylum seekers and people in a refugee-like situation.

Information on admission and assessment procedures available in several languages.

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51 Integrating existing initiatives such as the European Qualification Passport for Refugees and guides such as “Higher Education and Displaced people” (2018) produced by Universities UK International.
III. NATIONAL AND INTERNATIONAL INITIATIVES LINKED TO RECOGNITION AND VALIDATION OF COMPETENCES AT THE EU

A. Introduction

This report is a review of initiatives being used to provide recognition for refugees’ qualifications. First, we shed a light on the Lisbon Recognition Convention. Then, we provide a state of play based on 24 different related initiatives related with qualifications recognition, presenting three tables to summarize the most important aspects of each initiative. Afterward, we present some extra calls to the importance of developing a specific framework for the recognition of qualifications of refugees. Finally, detailed files on each of the 24 initiatives are included as appendices.

B. The Lisbon Recognition Convention

We start this report with the Lisbon Recognition Convention as it is the foundation stone when discussing qualification recognition in Europe.

1. Overview

The Convention has been jointly drafted by the Council of Europe and UNESCO. It is designed to streamline the legal framework at European level and to replace in the long run six conventions adopted in this matter by the Council of Europe or UNESCO. The Convention aims to facilitate the recognition of qualifications granted in one Party in another Party. It provides that requests should be assessed in a fair manner and within a reasonable time. The recognition can only be refused if the qualification is substantially different from that of the host country and the onus is on its educational institution to prove that it is. Each State, the Holy See or the European Union inform either depository of the Convention of the authorities which are competent to make different categories of decisions in recognition cases.

As implementation mechanisms, two bodies, namely the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region and the European Network of National Information Centres on Academic Mobility and Recognition (ENIC) are assigned to oversee, promote and facilitate the implementation of the Convention. The Committee is responsible for promoting the application of the Convention and overseeing its implementation. To this end, it can adopt, by a majority of the Parties, recommendations,
declarations, protocols and models of good practice to guide the competent authorities of the Parties. Before making its decisions, the Committee seeks the opinion of the ENIC Network. As for ENIC Network, it upholds and assists the practical implementation of the Convention by the competent national authorities. This network complements and extends to UNESCO countries the previously existing NARIC (National Academic Recognition and Information Centres) acting in EU countries.

Based on the partnership between ERIC and NARIC, the ERIC-NARIC website has been launched. This site, as a joint initiative of the European Commission, the Council of Europe and UNESCO, has been created primarily as a tool to assist the ENIC-NARIC Networks in carrying out the tasks they have been mandated to achieve within their own jurisdiction, by directing them to up-to-date information provided and maintained by the competent bodies in each member country and by member organization. It is also its express purpose to help other interested organizations and individuals easily find information on current issues in international academic and professional mobility, and on procedures for the recognition of foreign qualifications.

### 2. Main points

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region was developed by the Council of Europe and UNESCO and adopted by national representatives meeting in Lisbon on 8 - 11 April 1997. Most European countries have since ratified this Council of Europe/UNESCO Convention – usually referred to as the Lisbon Convention. Among the main points of the Council of Europe/UNESCO Convention are the following:

- The document defines qualifications as higher education qualification; and qualification giving access to higher education.
- Holders of qualifications issued in one country shall have adequate access to an assessment of these qualifications in another country.
- No discrimination shall be made in this respect on any ground such as the applicant's gender, race, colour, disability, language, religion, political opinion, national, ethnic or social origin.
- The responsibility to demonstrate that an application does not fulfil the relevant requirements lies with the body undertaking the assessment.
- Each country shall recognize qualifications – whether for access to higher education, for periods of study or for higher education degrees – as similar to the corresponding qualifications in its own system unless it can show that there are substantial differences between its own qualifications and the qualifications for which recognition is sought.

Recognition of a higher education qualification issued in another country shall have one or more of the following consequences:
- Access to further higher education studies, including relevant examinations and preparations for a doctorate, on the same conditions as candidates from the country in which recognition is sought;
- The use of an academic title, subject to the laws and regulations of the country in which recognition is sought;
- In addition, recognition may facilitate access to the labour market.

All countries shall develop procedures to assess whether refugees and displaced persons fulfil the relevant requirements for access to higher education or to employment activities, even in cases in which the qualifications cannot be proven through documentary evidence.

All countries shall provide information on the institutions and programmes they consider as belonging to their higher education systems.

All countries shall appoint a national information centre, one important task of which is to offer advice on the recognition of foreign qualifications to students, graduates, employers, higher education institutions and other interested parties or persons.

All countries shall encourage their higher education institutions to issue the Diploma Supplement to their students in order to facilitate recognition. The Diploma Supplement is an instrument developed jointly by the European Commission, the Council of Europe and UNESCO that aims to describe the qualification in an easily understandable way and relating it to the higher education system within which it was issued.

3. Remarks

It is worth pointing out that the ENIC Network was set up before the Lisbon Convention to deal with the qualifications equivalence and recognition of European citizens within the European system, not with the qualifications of refugees from outside Europe; ENIC was established by
decision of the Committee of Ministers of the Council of Europe on 9 June 1994 and the UNESCO Regional Committee for Europe on 18 June 1994. Nevertheless, it forms the basis of the existing structures responsible for qualifications recognition and it must not be ignored when considering a model for the recognition and validation of the qualifications of refugees. Moreover, ENIC was one of the two bodies assigned by the Lisbon Convention to oversee, promote and facilitate the implementation of the Convention. Most of the initiatives reviewed in this report are based on the recommendations of this Convention and follow the guidelines set by ENIC.

The final report of the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Paris 2016) indicates that 70% of States Parties to the Lisbon Recognition Convention have taken few or no measures to implement the Article VII of the Convention that refers to the recognition of qualifications held by refugees that cannot be fully documented.

4. More information about the Lisbon Recognition Convention

https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/09000168007f2c7

C. State of Play: Review of European Initiatives for the Recognition and Validation of Competences

In this section, we are going to review and analyse the most recent initiatives and projects that, in one way or another, tried to deal with qualifications recognition of refugees and refugee-like persons. Based on the thorough review of these initiatives, we developed three tables that provide more systematic information and helps us have a better understanding of the qualification recognition’s contents, methods, and procedures. The first table is a summary of the initiatives that compiles the most important aspects of each initiative. This table presents the diagnostic tools used and indicates any apparent individual analysis or testing. If there are any available outcomes, they are conferred also.

The second table is a classification matrix that classifies each initiative in regard to different dimensions, including the presence of governmental partners, the presence of universities as partners, the treatment of incomplete documentation and the actual applications of initiatives. A conclusion of this matrix is discussed, and the main points are reviewed.
In the third and final table, the model steps of each initiative are assessed. Based on the second and third tables, several important conclusions have been drawn, like the presence of many initiatives with governmental support but the lack of established acceptance of these initiatives. Moreover, few projects have been noted for including criteria for assessing applications and interviewing candidates. An extended conclusion and explanation are provided along with each table.

Finally, in the appendices, and for more detail, we list information about each reviewed initiative. This information indicates the initiative developers and partners, a short overview and their main objectives. The process followed is then explained; if there is a model, this is also mentioned; any implementation of the initiative is identified. Finally, remarks and useful links are provided.

1. Initiatives summary

Based on the reviewed 24 initiatives, we developed Table 1 in order to summarize the most important aspects of each initiative. This will allow us to analyse, in more detail, some of their contents, answering a few critical questions like: Does the initiative provide information only or does it have any diagnostic tools? Does it include any kind of individual analysis or testing? What is the main outcome of the initiative?

This is also useful to observe the similarities and differences between the reviewed 24 initiatives.
### Table 1: Initiatives summary

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Availability of diagnostic tools</th>
<th>The presence of individual analysis, or testing</th>
<th>Outcomes of the initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>01- NOKUT’s Qualifications Passport for Refugees</td>
<td>Provides a method which is a combination of the evaluation of available documentation, and a structured interview. This method leads to the issuing of the Qualifications Passport for Refugees</td>
<td>Pilot project: a total of 20 qualifications passports for refugees were issued. Moreover, since 2013, NOKUT proceeded about 200 interview-based evaluations each year.</td>
<td>Many other initiatives have adopted NOKUT’s methods</td>
</tr>
<tr>
<td>02- ENIC/NARIC - Recognise Qualifications Held by Refugees</td>
<td>The process of this initiative provides only a helpful guide for credential evaluators. In addition, related recommendations and tips are provided for credential evaluators</td>
<td>---</td>
<td>Informative / directive initiative. Provides an instruction help in what to do when receiving an application from a refugee with or without documentation of the qualifications obtained</td>
</tr>
<tr>
<td>03- The European Qualification Passport for Refugees</td>
<td>Provides a threefold method; assessment part, explanatory and advisory sections, and evaluation part (assessment of available documentation + structured interview)</td>
<td>Council of Europe and the Greek authorities have issued 54 European Qualifications Passport for Refugees in Greece during spring 2017</td>
<td>Initiative applied in Greece</td>
</tr>
<tr>
<td>04- Toolkit for Recognition for Refugees (Erasmus+ Program)</td>
<td>The initiative just contributes to the development of an appropriate common recognition toolkit to secure effective and streamlined recognition of qualifications for</td>
<td>---</td>
<td>The final meeting included a presentation of existing procedures for evaluation of refugees’ qualifications, and develop a mutual understanding for</td>
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<table>
<thead>
<tr>
<th></th>
<th>Refugees</th>
<th>Future Activities in the Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>05- The Danish and Swedish ENICs/NARICs</td>
<td>The initiative provides an evaluation method reveals whether there is sufficient supporting documentation to recognize qualifications for applicants with some formal documentation</td>
<td>Provides all needed information to get the background report on foreign educational qualifications for refugees</td>
</tr>
<tr>
<td>06- The Guidelines for the Recognition of Refugee’s Qualifications by the Danish Refugee Council</td>
<td>The process of this initiative includes information about the background paper, example of overview, checklist, and guidelines for the credential evaluator</td>
<td>Informative / directive initiative</td>
</tr>
<tr>
<td>07- Recognition and Transparency of Qualifications (Ministry of Higher Education and Science in Denmark)</td>
<td>Online application forms for assessment of foreign qualification. Online application to get the background report</td>
<td>Provides online application about how qualification recognition in Denmark, also, provides a personal guidance on education opportunities in Denmark</td>
</tr>
<tr>
<td>08- Nuffic Netherlands</td>
<td>Provides a guidelines help in issuing an “Indication of level of education” (ION) for undocumented refugees</td>
<td>Informative / directive initiative: encourage universities to allow for flexible approaches to supporting the integration of refugees without documents into higher education.</td>
</tr>
<tr>
<td>Number</td>
<td>Initiative/Program</td>
<td>Description</td>
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<tr>
<td>09</td>
<td>The Flemish Community of Belgium Special Adaptation</td>
<td>Offer an adapted flexible recognition procedure to refugees who cannot fully document their qualifications</td>
</tr>
<tr>
<td>10</td>
<td>University for Refugees</td>
<td>Provides a tool makes it possible the recognition of educational qualifications, previously earned by refugees and migrants in their countries of origin, and the recognition of their professional competences in order to facilitate their access <strong>ONLY</strong> to University for Refugees degree</td>
</tr>
<tr>
<td>11</td>
<td>CIMEA Credential Evaluation</td>
<td>Provides a method to issue “Statement of Comparability” of foreign qualifications for persons with refugee status, subsidiary or international protection holders and detainees.</td>
</tr>
<tr>
<td>12</td>
<td>RecoNOW: Knowledge of</td>
<td>This initiative doesn’t provide any method for implementing recognition of refugees’</td>
</tr>
<tr>
<td>Recognition Procedures in ENPI South Countries</td>
<td>qualification</td>
<td>students that studied abroad, especially in the framework of mobility for study within Middle Eastern and European higher education systems</td>
</tr>
<tr>
<td>13- MERIC-Net: Mediterranean Network of National Information Centres on the Recognition of Qualifications</td>
<td>No methods provided, just an elaboration and practice-sharing of procedures for the recognition of refugees’ qualifications</td>
<td>Related reports are expected to be issued in 2019</td>
</tr>
<tr>
<td>14- Recognition in Germany</td>
<td>The initiative provides answers to all important questions relating to the recognition of a foreign professional or vocational qualification. Multi-tools provided under this initiative</td>
<td>“Recognition in Germany” application, The Recognition Finder tool. Moreover, this initiative issued a general information flyer in 15 languages, “Integration through Training” (IQ) Network, and more related outcomes that concern refugees</td>
</tr>
<tr>
<td>15- UK NARIC / The United Kingdom’s Policy for Qualification Syrians in Jordan: Refugee</td>
<td>UK NARIC can help compare international qualifications from 200 countries, former states or territories with the equivalent levels of UK qualifications, also, it provides proof of</td>
<td>Large-scale users such as university and college admissions offices and international departments, and professional bodies and large HR</td>
</tr>
<tr>
<td>16- Refugee Welcome Map by European University Association</td>
<td>Provides a map that gives good practice approaches to the long-term sustainable integration of refugees into higher education</td>
<td>Good practice approaches and useful information are already available now through the inHERE project</td>
</tr>
<tr>
<td>Qualification Recognition Scheme</td>
<td>English language ability for work or study purposes. There are also occupation-specific entry requirements and processes for a number of regulated trades and professions in the UK</td>
<td>departments benefited from the good value in UK NARIC membership packages</td>
</tr>
<tr>
<td>17- AKZESS Project (Efficient Immigration Management for Qualified Professionals)</td>
<td>No method provided regarding the recognition of refugees’ qualifications. However, the Integration through Qualification (IQ) programme counselling offices provide information about the process of recognition of professional qualifications and refer to the authority responsible for the case</td>
<td>Evaluation of the Saxon pilot project AKZESS proved the project’s success and showed that project immigration offices are on the right track; during the evaluation term 3,500 residence permits were granted; 90 per cent of which in the target period of four weeks</td>
</tr>
<tr>
<td>18- CICIC: Assessing the Qualification of Refugee in Canada</td>
<td>Provides 5 types of approaches that deal with different situations when dealing with refugees’ qualification recognition</td>
<td>Improves administrative practice and service quality for foreign professionals and graduates at immigration offices</td>
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</tr>
<tr>
<td>19- Qualification Recognition for Refugees Webinar</td>
<td>Only provides guidelines for best practices in the recognition of refugees’ and displaced persons’ qualifications, as well as admission strategies for exceptional cases</td>
<td>in accordance with their organization’s mandate and purpose</td>
</tr>
<tr>
<td>20- Trail Project for Broader Recognition of Refugees’ Diplomas</td>
<td>A special programme of study helps refugees in obtaining a degree in their discipline if they have no paperwork from their home countries</td>
<td>No outcomes yet, the project will start in September 2018</td>
</tr>
<tr>
<td>21- Evaluation of Foreign Qualification by BQ Portal</td>
<td>This initiative helps employers to have a better understanding of their refugee applicants. It gives an answer about questions related to refugees’ competence, skills, and expertise</td>
<td>A publication of information on population, and educational attainment in Syria and Afghanistan. The reports also include information about the integration of migrants from these countries in Germany, examples of successful labour market integration of refugees thanks to recognition of foreign professional qualifications</td>
</tr>
<tr>
<td>22- Opening Universities for Refugees (OUR)</td>
<td>No method provided regarding the recognition of refugees’ qualifications. The initiative focuses on building networks to offer</td>
<td>Three related projects: Project ACACIA (Malaysia, 2016), Project BANYAN (Indonesia 2017), Project MANUKA (New...</td>
</tr>
<tr>
<td>Project Name</td>
<td>Description</td>
<td></td>
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<tr>
<td>--------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>23- Refugee Support at the University of Coimbra</td>
<td>Higher education courses and/or diploma and certificate programs to refugees</td>
<td></td>
</tr>
<tr>
<td>24- REACT - Refugees and Recognition (An Erasmus+ Project)</td>
<td>No method provided regarding the recognition of refugees’ qualifications. However, the initiative directs students to the way of the recognition of prior higher education qualifications</td>
<td></td>
</tr>
</tbody>
</table>

**Zealand, 2017**, and Project EUCALYPTUS (Australia, Nov 2018)

Portuguese language courses and other facilities to refugees have been provided.

Testing of the toolkit in cooperation with higher education institutions.
2. Classification matrix

Based on the previous review of 24 initiatives, we provide also the following classification matrix (Table 2) to classify each initiative in regard to different dimensions such as the presence of governmental partners, the presence of universities as partners, the presence of partners from outside Europe, the treatment of incomplete documentation, the actual applications of initiatives, the social character of the initiative, whether a certificate is produced and if the initiative is still active.

Table 2: Classification Matrix

<table>
<thead>
<tr>
<th>Initiative / Dimension</th>
<th>Governmental partners</th>
<th>Universities as partners</th>
<th>Partners from outside Europe</th>
<th>Incomplete documents accepted</th>
<th>Actual Implementation</th>
<th>Initiative carries a social character</th>
<th>The initiative provides a certificate</th>
<th>The initiative is still active</th>
</tr>
</thead>
<tbody>
<tr>
<td>01- NOKUT’s Qualifications Passport for Refugees</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>02- ENIC/NARIC - Recognise Qualifications Held by Refugees</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>03- The European Qualification Passport for Refugees</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>04- Toolkit for Recognition for Refugees (Erasmus+ Program)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>05- The Danish and Swedish ENICs/NARICs</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>06- The Guidelines for the Recognition of Refugee’s Qualifications by the Danish Refugee Council</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>07- Recognition and Transparency of Qualifications (Ministry of Higher Education and Science in Denmark)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>08- Nuffic Netherlands</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>09- The Flemish Community of Belgium Special Adaptation</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
From this Matrix, the following can be observed:

- There are a good number of initiatives that have governmental support. However, the presence of some governmental organizations as a partner does not actually mean that there is an established acceptance of the initiative at the level of government organizations or public universities.
- There is a lack of initiatives that have universities as their developers or partners. We have observed only 3 initiatives with universities as partners. However, two of these initiatives don’t deal with the uncompleted documents situation.

- There are a few initiatives that have partners from outside Europe. Having partners from outside Europe, especially from refugees’ countries of origin or neighbouring countries will help to have a better understanding of the education systems of refugees’ countries and compare it with European education systems.

- Most of the initiatives deal with uncompleted documents situation, but there is no guarantee of acceptance for the outcomes of these initiatives, which is the relevant issue we are examining.

- Few initiatives have some practical implementation. A notable exception, that should be more closely analysed, is the European Qualification Passport.

- Only a few initiatives provide certificates or background papers describing that their holders have a specific educational or professional level. Four of the six initiatives that issue this kind of certification adopt NOKUT’s model.

- To the best of our knowledge, many of the 24 initiatives are still active. This gives us a better chance to contact and collect more information from the promoters of these ongoing initiatives. Based on that, we have been contacting the promoters of the 24 mentioned initiatives. Some preliminary contacts have actually produced a few important responses. Based on this correspondence, we can state the following related information:
  
  - There is not a lot of cooperation and network connections among the reviewed initiatives. However, many initiatives have mutual partners, especially those initiatives developed by NOKUT and ENIC/NARIC.
  - It is worth mentioning that all of the following initiatives are developed by NOKUT:
    - The European Qualification Passport for Refugees
    - Toolkit for Recognition for Refugees (Erasmus+ Program)
    - REACT - Refugees and Recognition (An Erasmus+ Project)

Finally, in addition to the importance of having more cooperation among all the partners, since there is a common main goal, there are more crucial questions that need to be answered:

- Can the certificate providers establish enough acceptance for them in HEIs and employers?
- Do the provided certificates have enough power to enable refugees to overcome obstacles related to continuity of education or finding a job?

3. Assessment of current models

Table 3 provides an assessment of the previous 24 reviewed initiatives in terms of the sophistication of their model steps. This exercise allows us to identify what aspects are covered by the existing initiatives and where an additional protocol might add value.

Table 3 reveals the extensive development of basic steps such as providing detailed guidelines for credential evaluators and the availability of sophisticated application forms. Fewer projects include criteria for assessing applications and the interviewing of candidates. Even when detailed information is provided, these steps can be quite subjective. A few initiatives include some examination of candidates following the ENIC/NARIC model as an additional way of assessing applications. Finally, offering supplementary education is limited to a few initiatives.

Table 3: Model steps assessment

<table>
<thead>
<tr>
<th>Initiative / Step</th>
<th>Availability of detailed guideline</th>
<th>Application form</th>
<th>Criteria for assessing applications</th>
<th>Interviews</th>
<th>Examination</th>
<th>References check</th>
<th>Offering supplementary education</th>
</tr>
</thead>
<tbody>
<tr>
<td>01- NOKUT's Qualifications Passport for Refugees</td>
<td>WD</td>
<td>WD</td>
<td>WD</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>02- ENIC/NARIC - Recognise Qualifications Held by Refugees</td>
<td>WD</td>
<td>WD</td>
<td>WD</td>
<td>WD</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>03- The European Qualification Passport for Refugees</td>
<td>WD</td>
<td>WD</td>
<td>WD</td>
<td>N/A</td>
<td>N/A</td>
<td>WD</td>
<td>N/A</td>
</tr>
<tr>
<td>04- Toolkit for Recognition for Refugees (Erasmus+ Program)</td>
<td>WD</td>
<td>WD</td>
<td>WD</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>05- The Danish and Swedish ENICs/NARICs</td>
<td>WD</td>
<td>WD</td>
<td>WD</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
06- The Guidelines for the Recognition of Refugee’s Qualifications by the Danish Refugee Council  | WD  | WD  | WD  | PD  | PD  | N/A  | N/A  
07- Recognition and Transparency of Qualifications (Ministry of Higher Education and Science in Denmark)  | WD  | WD  | WD  | WD  | WD  | N/A  | N/A  
08- Nuffic Netherlands  | PD  | WD  | PD  | N/A  | N/A  | N/A  | N/A  
09- The Flemish Community of Belgium Special Adaptation  | WD  | WD  | WD  | WD  | WD  | N/A  | N/A  
10- University for Refugees  | WD  | WD  | WD  | WD  | WD  | N/A  | WD  
11- CIMEA Credential Evaluation  | PD  | PD  | PD  | N/A  | N/A  | N/A  | N/A  
12- RecoNOW: Knowledge of Recognition Procedures in ENPI South Countries  | WD  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  
13- MERIC-Net: Mediterranean Network of National Information Centres on the Recognition of Qualifications  | WD  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  
14- Recognition in Germany  | PD  | PD  | PD  | N/A  | N/A  | N/A  | N/A  
15- UK NARIC / The United Kingdom’s Policy for Qualification Syrians in Jordan: Refugee Qualification Recognition Scheme  | WD  | WD  | WD  | WD  | WD  | N/A  | N/A  
16- Refugees Welcome Map by European University Association  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  
17- AKZESS Project (Efficient Immigration Management for Qualified Professionals)  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  
18- CICIC: Assessing the Qualification of Refugee in Canada  | PD  | PD  | PD  | PD  | PD  | PD  | PD  
19- Qualification Recognition for Refugees Webinar  | N/A  | PD  | N/A  | N/A  | N/A  | N/A  | N/A  
20- Trail Project for Broader Recognition of Refugees’ Diplomas  | PD  | N/A  | PD  | N/A  | N/A  | N/A  | N/A  
21- Evaluation of Foreign Qualification by BQ Portal  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  | N/A  
22- Opening Universities for Refugees (OUR)  | PD  | N/A  | N/A  | N/A  | N/A  | N/A  | WD  
23- Refugee Support at the University of Coimbra  | PD  | PD  | PD  | N/A  | N/A  | N/A  | WD  
24- REACT - Refugees and Recognition (An Erasmus+ Project)  | WD  | WD  | WD  | WD  | N/A  | N/A  | N/A  

* N/A: Not available; PD: Poor developed, WD: Well developed.
D. Extra calls

In addition to the Lisbon Convention and the various initiatives developed with the mission of recognising and validating competences, there are a few extra calls that reflect the importance of refugees’ qualifications recognition. We reviewed some next.

1. The Council of Europe conclusions on moving towards a vision of a European Education Area

The Council of the European Union has very recently published in its Official Journal the conclusions on moving towards a vision of a European Education Area. Regarding the recognition of qualifications (as defined by the Lisbon Convention), the Council:

"RECALLS that the second indent of Article 165(2) of the Treaty on the Functioning of the European Union calls upon the Union to encourage the academic recognition of diplomas and periods of study building upon the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region and its subsidiary texts with a view to fostering mobility of students and teachers; FULLY RESPECTS the responsibilities and competences of the Member States in this area and STRESSES that the proposed solutions at Union level should be based on transparency and trust, and should take into account the specificities of the educational systems of the Member States."

2. The 2016 Erasmus+ Programme Guide

The 2016 Erasmus+ Programme Guide draws the needs of refugees, asylum-seekers, and migrants into sharp focus. It gives them higher priority in the criteria applied to grant awards to institutions. It opens the way to top-up mobility grants to disadvantaged individuals. It indicates that, for Strategic Partnerships, in view of “the critical context, particular attention will also be given to support projects involving refugees, asylum seekers and migrants and/or focusing on the topic of the refugees’ crisis in Europe.”


The Wilberforce Society is a Cambridge University think tank. In 2016, they published a paper that specifically addresses the recognition of qualifications held by refugees without physical evidence of their qualifications. They propose:

- The development of an assessment-based equivalence procedure for the recognition of qualifications to be run by UK NARIC based on the Norwegian (our initiative 1) and Dutch (our initiative 8) models, as a contingency for refugees unable to prove their qualifications.
- The introduction of affirmative legislation in the UK allowing for the official recognition of alternative equivalence procedures to determine the professional skills of applicants, following the German model (our initiative 14).

4. "Refugees Welcome? - Recognition of qualifications held by refugees and their access to higher education in Europe – country analyses" a report by European Students' Union (ESU) 54

In 2017, the European Students’ Union produced a report on a research that investigates how selected European countries deal and use education as an integration tool that helps refugees, asylum seekers, and persons in a refugee-like situation, concentrating on the two aspects of education access and recognition of qualifications. The main aims of the study are:

- To have a better understanding of initiatives that have dealt with access to higher education for refugees and recognition of their qualifications in Belgium, Germany, Norway, and Romania.
- To provide ideas and recommendations to benefit from the previous experience, and to have a better implementation of these initiatives in other countries.

At first, the report discusses the current situation of refugees’ access to education, and recognition of qualifications. Then, the report includes detailed country analyses of Romania,


Belgium, Norway and Germany. “These countries represent different parts of Europe as well as countries that face specific challenges in coping with the inclusion of refugees into higher education and that have partially found solutions for these problems that might serve as good practice examples”.

By comparing of four case studies, the report indicates the importance of providing a lot of attention to qualification recognition, and ease the access to education for refugees. The main points that the report sheds light on are:

- Although it is a big challenge, and there is a lot of political barriers, there is a necessity to accommodate refugees in the host countries’ educational systems. National higher education systems and the constituting higher education institutions have to respond to this salient issue.
- There is a need to adopt flexible solutions to overcome obstacles related to the process of refugees’ qualification recognition and access to education.
- The report indicates the importance of fostering two types of strategy: top-down and bottom-up. The first strategy helps in solving problems like the legal status of refugees, social support, or the recognition of degrees. The second strategy is important to deal with problems concerning language skills, social and cultural integration.
- The successful integration of refugees in higher education needs some form of cooperation with private actors, including both stakeholders from the higher education sector and NGOs that have experience working with refugees in general.
- The report confirms the need for having clear rules and regulations for the more formal problem areas, such as recognition or the legal status of refugees. Moreover, creating working groups or other forums for local actors to exchange experiences, good-practices and problem solutions emerge can be considered as a good approach for policy coordination for the integration of refugees in higher education.
- The report highlights the problem of assessing qualifications without documentation and underline that initiatives like the qualification passport, which are built based on a legal basis with the Lisbon Recognition Convention, and an organizational structure for information exchange with the ENIC-NARIC network, can be the best solution for this problem.

The report stresses the importance of benefiting from all previous initiatives by sharing practises and results among European countries to enable peer-learning and prevent a repetition of policy failures.
E. Conclusion

A total of 24 initiatives and projects dealing with qualifications recognition of refugees or refugee-like persons have been reviewed. Initiatives summary and related discussion have been provided based on this review. This summary enabled us to observe the gap between theory and practise, also, it allowed us to note the lack of individual analysis and testing in many initiatives. Moreover, by identifying the main outcomes of each initiative it makes clear the need to have more practical implementations so that more expressive results are achieved.

Moreover, two tables of classification matrix and current models' assessment have been also developed and discussed. Many conclusions can be derived from these two tables. However, considering the aim of our report, we believe that the following points are crucial and critical:

- Most of the initiatives that deal with the qualification recognition of refugees are based on the models proposed by NOKUT and ENIC/NARIC networks. Actually, the ENIC/NARIC network provides a detailed guide, almost for each step in the process of qualifications recognition. For example, the EAR manual is a practical tool provided by ENIC/NARIC. It contains standards and guidelines on all aspects of the recognition of foreign qualifications.

- The documents or certificates produced by the initiatives reviewed have no binding power. There is a necessity to establish more power and legitimacy of the initiatives that deal with refugees’ qualification recognition, and the issued documents or certificates should have a higher acceptance by higher education institutions and employers.

- In most initiatives, very few partners are involved. A greater diversity of partners is required. Having more Universities and Higher Education Institutions increases the ability to understand and overcome problems in the field. Moreover, we believe that integrating partners from refugees’ countries help in facilitating the process of qualification recognition.

- It is clear that there is a kind of communication between most of the initiatives and ENIC/NARIC. However, there is a lack of communication and cooperation between different initiatives and projects running in Europe. We believe that building
connections between different actors will heighten the total results of all initiatives, and reduce the waste of resources.

- There is a need to have a well-structured supplementary education, this will increase and ease the engagement of refugees in the educational systems of the host countries.

Finally, we refer to four extra calls that request a greater attention to be given to refugees’ qualification recognition and highlight other related academic difficulties refugees face. These calls agreed on the need of encouraging academic recognition based on the Lisbon Convention, and benefiting from the successful experiences in Europe. Moreover, the calls stressed on the need for cooperation between all related parties.

Based on the above, at the current stage, we continue collecting more information about how the implementation of the applied initiatives go, by trying to build a contacting network with the actors and promoters of these initiatives. Along with the gathered theoretical knowledge, this will help us in the second phase of this project to construct our own model and process for refugees’ qualification recognition.
ANNEX I – Extract of Regulations and Declarations

Index of regulations and declarations

- Convention and Protocol relating to the Status of Refugees
- Regional Recognition Convention
- The Lisbon Convention
- VALLETTA SUMMIT, Action Plan (November 2015)
- European Parliament resolution of 5 July 2016 (2015/2321 INI)
- Communication From The Commission To The European Parliament, The Council, The European Economic And Social Committee And The Committee Of The Regions (COM/2016/0377 final)
- Proposal For A Regulation Of The European Parliament And Of The Council (2003/109/EC)
- Opinion of the European Economic and Social Committee (COM/2016/465 final and COM/2016/466 final)
- Council Recommendation of 22 May 2017 (2017/C 189/03)
- Debates in the Council - Regulation Regarding Recognition Requirements (30-05-2018)
- Communication To The European Parliament, The European Council And The Council (COM/2015/0490 final/2)

Extract of regulations and Declarations


The Convention on the Recognition of Studies, Diplomas, and Degrees concerning Higher Education in the States belonging to the Europe Region was adopted at Paris, 21 December 1979 (UN Treaty Series No. 20966).
The Lisboa Convention, also known as Convention on the Recognition of Qualifications concerning Higher Education in the European Region 1997 (ETS No 165)

It was developed by the Council of Europe and UNESCO and adopted by national representatives at the meeting held in Lisbon from the 8th to the 11th of April 1997. It has been ratified since then by more than 40 States. Signed in Lisbon on April 11, 1997, it entered into force on February 1, 1999.

Section VII - Recognition of Qualifications Held By Refugees, Displaced Persons And Persons In A Refugee - Like Situation

Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously whether refugees, displaced persons and persons in a refugee-like situation fulfill the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.

VALLETTA SUMMIT, Action Plan (November 2015)

The Valletta summit on migration brought together European and African Heads of State and Government in an effort to strengthen cooperation and address the current challenges but also the opportunities of migration. (Source)

Among other agreements and pronouncements, it includes:

- Identify, as a pilot, one or more professions where participating States commit to make progress on facilitating recognition of skills and qualifications (including for migrants who decide to return to their country of origin – circular migration schemes).
- Support the implementation of harmonised qualifications in higher education through the Africa-EU Harmonisation Tuning, Quality and Accreditation initiatives.
- Work towards mutual recognition of academic qualifications and professional certificates through the conclusion of bilateral agreements or by other means

[...]

[...]
- Strengthen partnership and 'brain circulation', building on the model of the European and Developing Countries Clinical Trials Partnership grants and the Partnership for Research and Innovation in the Mediterranean Area initiative.

**Directive 2011/95/EU of the European Parliament and of the Council of 13 December 2011** on standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection, and for the content of the protection granted.55

**Article 26. Access to employment.**

2. Countries shall ensure that activities such as employment-related education opportunities for adults, vocational training, including training courses for upgrading skills, practical workplace experience and counselling services afforded by employment offices, are offered to beneficiaries of international protection, under equivalent conditions as nationals.

3. Member States shall endeavour to facilitate full access for beneficiaries of international protection to the activities referred to in paragraph 2.

**Article 27. Access to education.**

2. Countries shall allow adults granted international protection access to the general education system, further training or retraining, under the same conditions as third-country nationals legally resident.

**Article 28. Access to procedures for recognition of qualifications.**

1. Countries shall ensure equal treatment between beneficiaries of international protection and nationals in the context of the existing recognition procedures for foreign diplomas, certificates and other evidence of formal qualifications.

2. Countries shall endeavour to facilitate full access for beneficiaries of international protection who cannot provide documentary evidence of their qualifications to appropriate schemes for the assessment, validation and accreditation of their prior learning. Any such measures shall comply with Articles 2(2) and 3(3) of Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications.

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55 Existe una propuesta de reglamento con la misma temática pero que modifica la directiva 2003/109/CE, no esta Directiva 2011/95/UE
(42) In that context, efforts should be made in particular to address the problems which prevent beneficiaries of international protection from having effective access to employment-related educational opportunities and vocational training, inter alia, relating to financial constraints.


The Directive 2005/36/CE establishes rules according to which a Member State which makes access to or pursuit of a regulated profession in its territory contingent upon possession of specific professional qualifications (referred to hereinafter as the host Member State) shall recognise professional qualifications obtained in one or more other Member States (referred to hereinafter as the home Member State) and which allow the holder of the said qualifications to pursue the same profession there, for access to and pursuit of that profession.

(28) [...] The national contact points established by Directive 2005/36/EC should become assistance centres which should focus their activities on providing advice and assistance to citizens, including face-to-face advice, in order to ensure that the daily application of internal market rules in complex individual cases of citizens is followed up at national level. Where necessary, the assistance centres would liaise with competent authorities and assistance centres of other Member States. In respect of the European Professional Card, Member States should be free to decide whether the assistance centres are either to act as a competent authority in the home Member State or to support the relevant competent authority in the handling of applications for a European Professional Card and processing of the applicant’s individual file created within IMI (IMI file). [...] 

(30) [...] Citizens seeking recognition of their professional qualifications under Directive 2005/36/EC can already use the points of single contact if they are covered by Directive 2006/123/EC. However, job seekers and health professionals are not covered by Directive 2006/123/EC and available information remains scarce. There is therefore a need, from the user’s perspective, to specify that information and to ensure that such information is easily available. It is also important that Member States not only take responsibility at national level but also cooperate with each other and the Commission to ensure that professionals throughout the Union have easy access to user-friendly and multilingual information and
are able to easily complete procedures through the points of single contact or the relevant competent authorities. Links should be made available through other websites, such as the Your Europe portal.

European Parliament resolution of 12 April 2016 on the situation in the Mediterranean and the need for a holistic EU approach to migration (2015/2095(INI))

In April 2016, Parliament adopted a resolution underlining the importance of refugee integration through programmes offering them accommodation, literacy and language courses, inter-cultural dialogue, and professional training. (source)

European Parliament resolution of 5 July 2016 on refugees: social inclusion and integration into the labour market (2015/2321(INI))

In a resolution passed in July 2016, Parliament called on the EU to take action and ensure refugees are swiftly and fully integrated into the labour market and society. (source).

4. Stresses that significant differences exist in the times and modalities of processing requests for international protection within Member States; highlights that slow and excessively bureaucratic procedures may hinder refugees and asylum seekers’ access to education and training [...] points to the urgent need to establish a common asylum system to improve recognition procedures while, at the same time, ensuring the highest level of safety for refugees and European citizens; [...] 

12. [...] calls, furthermore, for robust and transparent procedures for recognising qualifications obtained abroad, outside the European Union;

22. Stresses the need for an early, fair, transparent and free-of-charge assessment of refugees’ and asylum seekers’ formal and non-formal skills, as well as recognition and validation of their qualifications, with a view to facilitating their access to active labour market policies, in particular through training and employment guidance, including measures guaranteeing their access to the labour market and to non-discriminatory working conditions, and tailored measures allowing them to make full use of their potential, and to match labour supply and demand in the host countries; stresses, in this regard, the importance of strengthening the role of the European Qualifications Framework, and of promptly introducing more effective arrangements for recognising and validating
qualifications, experience and skills; points out that the EU citizenry as a whole would benefit from such effective arrangements; stresses, however, that this assessment should on no account amount to a process of discrimination in relation to asylum seekers’ qualifications, and skills and potential employability should not be a criterion for decisions on asylum applications; stresses that the limited resources available should be spent carefully on the timely handling of asylum procedures and on the speedy and effective integration of refugees;

43. [...] establishment of a ‘Skills Profile Tool’ for third-country nationals in the framework of the Commission’s ‘New skills agenda for Europe’, aimed at strengthening early identification and documentation of the skills and qualifications of third-country nationals,

48. Encourages the Member States to shorten the processing time of applications for international protection, [...] to assess levels of education and qualifications at initial reception facilities [...] 

56. Calls on the Commission to propose guidelines on how refugees’ existing qualifications and skills can be recognised; points out, in this connection, that, in many instances, training, and the process of acquiring qualifications in refugees’ countries of origin, are not up to European standards; [...] in this connection, to the differences between labour markets in the Member States, and to their differing needs, and hopes that, by taking this into account, manpower requirements in some areas can be met more speedily, more easily and more efficiently and that, at the same time, refugees are integrated faster into the labour market;

O. whereas third-country nationals face many difficulties in obtaining recognition of their skills and qualifications; whereas the recognition of qualifications from a third country goes hand in hand with screening of skills;

P. whereas recognition of the training and qualifications of adult refugees and specific provisions for them to obtain academic qualifications and specific skills are essential for their entry into the labour market;


- The Commission is sending Reasoned Opinions to Bulgaria and Spain for having failed to communicate national measures to transpose the updated Qualifications Directive (2011/95/EU). The Directive harmonises minimum standards for the qualification of third-
country nationals or stateless persons as beneficiaries of international protection. It also foresees a series of rights on protection from refoulement, residence permits, travel documents, access to employment, access to education, social welfare, healthcare, access to accommodation, access to integration facilities, as well as specific provisions for children and vulnerable persons. The deadline for the transposition of the Directive expired on 21 December 2013. Despite letters of Formal Notice (the first formal step of an infringement procedure) sent to Bulgaria and Spain in June 2013 and January 2014 respectively, the two Member States have not transposed the Qualifications Directive, or in any event have not yet notified the Commission of the national transposition measures.

The Commission is sending Letters of Formal Notice to 18 Member States[1] for having failed to communicate national measures taken to fully transpose the revised Asylum Procedures Directive (2013/32/EU)[2]: This Directive establishes common procedures for granting and withdrawing international protection and sets clearer rules on how to apply for asylum. It applies to all applications for international protection made in the territory, including at the border, in the territorial waters or in the transit zones of the Member States. Member States were under an obligation to transpose this Directive, which updates Directive 2005/85/EC, and to communicate national transposition measures to the Commission by 20 July 2015 (with the exception of Article 31(3), (4) and (5) for which the transposition deadline is 20 July 2018).

Proposal for a DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL on the conditions of entry and residence of third-country nationals for the purposes of highly skilled employment COM/2016/0378 final - 2016/0176 (COD)

Consistency with other Union policies.

This proposal aims to provide an attractive EU-wide scheme for highly skilled workers in line with the EU policies aiming at deepening and upgrading the Single Market[13]. A policy on attracting highly skilled workers is consistent with and also complementary to policies to facilitate the mobility of EU nationals within the EU supported by Regulation 492/2011[14], Regulation 2016/589 (‘EURES’) [15] and the forthcoming Labour Mobility package as regards the coordination of social security. It also complements policies improving and upgrading the skills of EU workers, and the recognition of qualifications, in view of their better labour market integration. A larger pool of available talent benefits the EU economy as a whole and the displacement effect of EU workers is expected to be low in the case of highly skilled workers. The forthcoming New Skills Agenda for Europe[16] deals with the broad issue of
recognition of qualifications and is thus also relevant for the admission of highly skilled workers under the EU Blue Card, as these persons often face barriers and high costs when getting qualifications obtained in third countries recognised. All of these initiatives contribute to the EU Growth Strategy, in line with Europe 2020 priorities.

Chapter I - General Provisions – Article 2. Definitions

(g)”higher professional qualifications” means qualifications attested by evidence of higher education qualifications or higher professional skills;

(h)”higher education qualifications” means any diploma, certificate or other evidence of formal qualifications issued by a competent authority attesting the successful completion of a post-secondary higher education or equivalent tertiary education programme, namely a set of courses provided by an educational establishment recognised as a higher education institution or equivalent tertiary educational institution by the State in which it is situated, where the studies needed to acquire those qualifications lasted at least three years and correspond at least to ISCED 2011 level 6 or to EQF level 6, according to national law;

(i)”higher professional skills” means skills attested by at least three years of professional experience of a level comparable to higher education qualifications and which is relevant in the profession or sector specified in the work contract or binding job offer;

Chapter II - Criteria for admission, refusal and withdrawal

Article 5. Criteria for admission

1. A third-country national who applies for an EU Blue Card shall:

   (c) for unregulated professions, present evidence attesting higher professional qualifications;

6. Member States shall facilitate the validation and recognition of documents attesting the relevant higher professional qualifications pursuant to point (c) of paragraph 1.

-Paragraphs 1(c) and 6: for unregulated professions, the applicant must prove that he/she has the necessary higher professional qualifications, i.e. either higher education qualifications or higher professional skills; Member States shall facilitate the validation and recognition of documents attesting the relevant higher professional qualifications. The changes compared to Directive 2009/50/EC have been described under Article 2.

(14) This Directive is without prejudice to national procedures on the recognition of diplomas. In order to evaluate if the third-country national concerned possesses higher
education or equivalent qualifications, reference should be made either to ISCED (International Standard Classification of Education) 2011 levels 6, 7 and 8, or to the broadly equivalent EQF (European Qualifications Framework) levels 6, 7 and 8, according to the choice of the Member State concerned.

(34) Professional qualifications acquired by a third-country national in another Member State should be recognised in the same way as those of Union citizens. Qualifications acquired in a third country should be taken into account in accordance with Directive 2005/36/EC of the European Parliament and of the Council 42. Where a third-country national is applying for an EU Blue Card to practice an unregulated profession, Member States should avoid excessive formal requirements and full recognition procedures regarding qualifications, wherever sufficient evidence can be otherwise obtained.


2. Newly-arrived refugees in particular face specific problems, such as vulnerability resulting from traumas suffered, lack of documentation including as regards qualifications [...]  

4.1.3. Facilitating validation of skills and recognition of qualifications is crucial to ensure that individuals’ skills are used to their full potential. This is particularly important for refugees, who may not have necessary documentary evidence of their previous learning and qualifications, may have had their education interrupted or may not have participated in formal education.

At the Tripartite Social Summit 33 of 16 March 2016, EU cross-industry social partners presented a joint statement on the refugee crisis, stressing the importance of refugees’ integration in training, employment and society in general and pleading for a comprehensive solution towards skills analysis and validation, taking into account economic needs. [...]  

- Under the New Skills Agenda for Europe: a) develop a "Skills and Qualifications Toolkit" to support timely identification of skills and qualifications for newly arrived third country nationals; b) ensure that better information about qualification recognition practices and decisions in different countries is collected through the Europass portal; c) and improve the
transparency and understanding of qualifications acquired in third-countries, through the revision of the European Qualifications Framework.

- Provide specific support for early recognition of academic qualifications of third country nationals including refugees, including through enhancing cooperation between National Academic Recognition Information Centres (NARIC) centres and training staff in reception facilities.

[...]

In strengthening their integration policies, Member States are encouraged to:

- Support fast track insertion into the labour market of newly arrived third-country nationals, through for example early assessment of skills and qualifications [...]
- Assess, validate and recognise as soon as possible skills and qualifications of third country nationals, making full use of tools available at EU level.

Proposal For A Regulation Of The European Parliament And Of The Council on standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection and for the content of the protection granted and amending Council Directive 2003/109/EC of 25 November 2003 concerning the status of third-country nationals who are long-term residents.

13/07/2016

Article 30 - Access to employment

The Article on access to employment (Article 30) further clarifies employment related equal treatment rights, spelling out collective labour rights added and health and safety at the work place and facilitation obligation of the Member State are better articulated as well.

Article 32 - Access to procedures for recognition of qualifications and validation of skills

As regards the provisions on recognition of qualification (Article 32 (1) and (2)), equal treatment and facilitation obligation are better articulated and as regards validation of skills, the equal treatment obligation is separately displayed to mark the difference between the two schemes.

2.8 Clarification regarding information provision, residence permits and travel documents is necessary. It is notable that access to the labour market has been clarified and the level of protection has been raised, for example in the field of working conditions, freedom of affiliation and access to employment-related education opportunities, in which the beneficiaries of international protection have the same rights as the Member State nationals. This is also the case with regard to recognition of qualifications, social security, social assistance and health care.


18. While the Union acquis on legal migration and asylum provides for equal treatment with nationals in terms of recognition of qualifications and even for facilitation measures as far as beneficiaries of international protection are concerned in accordance with Directive 2011/95/EU of the European Parliament and of the Council (2), high rates of over-qualification and under-employment persist among third-country nationals with tertiary education. Cooperation between the Union and third countries over the transparency of qualifications can foster migrant integration into Union labour markets. Given the growing migration flows to and from the Union, a better understanding and a fair recognition of qualifications awarded outside the Union is needed.
C. QUALIFICATION REGULATION

6. The negotiations with the European Parliament started in September 2017. So far six trilogues have already taken place with numerous technical meetings in-between. The Bulgarian Presidency made sustained efforts to advance towards an agreement with the EP on the Qualification Regulation. In-depth and fruitful discussions took place at technical level and an important number of elements were clarified both with respect to the qualification criteria and to the rights and benefits granted to beneficiaries of international protection. These were also confirmed at political level. On certain important elements (e.g. the mandatory vs. optional use of the internal protection alternative, the mandatory vs optional nature of the review of the status, the definition of family members, the period of validity of residence permits) agreement is still to be obtained. Two more trilogues are foreseen (30 May and 14 June) and the Presidency intends to close this file by the end of its term.


ANNEX 4

[...]

The Commission has launched 37 infringement procedures against 19 Member States for failing to transpose into national law, by July 2015, the new EU Directives making up the Common European Asylum System. The Commission also decided to continue infringement proceedings against two Member States for non-transposition of the Qualifications Directive. This legislation forms a coherent whole, designed to guarantee fair and consistent implementation of the asylum rules across the Member States.
ANNEX II – Case Studies’ Fact Sheets

<table>
<thead>
<tr>
<th>Austria</th>
<th>France</th>
<th>Germany</th>
<th>Greece</th>
<th>Italy</th>
<th>The Netherlands</th>
<th>Norway</th>
<th>Portugal</th>
<th>Spain</th>
<th>United Kingdom</th>
</tr>
</thead>
</table>

**AUSTRIA**

<table>
<thead>
<tr>
<th><strong>GENERAL FRAMEWORK (AUSTRIA)</strong></th>
<th>Bachelor’s degree</th>
<th>Master’s degree</th>
<th>Diploma degree (to be discontinued)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARTIAL RECOGNITION (1)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Continuing and completing your studies</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>FULL RECOGNITION (2)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic purposes (2a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional and academic purposes (including regulated professions) (2b)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional and academic purposes (including private sector professions and certain professions in the public sector) (2c)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

56 In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

57 This is applicable to any comparable foreign first degrees.

58 This is applicable to any comparable foreign first degrees.

59 This is applicable to any comparable foreign first degrees.
RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES (AUSTRIA)

Individuals entitled to asylum and those entitled to subsidiary protection who, through no fault of their own, have lost certificates or evidence of education and training while fleeing should be able to have their qualifications confirmed through alternative procedures (e.g. practical or theoretical examinations, random testing, technical discussions, work samples).

Beratungszentrum für Migranten und Migrantinnen (Counselling center for migrants)

NATIONAL REGULATIONS (AUSTRIA)


** There are no uniform rules in Austria for formal recognition of qualifications from abroad.


USEFUL WEBSITES (AUSTRIA)

- Bundesministerium für Bildung, Wissenschaft, Forschung (Austrian Federal Ministry of Education, Science and Research)
- Öffentliche Universitäten, Privatuniversitäten und Fachhochschulen (list of Austrian universities. (Austrian Federal Ministry of Education, Science and Research)
- Anerkennung Hochschulqualifikationen, Nostrifizierung (Full recognition of foreign higher education qualifications)
- UNIKO, Österreichische Universitätenkonferenz (Universities Austria)
- Berufsanerkennung in Österreich (Professional recognition)
  - Anerkennungs- Antrags- und Informationssystem (AAIS) Recognition Information Application System (AAIS)
- ENIC NARIC AUSTRIA - Anerkennung von Hochschulabschlüssen
**PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (AUSTRIA)**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th><strong>Partial recognition for the continuation of studies</strong>(^{60}) (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor’s degree(^61), Master’s degree, Diploma degree (to be discontinued), Doctorate (PhD)</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>Recognition of qualifications and examination outcomes obtained in a foreign higher education institution in order to continue studying in Austria</td>
</tr>
<tr>
<td>COMPETENT AUTHORITY</td>
<td>It is necessary to contact Austrian universities or higher education institutions in order to find out their respective admission and recognition criteria</td>
</tr>
</tbody>
</table>

**REQUERED DOCUMENTS**

Requirements may vary depending on the Austrian university where the application for academic recognition is submitted:

- The foreign higher education institutions needs to be officially recognised by the competent Austrian authorities (e.g. Islamic Azad University in Iran)
- There needs to be an equivalent study programme at the university where the application is submitted
- Sufficient German knowledge. (It is required to have at a B2\(^{62}\) level according to the Common European Framework of Reference for Languages. It is required to have a B2 level or equivalent in order to apply for admission and a C1 level in order to enrol)

Documents:

- Copy of passport, identity card or driving licence + proof of citizenship
- Documents related to change of name (e.g. marriage certificate)
- Evidence of general qualification for university entrance with school reports from senior school (e.g. secondary school leaving certificate, Matura)
- If applicable: Transcript of Records, curriculum (of studies already started): course guide...
- If applicable: evidence of university entrance examination (depending on the country it may be mandatory, e.g. Spain (PAU), Turkey (ÖSYS), USA (SAT, ACT or AP)
- If applicable: one of the following German language certificates (level C1) not older than 2 years: ÖSD, Goethe Institute, DSD, DSH

The application has to include original documents. Legalized copies are NOT accepted!

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\(^{60}\) In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

\(^{61}\) This is applicable to any comparable foreign first degrees.

\(^{62}\) Language requirements are subject to variations depending on the universities’ admission policy.
### FULL RECOGNITION 2b (AUSTRIA)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Nostrifizierung</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor's degree</td>
</tr>
<tr>
<td></td>
<td>Master's degree</td>
</tr>
<tr>
<td></td>
<td>Diploma degree (to be discontinued)</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
</tr>
</tbody>
</table>

#### DESCRIPTION

**ACADEMIC AND PROFESSIONAL PURPOSES.** Recognition giving access to a regulated profession: Recognition of a foreign university degree as equivalent to an Austrian university degree programme. It grants the right to use the respective Austrian academic degree, all the rights connected with its use and the entitlement to exercise a profession for which in Austria an academic degree is required. (It is required in order to exercise certain professions in the public sector or when there are prerequisites to exercise a certain profession)

**COMPETENT AUTHORITY**

Austrian universities or universities of applied sciences, which recognise a foreign academic qualification as equivalent to their own qualifications (delegated authority).

#### REQUIRED DOCUMENTS

- Application form
- Proof of citizenship, passport
  - Birth certificate, and any documents relating to change of name (e.g. marriage certificate) if the academic certificates are issued in a previous name.
  - Residence title (except EEA-citizen)
- A final certificate issued by a foreign authority and officially recognised in the foreign country.
- Transcript of records
- Documents stating the type of university (public, private, religious, etc.)
- Detailed documents on the foreign studies, such as curriculum, transcript, study guide, examination certificates, scientific research papers, final certificates ...
- Declaration on the professional activity which is intended by the applicant..
- Secondary-school leaving certificate or evidence of general university entrance qualification.
- Curriculum vitae (condensed, highlighting previous education)
- Written documentation that the applicant actually needs nostrification for the purpose of working in his/her profession or continuing his/her education in Austria (by submitting, for example, a letter issued by the Vienna Board of Education (Stadtshulrat), etc.)

63 This is applicable to any comparable foreign first degrees.
Funded by the European Union's Asylum, Migration and Integration Fund

<table>
<thead>
<tr>
<th>REQUIRED DOCUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Payment receipt of nostrification fee (Nostrifizierungstaxe, 150 euros)</td>
</tr>
<tr>
<td>(*) All documents must be submitted either in the original or in attested copies; the diploma document always in the original. Documents in languages other than German must be accompanied by certified German translations. All foreign documents must be legalised, provided that this is required by international agreements.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FULL RECOGNITION 2c (AUSTRIA)</th>
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</thead>
<tbody>
<tr>
<td><strong>PROCEDURE</strong></td>
</tr>
<tr>
<td><strong>NAME</strong></td>
</tr>
</tbody>
</table>
| **QUALIFICATION OBTAINED** | Bachelor's degree
Master's degree
Diploma degree (to be discontinued)
Doctorate |
| **DESCRIPTION** | ACADEMIC AND PROFESSIONAL PURPOSES. A diploma recognition procedure for professional purposes may apply for employment in the private sector and in certain professions in the public sector (e.g. as a civil engineer, lawyer, teacher...)

Official recognition of qualifications and academic levels: official recognition of completed studies equivalent to Austrian qualifications. It is to be noted that each company will be responsible for accepting our academic qualification, provided that we have only obtained this recognition. |
| **COMPETENT AUTHORITY** | • Austrian Federal Ministry of Education, Science and Research
• ENIC NARIC AUSTRIA – National Information Centre for Academic Recognition |
| **REQUIRED DOCUMENTS** | Compulsory documents
• A diploma or final certificate issued by a competent authority officially recognised in the foreign country
• University entrance qualification and corresponding certificates of the study cycle.
• Diploma or final degree certificate in original language with full diplomatic legalisation
• Certified translation into English or German (by a certified translator) of the university diploma or degree certificate.
• Transcript of records (study guide, examination certificates, credentials, etc.) and, if available, the corresponding Diploma Supplement. |

64 This is applicable to any comparable foreign first degrees.
<table>
<thead>
<tr>
<th>REQUIRED DOCUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Residence title in Austria (ZMR number)</td>
</tr>
<tr>
<td><strong>Optional documents:</strong></td>
</tr>
<tr>
<td>• Passport or ID card</td>
</tr>
<tr>
<td>• Documents relating to change of name (e.g. marriage certificate)</td>
</tr>
<tr>
<td>• School-leaving certificate</td>
</tr>
<tr>
<td>• University entrance examination certificate</td>
</tr>
</tbody>
</table>

All documents must be submitted either in the original or in attested copies; the diploma document always in the original. Documents in languages other than German must be accompanied by certified German translations. All foreign documents must be legalised, provided that this is required by international agreements.
The Office ENIC-NARIC France has implemented a specific procedure for recognition of qualifications held by asylum seekers at no cost, in order to facilitate their integration for professional or academic purposes. In 2017, 1,762 applications for recognition were submitted. The ENIC NARIC Office in France is actively involved in European projects and it is aimed at changing the French situation and at promoting the coordination of transnational practices. It also invests in the development of the PQRA projects (European Qualification Passport for Refugees), created by the Council of Europe in order to help refugees who had to flee their countries so they can demonstrate their academic education and continue their studies or enter the job market professionally in the host country. The Office is also involved in the REFUGEES AND RECOGNITION project, under the Erasmus + Framework, funded by the European Comission. The aim of this Project is to coordinate good practices at an European level, as well as to establish recognition procedures adapted to the applications made by refugees.

- The CIEP - ENIC-NARIC Office in France organised a Good Practice Exchange Seminar on the recognition of refugees’ qualifications, (March 2016)
- Les bonnes pratiques européennes dans les procédures de reconnaissance des diplômes des réfugiés

<table>
<thead>
<tr>
<th>GENERAL FRAMEWORK (FRANCE)</th>
<th>Bachelor’s degree</th>
<th>Master’s degree</th>
<th>Doctorate (PhD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARTIAL RECOGNITION (1)</strong></td>
<td>Continuing and completing your studies&lt;sup&gt;65&lt;/sup&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FULL RECOGNITION (2)</strong></td>
<td>Academic purposes (2a)</td>
<td>Bachelor’s degree</td>
<td>Master’s degree</td>
</tr>
<tr>
<td></td>
<td>Professional and academic purposes (2b)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional purposes (regulated professions) (2c)</td>
<td>Bachelor’s degree</td>
<td>Master’s degree</td>
</tr>
</tbody>
</table>

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<sup>65</sup> In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

<sup>66</sup> This is applicable to any comparable foreign first degrees.

<sup>67</sup> This is applicable to any comparable foreign first degrees.

<sup>68</sup> This is applicable to any comparable foreign first degrees.
### NATIONAL REGULATIONS (FRANCE)

- Ministère de l’Enseignement supérieur, de la Recherche et de l’Innovation
  - The higher education system in France

### USEFUL WEBSITES (FRANCE)

- [ENIC-NARIC](CIEP)
- Comparability statement: instructions
- Continuing your studies in France
- Legalisation of your documents
- Recognition of a foreign diploma/ issued documents
- Office français de protection des réfugiés et apatrides (OFPRA)
- How to apply to study at a university in France
- [Campus France](
  - How higher education works in France
  - How to apply in an institute of higher education?
  - French degrees, LMD system and equivalences

### PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (FRANCE)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Partial recognition for the continuation of studies(^{69}) (1)</th>
</tr>
</thead>
</table>
| QUALIFICATION OBTAINED | Bachelor’s degree\(^{70}\)  
Master’s degree  
Doctorate (PhD) |
| DESCRIPTION | THE RECOGNITION PROCEDURES ARE DIFFERENT DEPENDING ON THE CYCLE, THE DEGREE AND THE HIGHER EDUCATION INSTITUTION, THERE ISN’T JUST ONE PROCEDURE: There isn’t just one procedure to enrol in the 2\(^{nd}\) or 3\(^{rd}\) year of a Bachelor’s degree, a Master’s degree or a PhD. You need to contact the relevant higher education institution directly. |
| COMPETENT AUTHORITY | Higher Education Institutions  
Partial recognition of foreign university studies in the French university system depends on the HEI where the application was submitted. There isn’t just one national regulation regarding recognition. |

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\(^{69}\) In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

\(^{70}\) This is applicable to any comparable foreign first degrees.
**Requirements:**

- The recognition applications for continuation of studies will vary depending on the degree, the HEI where the application is made and the applicant’s nationality.
- The European students or resident in a EU country follow the same procedures as the French students (there isn’t just one procedure). Resident students need to apply for a visa.
- Students from countries who are part of "Études en France":
  - If you wish to continue your studies in France for the 2nd or 3rd year of your Bachelor’s or Master’s degree, you need to follow the procedure "Études en France" until you obtain a Student Visa.
- The procedure "Études en France" does not apply to foreign students who wish to enrol in a doctorate programme. Contact the Doctoral schools that offer the research subjects that interests you.
- Non-European students or resident students from countries not included in "Études en France". You need to apply to each HEI separately. If you are accepted, you need to apply for a visa or a visa passeport talent (for PhD) at a French consulate.
- Healthcare studies: Medicine
- Procedure to file and individual application
- Procedure to apply for a PhD
- Procedure to enrol in 2nd or 3rd year of a Bachelor’s degree.

* All documents need to be translated.

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### FULL RECOGNITION 2B (FRANCE)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Comparability statement (Attestation de comparabilité)</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor’s degree(^{71})</td>
</tr>
<tr>
<td></td>
<td>Master’s degree</td>
</tr>
<tr>
<td></td>
<td>Doctorate (PhD)</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>The French state gives legal value to qualifications issued by a French HEI, qualifications validated by the Ministry of Higher Education or qualifications registered at the National Register of Professional Certifications (RNPC).</td>
</tr>
<tr>
<td></td>
<td>The principle of equivalence between a qualification (or an equivalent diploma) obtained abroad and a qualification (or an equivalent diploma) issued by the French Ministry of National Education and Higher Education does not exist in France.</td>
</tr>
</tbody>
</table>

\(^{71}\) This is applicable to any comparable foreign first degrees.
### Description

- A comparability statement is issued comparatively evaluating foreign qualifications with the French system.
- A comparability statement is an official document issued at the discretion of the French ENIC-NARIC Centre. This document carries no legal value and is not mandatory. The final decision regarding application for employment or further study lies with the employer, the training institution or any other administrative institution.
- Each institution decides on their own eligibility criteria considering the applicants’ academic record, as well as the requirements of the degree or qualification they wish to apply for. The host institution is the only authority responsible for admission. However, applications for recognition can be done more easily when there are agreements on mutual recognition of qualifications.
- The ENIC-NARIC Centre issues a comparability statement for qualifications obtained abroad to holders of foreign qualifications, comparatively evaluating such qualifications with the French system, providing all the relevant information about the corresponding education system (duration of study programmes, academic requirements, etc.)
- This statement is not a recognition certificate; however, some higher education institutions require it.
- The procedure cost is 70 € each application.

### Competent Authority

ENIC-NARIC France

### Requirements and Documents

**Requirements:**

- The original qualification must be recognised by the competent authorities of the country (of origin) where the qualification was issued
- The qualification attests to the completion of academic and/or vocational programmes
- The qualification must exist in its original language.

The ENIC-NARIC Centre France does not issue comparability statements for:

- Qualifications for which the training is of short duration (less than 6 months, equivalent to 600 hours per full-time semester).
- Qualifications certifying language skills alone
- Specialised qualifications relating to the practice of a regulated profession (doctor, lawyer, dentist, pharmacist, etc.)

**Documents** It is not necessary to translate the documents
**FULL RECOGNITION 2c (FRANCE)**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2c)</th>
</tr>
</thead>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree\(^{72}\)  
                       | Master's degree  
                       | Doctorate (PhD) |
| DESCRIPTION         | There are two major categories of regulated professions in France:  
                       | - Licensed professions and Ministerial offices, regarded as public service missions including, among others, notaries, lawyers/barristers, bailiffs, architects, doctors, pharmacists, paramedics etc.  
                       | - Commercial and craft professions  
                       | The ENIC-NARIC Centre France is the national contact point for the regulated professions within the meaning of Directive 2005/36 / EC. As such, the ENIC-NARIC Centre France:  
                       |   - Gives details on the procedures to pursue in respect of regulated professions in France.  
                       |   - It directs applicants to the appropriate authorities who are able to issue authorisation to carry out a given profession in France.  
                       | There are several procedures that certify professional work experience with the aim of enrolling in training or certifying a degree, diploma or level of qualification.  
                       | There are two different procedures: VAP 85 and VAE. VAP 85 enables direct access to a training courses following certification of pat experience. On the other hand, VAE offers the possibility to obtain a degree or part of a degree by certifying the candidate’s knowledge and skills.  
                       | The candidate must submit a dossier to a jury. In practice, there procedures are frequently used by higher education institutions in France to determine the level of a candidate with respect to the requirements of the programmes they provide. |
| COMPETENT AUTHORITY | ENIC-NARIC France |
| REQUIREMENTS AND DOCUMENTS | It is necessary to take into account both the state where the qualification was obtained and the nationality of the applicants.  
                           | [Documents](#) |

\(^{72}\) This is applicable to any comparable foreign first degrees.
### Germany

#### General Framework (Germany)

<table>
<thead>
<tr>
<th>Partial Recognition (1)</th>
<th>Continuing and completing your studies&lt;sup&gt;73&lt;/sup&gt;</th>
<th>Bachelor's degree&lt;sup&gt;74&lt;/sup&gt; Grundständigen Studium Master’s degree (weiterführenden Studien) Doctorate/PhD (Doktorstitel)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Recognition (2)</td>
<td>Academic purposes (2a)</td>
<td>Bachelor's degree&lt;sup&gt;75&lt;/sup&gt; Grundständigen Studium Master’s degree (weiterführenden Studien)</td>
</tr>
<tr>
<td></td>
<td>Academic and professional purposes (2b)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional purposes (2c)</td>
<td></td>
</tr>
</tbody>
</table>

#### Recognition of Qualifications Held by Refugees (Germany)

Access to university and admission to higher education for applicants who are unable to provide university entrance qualifications obtained in their country of origin:

Universities are responsible for determining their admission policies regarding German, foreign or stateless applicants holding foreign university entrance qualifications. Holders of qualifications obtained abroad who wish to study at a German university or to study a complementary programme may directly apply to a university of their choice.

- **Resolution** of the Standing Conference of the Ministers of Education and Cultural Affairs dated 3 December 2015. Access and Admission to Institutions of Higher Education for Applicants who are Unable to Provide Evidence of a Higher Education Entrance Qualification Obtained in their Home Country on Account of their Flight.<sup>76</sup>

**Grade assessment**


**General regulations**

- Framework regulation for entry to higher education with foreign educational certification for preparatory courses of study and for the assessment test<sup>78</sup> of the Standing Conference of the Ministers of Education and Cultural Affairs dated 15 April 1994 as amended on 21 September 2006.

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<sup>73</sup> In the same (or equivalent) Bachelor’s degree/ Master’s degree/ PhD. Please note that each university has specific admission criteria.

<sup>74</sup> This is applicable to any comparable foreign first degrees.

<sup>75</sup> This is applicable to any comparable foreign first degrees.

<sup>76</sup> German original text: Hochschulzugang und Hochschulzulassung für Studienbewerberinnen bzw. Studienbewerber, die fluchtberechtigt nachweislich der im Heimatland erworbenen Hochschulzugangsberechtigung nicht erbringen können

<sup>77</sup> German original text: Vereinbarung über die Festsetzung der Gesamtnote bei ausländischen Hochschulzugangsberechtigungen

<sup>78</sup> German original text: Rahmenordnung für den Hochschulzugang mit ausländischen Bildungsnachweisen, für die Ausbildung an den Studienkollegs und für die Feststellungsprüfung
### NATIONAL REGULATIONS (GERMANY)

Universities are responsible for recognition aiming at undergraduate and postgraduate admission as well as transfer of periods of study and examination outcomes. Länder law on higher education regulates the use of foreign academic qualifications. German institutions of higher education are responsible for the recognition of foreign school qualifications, which may lead to admission to study for a first degree at a German institute of higher education. This also applies to the credit transfer of higher education and examination performances acquired abroad. The Recognition Act (Anerkennungsgesetz) does not cover these procedures. 

The legal basis varies depending on the purpose of recognition and the country of origin. The provisions of the Lisbon Convention apply to qualifications and degrees in the signatory states of the convention. The following agreements apply to states which have not ratified the Lisbon Convention (in so far as they have been ratified in the respective state):

- European Convention on the Equivalence of Diplomas Leading to Admission to University
- European Convention on the Equivalence of Periods of University Study
- European Convention on the Academic Recognition of University Qualifications
- European Convention on the General Equivalence of Periods of University Study


### USEFUL WEBSITES (GERMANY)

- **Academic Recognition**
- **Statement of comparability**
- Information portal for the recognition of foreign professional qualifications in Germany ("Anerkennung in Deutschland")
  - Comparison of training professions in the dual system and professions governed by German law
  - Compilation of further training governed by federal law and continuing education governed by Länder law
- **Central Office for Foreign Education (ZAB)**
- **ENIC-NARIC GERMANY**
### PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (GERMANY)

| PROCEDURE                  | Partial recognition for the continuation of studies  
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Anerkennung im Hochschulbereich</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor’s degree (Grundständigen Studium)</td>
</tr>
<tr>
<td></td>
<td>Master’s degree (weiterführenden Studien)</td>
</tr>
<tr>
<td></td>
<td>Doctorate/PHD (Doktortitel)</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>Recognition comprises:</td>
</tr>
<tr>
<td></td>
<td>- access to higher education at an undergraduate level (admission to university programmes)</td>
</tr>
<tr>
<td></td>
<td>- access to postgraduate and doctorate programmes</td>
</tr>
<tr>
<td></td>
<td>- transfer of periods of study and examination outcomes</td>
</tr>
</tbody>
</table>

**Admission to Master’s degree programmes**

Holders of a foreign academic degree, who would like to study for a master’s degree (or equivalent) at a German university, need to provide evidence on the comparability of their education to a German bachelor’s degree. The qualification has to be an entrance qualification to postgraduate programmes (or an equivalent academic level) in the country of origin as well.

**Access to doctorate programmes**

Holders of a foreign academic degree who would like to study for a doctorate at a German university, need to provide evidence that their qualification entitles them this level of study in their country of origin as well. The qualification has to be comparable to a German master’s degree, *Universitätsdiplom*, *Magister* or *Staatsexamen*.

**COMPETENT AUTHORITY**

The responsible board of a university decides on the admission to postgraduate studies or doctorates based on their respective regulations. If necessary, the university may ask the Central Office for Foreign Education (ZAB) for an evaluation of the foreign degree.

**REQUIRED DOCUMENTS**

- Identity card or passport
- Copy of the official diploma of the higher education degree
- Academic transcript of records
- Degree certificate issued by a competent authority and officially recognized in the country of origin.
- Proof of admission to the university programme and proof of completion of cycle of study.

(*) all documents must be legalized and translated

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79 In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

80 This is applicable to any comparable foreign first degrees.
FULL RECOGNITION (GERMANY)

**PROCEDURE**
Full recognition (2b)

**NAME**
Zeugnisbewertung (statement of comparability)

**QUALIFICATION OBTAINED**
Bachelor’s degree\(^{81}\) (*Grundständigen Studium*)
Master’s degree (*weiterführenden Studien*)

Holders of foreign higher education certificates can apply for an individual statement of comparability to the Central Office for Foreign Education (ZAB). The ZAB issues a statement of comparability, which is an official document that describes a foreign higher education qualification AND ITS PROFESSIONAL AND ACADEMIC USAGE. The Statement specifies the German qualification to which your foreign qualification is comparable and provides information on the options for continuing your studies, the legal basis of the use of academic degrees and the procedure of professional recognition.

- **In regulated professions**, recognition is a precondition to exercise the profession as well as for using the job title. Without recognition, people with professional and vocational qualifications gained abroad may not work in these professions in Germany.
  - Regulated professions in Germany include teacher, nursery school teacher or engineer, etc. and they are regulated separately by the individual German federal states (Länder).
  - In the event of significant differences between qualifications leading to regulated professions, the competent authority determines whether these differences can be offset by compensation measures in order to achieve recognition and obtain authorization to pursue the profession or use the professional title. The compensation measure may be an adaptation period or an examination.
- **Non-regulated professions**
  - The Federal Government’s Recognition Act does not govern foreign higher education certificates, which do not qualify their holders for a regulated profession. Graduates from such programmes can apply for employment on the German labour market directly. However, to improve their career prospects in Germany, they may have their final qualifications assessed by the Central Office for Foreign Education (ZAB).
  - Formal recognition is not needed if the profession is not regulated to exercise the profession. Persons may apply for work directly and work on the labour market in these occupations. No recognition is required for foreign higher education qualifications that do not lead to a recognised profession (e.g. mathematician, economist, journalist).

Recognition is also mandatory if you are located in a third country (outside the EU/EEA or Switzerland) and wish to apply for a German work visa.

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\(^{81}\) This is applicable to any comparable foreign first degrees.
**COMPETENT AUTHORITY**

- **Central Office for Foreign Education (ZAB)**
- The BQ-Portal, the portal “Recognition in Germany” (Anerkennung in Deutschland) and the database “anabin” are the three central information portals for recognition of foreign professional qualifications.

**REQUIRED DOCUMENTS**

Certified copies of the following documents:
- Diploma or final degree certificate in original language.
- Transcript of records of the subjects and grades.
- Curriculum.
- Europass Diploma Supplement (if existing)
  A translation into German of your documents. If your documents are issued in Arabic, English, French, Italian or Spanish, it is not necessary to have them translated.

Simple copies (in original language) of the following documents:
Please note that you do not need a translation for these documents:
- Identity document (passport or identity card)
  - The official proof of a possible change of your name (provided that this is not evident from your identity card or passport)
- Your Secondary School Leaving Certificate which gives access to higher education in your home country
- A confirmation of the university about the duration of studies and the mode of attendance (in case this information is not included in the transcript of records)
- All degrees received before the degree that is to be evaluated in the original language along with a transcript of records. (For instance, this applies to postgraduate studies).
- If you disagree with an authenticity check by the ZAB, please declare your reasons. (cf. note 10 in the application form).
### GENERAL FRAMEWORK (GREECE)

<table>
<thead>
<tr>
<th>PARTIAL RECOGNITION (1)</th>
<th>Full and stepwise approach to the integration of refugees</th>
</tr>
</thead>
</table>
| Continuing and completing your studies\(^{82}\) | Bachelor's degree\(^{83}\) (Ptychio)  
Master's degree (Metaptychiakon)  
Doctorate, PhD (Didaktoriko) |
| Academic purposes (2a) | Bachelor's degree\(^{84}\) (Ptychio)  
Master's degree (Metaptychiakon)  
Doctorate, PhD (Didaktoriko) |
| Full recognition (2) | Bachelor's degree\(^{85}\) (Ptychio)  
Master's degree (Metaptychiakon)  
Doctorate, PhD (Didaktoriko) |
| Professional and academic purposes (including regulated professions) (2b) | |
| Professional purposes (2c) | |

### RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES (GREECE)

**European Qualifications Passport for Refugees**

- **02-04-18** European Qualifications Passport for Refugees: 92 refugees were interviewed by credentials evaluators and 72 EQPRs were issued in 2017.

- The Greek Ministry of Education, Research and Religious Affairs in collaboration with the Directorate General of Democracy, the Council of Europe, DOATAP and the Information Centres (ENIC/NARIC) Norway, United Kingdom and Italy created the pilot project “European Qualifications passport for refugees” in 2017.

### NATIONAL REGULATIONS (GREECE)

Pursuant to Act 2916/2001, tertiary education is divided into university education, which is provided by the universities, and higher technological education, which is provided by the Technological Educational Institutes (TEIs).

**Act 3328/2005**

Recognition of academic qualifications, information and other provisions:

Foundation Act 3328/2005 on recognition of foreign qualifications requires all university studies to be

\(^{82}\) In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

\(^{83}\) This is applicable to any comparable foreign first degrees.

\(^{84}\) This is applicable to any comparable foreign first degrees.

\(^{85}\) This is applicable to any comparable foreign first degrees.
completed in a similar Foreign Higher Education Institution.

- A legal person governed by public law is founded under the name "HELLENIC NATIONAL ACADEMIC RECOGNITION AND INFORMATION CENTER" (NARIC) or DOATAP (in Greek), and supervised by the Ministry of Education, Research and Religious Affairs. The Centre uses the following name in its international relations: "Hellenic National Academic Recognition and Information Centre (Hellenic NARIC)".
- The higher institution issues degrees, postgraduate diplomas and PhD diplomas as qualifications. Exceptionally, higher technological educational institutes that issue only degrees as qualifications, are also considered to be equivalent.
- In the sense of the present law: "Higher education of university and technological course" is the education provided by universities and technological educational institutes operating in Greece or abroad as higher education institutions.

**Conditions for the recognition of qualifications**

Especially for the recognition of qualifications from abroad, acquired after a three-year period of studying, when the respective programmes domestically provide for four or five-year periods of studies, "equivalence" or "equivalence and correspondence" of the degree is recognized only if the holder of the degree also holds a postgraduate diploma. In this case there is no "equivalence" recognized for the postgraduate diploma. The acquisition of a postgraduate qualification is not deemed necessary in the case of equivalence with a degree from a technological educational institute. In special cases of intensive programmes abroad, of a three-year duration, when the respective university programmes domestically are of a four-year duration, it is possible, by a specially justified decision of the competent Department of the Centre’s Board of Directors, to provide “equivalence” or “equivalence and correspondence” for a degree, without simultaneously taking into account a postgraduate diploma. In order to make this decision, they take into account specific qualitative and quantitative criteria, and especially the credits of the studies programme in the foreign institution and any evaluation or certification of the institution by recognized higher education bodies.


**USEFUL WEBSITES (GREECE)**

- **Tertiary education in Greece** (Diagram)
  - Universities
- **DOATAP**
  - Documents required for recognition of degrees from foreign institutions
  - Documents required for degree recognition
- **Ministry of Education, Research and Religious Affairs**
- **Ministry of Foreign Affairs**
  - KEP and Services for Greeks Abroad
### PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (GREECE)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Partial recognition for the continuation of studies(^{(1)})</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Titlos spoudón (Τίτλος σπουδών)</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree\(^{(2)}\) (Ptychio)  
                       | Master's degree (Metaptychiakon)  
                       | Doctorate, PhD (Didaktoriko) |
| DESCRIPTION | Recognition of foreign qualifications or periods of study in order to continue studying in Greece |
| COMPETENT AUTHORITY | Panepistimion (Universities)  
                       | Polytechnion (Technical Universities) |
| REQUIRED DOCUMENTATION | • Copy of passport or identity card certified by Greek Official Embassies/Consulates/Greek Lawyers  
                        | • Proof of fee payment  
                        | • An official statement of law (N. 1599/86) stating:  
                          o All submitted documents are original.  
                          o There has been no other application for accreditation to DOATAP or any other Public Authority.  
                          o The place of study (for all the years of study)  
                        | • A certified copy of High School Diploma. For non E.U. countries, one must also submit a certificate issued by a qualified authority of the country stating that the holder of the specific High School diploma has the right to enter higher education.  
                        | • Application form |

### FULL RECOGNITION (GREECE)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Anagnórisi titlou spoudón (Αναγνώριση τίτλου σπουδών)</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree\(^{(2)}\) (Ptychio)  
                        | Master's degree (Metaptychiakon)  
                        | Doctorate, PhD (Didaktoriko) |

\(^{(1)}\) In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.  
\(^{(2)}\) This is applicable to any comparable foreign first degrees.
General recognition for academic purposes

**Procedure for the recognition of qualifications**

**Fees**

**COMPETENT AUTHORITY**

Δ.Ο.Τ.Α.Π. (Hellenic NARIC)

**REQUIRED DOCUMENTATION**

1. Application form (can be provided by the DOATAP secretariat or downloaded from our website).

2. Fee of 230.40 € (225€ + 2.4% additional charges) (undergraduate titles) or 184.32 (180 + 2.4% additional charges) (postgraduate titles) payable to the Bank of Greece (SWIFT CODE: BNGRGRAA, IBAN: GR05 0100 0240 0000 0002 6072 595). On the deposit slip should be referred as depositor the citizen requesting recognition.

3. Copy of passport or identity card certified by Greek Official Embassies/Consulates/Greek Lawyers

4. An official statement of law (N. 1599/86) stating that:
   a. all submitted documents are original.
   b. there has been no other application for accreditation to DOATAP or any other Public Authority.
   c. the place of study (for all the years of study)
   d. all the studies required for the award of the title to be recognized have been completed

5. A certified copy of High School Diploma. For non E.U. countries, the U.S.A., the former U.S.S.R. and Canada, one must also submit a certificate issued by a qualified authority of the country (i.e. Embassy in Greece) stating that the holder of the specific High School diploma has the right to enter higher education.

6. A certified copy of the degree to be recognised. The degree must also be verified for authenticity reasons according to the Hague Convention (APOSTILLE). For countries not participating in the Hague Convention, both the degrees and the official transcript should be certified by the Consular Authorities of Greece at the country in which the degree has been obtained. Alternatively, if the degree is not verified as described above, then the official transcript must be sent directly from the University to DOATAP.

7. An official transcript (grades from all subjects and from all the years of study, signed and stamped by the University, stating the date of award). If the transcript is not stamped according to the Hague Convention or verified by the Consular Authorities of Greece (for countries not participating in Hague Convention), it must come directly from the University to DOATAP.

8. A certificate for the location of studies must be sent by the Institution directly to DOATAP. If the certificate is not written in Greek, English or French,
then, additionally, it should be submitted stamped according to the Hague Convention. The certificate should verify that all applicant’s studies, from ******* to ******* took place and were completed in ******* (country, city, campus) and nowhere else.

For PhD degrees with no coursework required, instead of the abovementioned certificate, the Institution should send directly to DOATAP a confirmation letter referring to student’s personal data, study program’s duration and type, graduation date, research supervision and thesis defence. For distance learning studies, instead of the abovementioned certificate, the relevant questionnaire will be completed by the Institution and sent directly to DOATAP.

9. A Syllabus / Bulletin of the Institution if either the Institution or the faculty has not been accredited by DOATAP.


Clarifications

1. If documents are submitted by someone else, an authorization or a validation of the applicant’s signature by the Police is required.

2. All documents must be officially translated if they are not in English or French. Translation should be made at the Ministry of Foreign Affairs / the Greek Consular Authorities in Greece or by an authorized lawyer.

3. If there are intermediate titles before a degree is issued, these must be submitted as well.

4. For doctorate titles from Albania, Romania, Bulgaria and Serbia, more documents are needed (information at the Information Department in DOATAP).

5. In the case of co-examination of titles a fee of 414,72€ is necessary.

Attention

1. DOATAP is free to ask for any further evidence concerning one’s studies.

2. No application is examined if all required documents have not been submitted

Translation Service

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Anagnórisi titlou spoudón (Αναγνώριση τίτλου σπουδών)</td>
</tr>
</tbody>
</table>
Funded by the European Union’s Asylum, Migration and Integration Fund

University leading full and stepwise approach to the integration of refugees

| QUALIFICATION OBTAINED | Bachelor’s degree⁸⁹ (Ptychio)  
| Master’s degree (Metaptychiakon)  
| Doctorate, PhD (Didaktoriko) |
| DESCRIPTION | Recognition of Medicine, Dentistry and other sciences degrees outside the European Union member-states.  
| | The recognition of "equivalence and correspondence" for degrees of Medicine and Dentistry issued by equivalent universities abroad, outside the countries of the European Union, is executed after exams in the subjects stipulated under paragraphs 1 and 2 of article 5 in L. 3027 / 2002.  
| Please check a list of regulated professions at the European Commission website. |
| COMPETENT AUTHORITY | Δ.Ο.Α.Τ.Α.Π. (Hellenic NARIC) |
| REQUIRED DOCUMENTATION | **Documents required for degree recognition**  
| | 1. Application form (can be provided by the DOATAP secretariat or downloaded from our website). |
| | 2. Fee of 230.40 € (225€ + 2.4% additional charges) (undergraduate titles) or 184.32 (180 + 2.4% additional charges) (postgraduate titles) payable to the Bank of Greece (SWIFT CODE: BNGRGRAA, IBAN: GR05 0100 0240 0000 0002 6072 595). On the deposit slip should be referred as depositor the citizen requesting recognition. |
| | 3. Copy of passport or identity card certified by Greek Official Embassies/Consulates/Greek Lawyers  
| | 4. An official statement of law (N. 1599/86) stating that:  
| | a. all submitted documents are original.  
| | b. there has been no other application for accreditation to DOATAP or any other Public Authority.  
| | c. the place of study (for all the years of study)  
| | d. all the studies required for the award of the title to be recognized have been completed  
| | 5. A certified copy of High School Diploma. For non E.U. countries, the U.S.A., the former U.S.S.R. and Canada, one must also submit a certificate issued by a qualified authority of the country (i.e. Embassy in Greece) stating that the holder of the specific High School diploma has the right to enter higher education. |
| | 6. A certified copy of the degree to be recognised. The degree must also be verified for authenticity reasons according to the Hague Convention (APOSTILLE). For countries not participating in the Hague Convention, both the degrees and the |

⁸⁹ This is applicable to any comparable foreign first degrees.
Official transcript should be certified by the Consular Authorities of Greece at the country in which the degree has been obtained. Alternatively, if the degree is not verified as described above, then the official transcript must be sent directly from the University to DOATAP.

7. An official transcript (grades from all subjects and from all the years of study, signed and stamped by the University, stating the date of award). If the transcript is not stamped according to the Hague Convention or verified by the Consular Authorities of Greece (for countries not participating in Hague Convention), it must come directly from the University to DOATAP.

8. A certificate for the location of studies must be sent by the Institution directly to DOATAP. If the certificate is not written in Greek, English or French, then, additionally, it should be submitted stamped according to the Hague Convention. The certificate should verify that all applicant’s studies, from ....... to ......., took place and were completed in ............... (country, city, campus) and nowhere else.

For PhD degrees with no coursework required, instead of the abovementioned certificate, the Institution should send directly to DOATAP a confirmation letter referring to student’s personal data, study program’s duration and type, graduation date, research supervision and thesis defense. For distance learning studies, instead of the abovementioned certificate, the relevant questionnaire will be completed by the Institution and sent directly to DOATAP.

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1. If documents are submitted by someone else, an authorization or a validation of the applicant’s signature by the Police is required.

2. All documents must be officially translated if they are not in English or French. Translation should be made at the Ministry of Foreign Affairs / the Greek Consular Authorities in Greece or by an authorized lawyer.

3. If there are intermediate titles before a degree is issued, these must be submitted as well.

4. For doctorate titles from Albania, Romania, Bulgaria and Serbia, more documents are needed (information at the Information Department in DOATAP).

5. In the case of co-examination of titles a fee of 414,72 € is necessary.

Attention

1. DOATAP is free to ask for any further evidence concerning one’s studies.

2. No application is examined if all required documents have not been submitted
In line with the stipulation of the Lisbon Convention, Italy has adjusted its own legislation in terms of refugee qualification recognition by introducing Legislative Decree 251/2007 Art. 26 comma 3a:

«For the recognition of professional qualifications, diplomas, certificates and other foreign qualifications by holders of refugee status or subsidiary protection status, the competent administrations must identify appropriate evaluation, convalidation and accreditation systems which allow qualification recognition as stipulated by Art. 49 of the Presidential Decree n. 394 of 31 August 1999, even in the absence of certification on the part of the State that in which the qualification was awarded, in cases where the interested party demonstrates the impossibility of obtaining such certification».

### Recognition of Qualifications Held by Refugees (Italy)

<table>
<thead>
<tr>
<th>Partial Recognition (1)</th>
<th>Bachelor’s degree (Laurea Triennale)</th>
<th>Master’s degree (Laurea Magistrale)</th>
<th>Doctoral degree (PhD) (Dottorato di ricerca)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing and completing your studies 90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full Recognition (2)</th>
<th>Bachelor’s degree (Laurea Triennale)</th>
<th>Master’s degree (Laurea Magistrale)</th>
<th>Doctoral degree (PhD) (Dottorato di ricerca)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic purposes (2a)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional and academic purposes (including regulated and non-regulated professions) (2b)</td>
<td>Bachelor’s degree 92</td>
<td>Master’s degree</td>
<td>Doctoral degree (PhD) (Dottorato di ricerca)</td>
</tr>
<tr>
<td>Professional purposes (public administration) (2c)</td>
<td>Bachelor’s degree 93</td>
<td>Master’s degree</td>
<td>Doctoral degree (PhD) (Dottorato di ricerca)</td>
</tr>
</tbody>
</table>

90 In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

91 This is applicable to any comparable foreign first degrees.

92 This is applicable to any comparable foreign first degrees.

93 This is applicable to any comparable foreign first degrees.

94 This is applicable to any comparable foreign first degrees.
1. The Ministry of Foreign Affairs and International Cooperation (MAECI) has activated a service for the request of Statements of Validity (Dichiarazione di valore) for refugees and international and subsidiary protection holders.

2. CIMEA, via its own service of statement of comparability and certification of qualifications - Credential Information Service – International - produces, free of charge, “Statement of Comparability” of foreign qualifications for persons with refugee status, subsidiary or international protection holders and detainees. For information on this service please write to: cis@cimea.it.

3. CIMEA has also sponsored and activated the National Coordination for the Evaluation of Refugee Qualifications (CNVQR): an informal network of experts from the administrative sector who operate inside higher education institutions and who deal with recognition of qualifications, to share evaluation procedures, problem cases, sources of information and methodological practices in cases of evaluation of qualifications held by refugees, even in cases of little or no documentation. For further information and detail, kindly consult the following ENIC-NARIC website page: http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx.

4. CIMEA started the trial phase of the Academic Pass of Refugee Qualifications that, through the development of an innovative procedure, allows the evaluation of qualifications held by refugees also in the case of missing or partial documentation.

5. CIMEA is involved in international projects that focus on recognition of refugees’ qualifications.

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**NATIONAL REGULATIONS (ITALY)**

- Art. 2 of Law No 148/2002 of 11 July 2002 (which ratifies the Lisbon Convention)
- Art. 74 of Legislative Decree No 382/80
- Art. 38 of Legislative Decree No 165/2001 (amended by Art. 8 of Decree-Law No 5 of 9 February 2012)
- Presidential Decree No. 189/2009 (Art.2, Art.3, Art4)
- Art. 12 of Law No 29/2006

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**USEFUL WEBSITES (ITALY)**

- Ministry of Education, University and Research (MIUR)
- CIMEA
  - Recognition of qualifications
**PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (ITALY)**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Partial recognition for the continuation of studies⁹⁵ (1)</th>
</tr>
</thead>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree⁹⁶ *(Laurea Triennale)*  
                         | Master's degree *(Laurea Magistrale)*  
                         | Doctoral degree *(PhD)* *(Dottorato di ricerca)* |
| DESCRIPTION | Recognition procedure of foreign university studies in order to continue studying in Italy. |
| COMPETENT AUTHORITY | Universities and AFAM institutions (Italian Higher Education for Art, Music and Dance institutions authorised to issue official certificates or diplomas) (art.11 Presidential Decree, no. 212 of 8 July 2005). |
| REQUIRED DOCUMENTS | **Minimum language requirements** to continue studying in Italy: B2 Italian certificate calibrated on the Council of Europe levels, issued by one of the members of the CLIQ (Quality Certification of the Italian Language). For those who do not have this certificate, higher education institutions offer Italian language proficiency tests.  
Documents:  
- Official final secondary school leaving certificate from the relevant foreign system issued by a competent authority (access to first cycle programmes)  
- Official qualification from a foreign university, translated and legalised, (access to second cycle programmes)  
- Analytical certificate of examinations taken, issued by the higher education institution where the qualification was awarded, together with a corresponding translation (full transcript of records).  
- Present corresponding elements of nature and academic discipline (number of credits, duration, the academic nature and/or research elements, legal status).  
- Information about the institution where the certificate or qualification was awarded. |

**FULL RECOGNITION (ITALY)**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td><em>Riconoscimento Finalizzato</em> <em>(Recognition according to the purpose)</em></td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree⁹⁷ *(Laurea Triennale)*  
                         | Master's degree *(Laurea Magistrale)*  
                         | Doctoral degree *(PhD)* *(Dottorato di ricerca)* |

⁹⁵ In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.  
⁹⁶ This is applicable to any comparable foreign first degrees.  
⁹⁷ This is applicable to any comparable foreign first degrees.
**DESCRIPTION**

Procedure for the acquisition of a corresponding Italian qualification

This document contains general information related to the foreign university qualification such as recognition/accreditation status of the institution from which it has been issued in the country of origin and the level of the qualification according to the Bologna Process and to the European Qualifications Framework, besides the indication of the nature of the course (academic or professional).

Attestato di comparabilità del titolo estero - titolo universitario ([Sample of the document](#))

**COMPETENT AUTHORITY**

For Bachelor and Master Degrees: Universities and AFAM institutions
For Doctoral Degree and PhD: Ministry of Education, University and Research (MIUR) (Art.74 of Presidential Decree 382/80)

**REQUIREMENTS & DOCUMENTS**

- Qualification awarded by a competent authority and officially recognized in the country of origin
- Analytical certificate of examinations taken, issued by the higher education institution where the qualification was awarded, together with a corresponding translation (full transcript of records).
- Present corresponding elements of nature and academic discipline (number of credits, duration, value, academic nature and/or research elements, and legal status).
- Information about the institution where the certificate or qualification was awarded.
- Note: when applying for PhD recognition or equivalence, the application form should be submitted together with certificates of the research activities and the research work carried out in non-Italian universities.

**FULL RECOGNITION 2b (ITALY)**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Risconoscimento Finalizzato (Recognition according to the purpose)</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor's degree(^{98}) (Laurea Triennale)</td>
</tr>
<tr>
<td></td>
<td>Master's degree (Laurea Magistrale)</td>
</tr>
<tr>
<td></td>
<td>Doctoral degree (PhD) (Dottorato di ricerca)</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>Recognition procedures to evaluate foreign qualification in the Italian system with NON-ACADEMIC PURPOSES (Presidential Decree No. 189 of 30 July 2009).</td>
</tr>
</tbody>
</table>
| COMPETENT AUTHORITY | Different national administrations:  
1. Prime Minister’s Office – Department of Public Affairs – P.P.A. Office (Access to public competitions)  
2. Ministry of Education, University and Research  
3. Relevant administration (Award of scholarships and other benefits) |

\(^{98}\) This is applicable to any comparable foreign first degrees.
**REQUIRED DOCUMENTS**

- Qualification awarded by a competent authority and officially recognised in the country of origin. Foreign qualification, translated and legally certified.
- Analytical certificate of examinations taken, issued by the higher education institution where the qualification was awarded, together with a corresponding translation.
- Statement of validity (Dichiarazione di valore) issued by the Italian Embassy in the country where the qualification was awarded.
- Present corresponding elements of nature and academic discipline (number of credits, duration, value, academic nature and/or research elements, and legal status).
- Information about the institution where the certificate or qualification was awarded.
- Competition announcement with the most important requirements of access to the exams.

---

**FULL RECOGNITION 2c (ITALY)**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2c)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Risconoscimento Finalizzato</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree*(Laurea Triennale)*  
|                 | Master's degree *(Laurea Magistrale)*  
|                 | Doctoral degree *(PhD)* *(Dottorato di ricerca)* |

**DESCRIPTION**

Recognition of foreign higher education qualifications for professional purposes:

1. **Non-regulated professions:** Anyone who wishes to practise a non-regulated profession in Italy and who holds a foreign qualification has no need to obtain legal or formal recognition to join the Italian job market (recognition is only required if requested by the employer).

2. **Regulated professions:** Those who hold a foreign professional qualification, whose practice is regulated by Italian legislation, need the recognition of the competent Italian authority in order to legally practise the corresponding profession in Italy.

**COMPETENT AUTHORITY**

Ministry which supervises the profession

**REQUIRED DOCUMENTS**

- Qualification issued by a competent authority and officially recognised in the country of origin. Foreign qualification, translated and legalised.
- Analytical certificate of examination outcomes, issued by the higher education institution where the qualification was awarded, together with a corresponding translation.
- Present corresponding elements of nature and academic discipline (number of credits, duration, value, academic nature and/or research elements, and legal status).
- Information about the issuing institution.

---

*99 This is applicable to any comparable foreign first degrees.*
## THE NETHERLANDS

### GENERAL FRAMEWORK (THE NETHERLANDS)

| PARTIAL RECOGNITION (1) | Continuing and completing your studies | Bachelor's degree<sup>100</sup>  
| |  | Master's degree  
| |  | Doctorate, PhD  
| FULL RECOGNITION (2) | Academic purposes (2a)  
| |  | Bachelor's degree<sup>102</sup>  
| |  | Master's degree  
| |  | Doctorate, PhD  
| | Professional and academic purposes (2b)  
| |  | Bachelor's degree<sup>103</sup>  
| |  | Master's degree  
| |  | Doctorate, PhD  
| | Professional purposes (2c)  

### RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES (THE NETHERLANDS)

Steps towards requesting credential evaluation
- Step 1: Obtain a residence permit  
- Step 2: Receive the 'Integration requirement notice' (Kennisgeving inburgeringsplicht) letter from DUO (Dients Uitvoering Onderwijs)  
- Step 3: Submit a request to the Credential evaluation information centre (IDW) for: a credential evaluation (if you hold documents), or an 'Indication of level of education' (Indicatie Onderwijsniveau) (if you don’t hold documents).

### NATIONAL REGULATIONS (THE NETHERLANDS)

- Dutch educational system  
- Ministry of Education, Culture and Science  
- Nuffic  
- IDW evaluates credentials following the principles of the Lisbon Recognition Convention  
- DUO is the Dutch Executive Education Agency  
- Application Dutch Title  
- Rijksoverheid (Government)  
- How can I have my foreign diploma evaluated and recognised in the Netherlands?  

<sup>100</sup> In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.  
<sup>102</sup> This is applicable to any comparable foreign first degrees.  
<sup>103</sup> This is applicable to any comparable foreign first degrees.
Funded by the European Union's Asylum, Migration and Integration Fund

University leading full and stepwise approach to the integration of refugees

2013 amending Directive 2005/36/EC on the recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System (‘the IMI Regulation’).

USEFUL WEBSITES (THE NETHERLANDS)

- Studying in the Netherlands with a foreign diploma. Nuffic
- Information on international credential evaluation
- Study in Holland
  - Dutch grading system
- What kind of advice can you apply for?
- Download the application form
- Apply for a duplicate credential evaluation

PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (THE NETHERLANDS)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Partial recognition for the continuation of studies ¹⁰⁴ (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Credential evaluation</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor's degree ¹⁰⁵</td>
</tr>
<tr>
<td></td>
<td>Master's degree</td>
</tr>
<tr>
<td></td>
<td>Doctorate, PhD</td>
</tr>
</tbody>
</table>

DESCRIPTION

It is a foreign diplomas and certificates evaluation procedure, so applicants can continue their studies in the Netherlands.

- Apply for credential evaluation
  - Which diplomas cannot be evaluated?
  - Which kind of advice can you request?

It can be used in Non-regulated professions, it is up to the employer to decide whether the credential evaluation is required or recognised by them.

A credential evaluation does not grant permission to work in a regulated/protected profession.

COMPETENT AUTHORITY

Universities and education institutions

¹⁰⁴ In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

¹⁰⁵ This is applicable to any comparable foreign first degrees.
Minimum language requirements to continue studying in the Netherlands:
- **English level:** you need to have passed an English language proficiency test, such as IELTS with a score of 6 or TOEFL, with a score of 550 (paper based) or 213 (computer based).
- **English language proficiency test** (TOEFL or IELTS are the two English tests accepted by all higher education institutions in the Netherlands).

Documents:
- A copy of your diploma, as issued by the educational institute officially recognised in the foreign country
- A copy of your valid passport, ID-card or residence permit (it can be a scan or a photo, all pages included)
- School-leaving certificate
- Secondary school transcript of records, as issued by the educational institute. If English is not among them, you will need to submit an English language certificate such as IELTS to prove sufficient knowledge of the language.
- Motivation letter
- CV in English
- University diploma. If the certificate is not issued in English, it is required to provide a sworn translation of the document.
- Academic transcript of records
  - List of passed modules and credits during your university studies. If possible, please submit this document in English. A sworn translation accompanying the document will need to be submitted in case the document was issued in a language other than English.
- A portfolio comprising a collection of the student’s high-quality work. (Only required by specific degrees, such as: Bachelor of Arts & Technology, Bachelor in Game Creation & Producing, Bachelor in Game Technology & Producing).

<table>
<thead>
<tr>
<th>FULL RECOGNITION 2a (THE NETHERLANDS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROCEDURE</strong></td>
</tr>
<tr>
<td><strong>NAME</strong></td>
</tr>
<tr>
<td><strong>QUALIFICATION OBTAINED</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>DESCRIPTION</strong></td>
</tr>
</tbody>
</table>

¹⁰⁶ This is applicable to any comparable foreign first degrees.
profession associated with this degree in the Netherlands.

**ACADEMIC AND PROFESSIONAL PURPOSES**

- **Requirements:**
  - It is required in order to exercise certain professions in the public sector or when there are prerequisites to exercise a certain profession.
  - If you wish to exercise an authorised profession which requires a specific academic qualification.
  - Regulated (protected by law) professions in the Netherlands

The individual institution will determine whether the foreign education fulfils the specific requirements as to breadth and depth for the discipline/subject or degree in question.

- Your foreign diploma in the Netherlands
- Apply for credential evaluation
  - Which diplomas cannot be evaluated?
  - Which kind of advice can you request?
- Procedure

**COMPETENT AUTHORITY**

Universities and education institutions (delegated authority)

**REQUIRED DOCUMENTS**

Documents

**FULL RECOGNITION 2b (THE NETHERLANDS)**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Credential evaluation</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor’s degree\(^{107}\)
|              | Master’s degree        |
|              | Doctorate, PhD         |
| DESCRIPTION | • If your academic qualification is recognised in the Netherlands, it can be compared to a Dutch qualification. This evaluation describes the duration of the study programme, the number of credits, and the corresponding academic level (Bachelor’s degree, Master’s degree or PhD).
  • Credential evaluation does NOT provide permission to work in a profession, or the right to direct admission to an educational programme. An employer, educational institute or other third party decides this themselves.
  • Nuffic’s credential evaluation is not obligatory but it can help while searching for a job or an education at the appropriate level in the Netherlands. |

\(^{107}\) This is applicable to any comparable foreign first degrees.
### DESCRIPTION
- Working in the Netherlands with a foreign diploma
- Assistance Centre for professional recognition in the Netherlands.
- Check the list of regulated professions on the European Commission’s database.

### COMPETENT AUTHORITY
Nuffic

### REQUIRED DOCUMENTATION

| Diploma issued by a competent authority and officially recognised in the home country. |

**Bachelor’s degree:**
- A fully filled-out application form
- A copy of your diploma, as issued by the educational institution
- A copy of the curriculum along with the diploma, as issued by the educational institution
- A copy of your valid passport, ID-card or residence permit

**Master’s degree:**
- A copy of the bachelor diploma, as issued by the educational institution
- A copy of the list of results that goes with it, as issued by the educational institution
- **Note:** If you received an official transcript along with your degree, please have the educational institution send it to the IcDW in a sealed envelope. They do not accept copies of this document.

**Doctorate, PhD:**
- A copy of both the Bachelor’s and Master’s diploma, as issued by the educational institution
- A copy of the lists of results that go with it, as issued by the educational institution
- If necessary, a copy of a sworn translation of the aforementioned documents
- A sworn translation is necessary if the educational institution issued the documents in languages other than Dutch, German, English or French. Sworn translators can be contacted through www.bureauwbtv.nl
NORWAY

GENERAL FRAMEWORK (NORWAY)

| PARTIAL RECOGNITION (1) | Continuing and completing your studies | Bachelor’s degree\textsuperscript{109}  
| |  
| | Master’s degree  
| | Doctorate (PhD)  
| FULL RECOGNITION (2) | Academic purposes (2a) | Bachelor’s degree\textsuperscript{110}  
| |  
| | Master’s degree  
| | Doctorate (PhD)  
| | Professional and academic purposes (including regulated professions) (2b) | Bachelor’s degree\textsuperscript{111}  
| |  
| | Master’s degree  
| | Doctorate (PhD)  
| | Professional purposes (2c) |  

RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES (NORWAY)

Pursuant to Article VII of the Convention on the Recognition of Qualifications, the Norwegian ENIC/NARIC office, NOKUT, has created a recognition procedure of foreign higher education qualification for people with unverifiable documentation.

This procedure is directed at refugees and persons in a refugee-like situation with foreign higher education qualifications that cannot be granted general recognition due to missing, insufficient or unverifiable documentation. This procedure is called Recognition Procedure for Persons without Verifiable Documentation (UVD-procedure).

NATIONAL REGULATIONS (NORWAY)

- Act relating to universities and university colleges
- Regulation concerning the Norwegian Qualifications Framework for lifelong learning (NQF) and the referencing of its levels to the European Qualifications Framework for Lifelong Learning (EQF)
- Complete overview of act and regulations. Ministry of Education

\textsuperscript{109} In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

\textsuperscript{110} This is applicable to any comparable foreign first degrees.

\textsuperscript{111} This is applicable to any comparable foreign first degrees.
USEFUL WEBSIT (NORWAY)

- Ministry of Education and Research (KD)
- Norwegian Universities Agency (agency supported by the Norwegian Ministry of Education and Research)
- NOKUT:
  - Recognition of foreign higher education
  - Generell studiekompetanse for utenlandske søkere (Higher Education Entrance Qualification for foreign applicants).
- Universities:
  - Norwegian University of Life Sciences (UMB) [www.umb.no](http://www.umb.no)
  - Norwegian University of Science and Technology (NTNU) [www.ntnu.no](http://www.ntnu.no)
  - University of Agder [www.uia.no](http://www.uia.no)
  - University of Bergen (UiB) [www.uib.no](http://www.uib.no)
  - University of Oslo (UiO) [www.uio.no](http://www.uio.no)
  - University of Stavanger (UiS) [www.uis.no](http://www.uis.no)
  - University of Tromsø (UiT) [www.uit.no](http://www.uit.no)
  - The Norwegian University of Sport Sciences [www.nih.no](http://www.nih.no)
  - The University centre in Svalbard (Unis) [www.unis.no](http://www.unis.no)
  - University Graduate Center (Unik) [www.unik.no](http://www.unik.no)
  - Norwegian Academy of Music [www.nmh.no](http://www.nmh.no)
  - Norwegian School of Economics and Business Administration (NHH) [www.nhh.no](http://www.nhh.no)
  - Oslo School of Architecture and Design (AHO) [www.aho.no](http://www.aho.no)
  - The Norwegian Lutheran school of Theology (MF) [www.mf.no](http://www.mf.no)
  - The Norwegian School of Veterinary Science [www.veths.no](http://www.veths.no)
  - Akershus University College [www.hiak.no](http://www.hiak.no)
  - Bergen University College [www.hib.no](http://www.hib.no)
  - Bodoe University College [www.hibo.no](http://www.hibo.no)
  - Buskerund University College [www.hibu.no](http://www.hibu.no)
  - Finnmark University College [www.hifm.no](http://www.hifm.no)
  - Gjøvik University College [www.hig.no](http://www.hig.no)
  - Harstad University College [www.hih.no](http://www.hih.no)
  - Hedmark University College [www.hihm.no](http://www.hihm.no)
  - Lillehammer University College [www.hil.no](http://www.hil.no)
### PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (NORWAY)

**PROCEDURE**

Partial recognition for the continuation of studies\(^{112}\) (1)

**QUALIFICATION OBTAINED**

- Bachelor's degree\(^{113}\)
- Master's degree
- Doctorate (PhD)

**DESCRIPTION**

Recognition of qualifications and examination outcomes obtained in a foreign higher education institution in order to continue studying in Norway

**COMPETENT AUTHORITY**

Universities and higher education institutions: it is necessary to go to the corresponding academic institution in order to find out if foreign studies or degrees are equivalent to Norwegian academic disciplines or degrees.

**REQUIRED DOCUMENTS**

Minimum language requirements to continue studying in Norway:

- B2 Norwegian
- B2 English

All specific recognition processes depend on you submitting complete documentation, including course descriptions, reading lists and any written thesis/dissertation.

Information on language requirements: English and Norwegian

### FULL RECOGNITION (NORWAY)

**PROCEDURE**

Full recognition (2a)

**QUALIFICATION OBTAINED**

- Bachelor's degree\(^{114}\)
- Master's degree
- Doctorate (PhD)

**DESCRIPTION**

IT APPLIES TO NON REGULATED PROFESSIONS (for regulated professions please go to [https://www.nokut.no/en/foreign-education/regulated-professions/](https://www.nokut.no/en/foreign-education/regulated-professions/)). It is up to the individual employer if they require you to have recognition from NOKUT or not.

Your education programme is evaluated against the Norwegian degree structure. If your education programme is recognised as higher education in Norway, you will receive a decision from NOKUT. The decision describes the duration of the education programme, the number of credits it is worth and if it is equivalent to a Norwegian bachelor’s degree, master's degree or PhD. The recognition does not say anything about the academic content of your education programme. NOKUT’s general recognition of higher education is voluntary, and is intended as an aid for those who wish to enter the Norwegian job market.

---

\(^{112}\) In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

\(^{113}\) This is applicable to any comparable foreign first degrees.

\(^{114}\) This is applicable to any comparable foreign first degrees.
Funded by the European Union’s Asylum, Migration and Integration Fund

University leading full and stepwise approach to the integration of refugees

<table>
<thead>
<tr>
<th>COMPETENT AUTHORITY</th>
<th>Norwegian Agency for Quality Assurance in Education (NOKUT)</th>
</tr>
</thead>
</table>
| REQUIRED DOCUMENTS  | - Valid international passport or National identity card issued by a EEA or EFTA country  
                        - Valid documents for proof of name change, if applicable (e.g. marriage certificate)  
                        - Final degree diploma of higher education issued by an officially recognised authority or institution in the foreign country.  
                        - Final degree diploma of higher education in the original language.  
                        - Official translation of final degree diploma of higher education.  
                        - Transcript of grades/academic record from higher education, in the original language.  
                        - Official translation of transcript of grades/academic record.  

**Note!** NOKUT does **NOT** require original documents unless this is specified in the requirements for a specific country, or you have been asked to submit this. This regards original educational documents, identity documents and original translations.

There are specific documentation requirements when applying for general recognition of a PhD. In addition to the general requirements, you have to upload the following documentation:

- The final Diploma and transcripts for the degree that gave you access to the doctoral programme (and translations, if necessary).
- An official description of the doctoral programme and regulations from the institution (and translations, if necessary).

NOKUT provides a recognition or evaluation procedure, which may take up to 5 months, at no cost for the applicants.

<table>
<thead>
<tr>
<th>FULL RECOGNITION 2b (NORWAY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROCEDURE</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED       | Bachelor's degree\(^{115}\)  
                               | Master's degree  
                               | Doctorate (PhD) |
| DESCRIPTION                  | Recognition giving access to a regulated profession: recognition of a degree diploma as equivalent to a Norwegian final diploma and the right to practise a profession associated with that specific degree.  
                               | ACADEMIC AND PROFESSIONAL PURPOSES (It is required in order to work in certain public sector professions or when there are prerequisites to exercise a certain profession) |

\(^{115}\)This is applicable to any comparable foreign first degrees.
If you wish to work in a profession where there is a requirement for a specific degree with associated professional title. In other words, specific recognition will usually be part of another application process. The individual institution will determine whether the foreign education fulfils the specific requirements as to breadth and depth for the discipline/subject or degree in question.

### COMPETENT AUTHORITY

Universities and education institutions (delegated authority)

### REQUIRED DOCUMENTS

Final degree diploma of higher education issued by an officially recognised authority or institution in the foreign country.

All specific recognition processes depend on you submitting complete documentation, including course descriptions, reading lists and any written thesis/dissertation.
Funded by the European Union’s Asylum, Migration and Integration Fund

University leading full and stepwise approach to the integration of refugees

PORTUGAL

<table>
<thead>
<tr>
<th>GENERAL FRAMEWORK (PORTUGAL)</th>
<th>PARTIAL RECOGNITION (1)</th>
<th>FULL RECOGNITION (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTINUING AND COMPLETING YOUR STUDIES</td>
<td>Bachelor’s degree(^\text{117}) Master's degree (also Mestrado Integrado(^\text{118})) Doctorate, (PhD)</td>
<td>Academic purposes (2a) Bachelor’s degree(^\text{119}) Master's degree Doctorate, (PhD)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional and academic purposes (2b) Bachelor’s degree(^\text{120}) Master's degree Doctorate, (PhD)</td>
</tr>
</tbody>
</table>

| RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES (PORTUGAL) | Currently, there are no specific regulations developed |

<table>
<thead>
<tr>
<th>NATIONAL REGULATIONS (PORTUGAL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Regulation on Re-entry and Change of Course/Institution Pair in Higher Education</td>
</tr>
<tr>
<td>• Decree-Law no. 36/2014. Regulations on the international students status referred to in no. 7 article 16.º of Law no. 37/2003, of 22 August, which provides the basis for funding the higher education system.</td>
</tr>
<tr>
<td>• Decree-Law n.º 296-A/98, of 25 September, stipulating access and admission to higher education</td>
</tr>
<tr>
<td>• Decree-Law n.º 341/2007, of 12 October (approves the legal regime for the recognition of foreign higher academic degrees)</td>
</tr>
<tr>
<td>• Decree-Law no. 283/83, of 21 June</td>
</tr>
</tbody>
</table>

\(^{116}\) In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

\(^{117}\) This is applicable to any comparable foreign first degrees.

\(^{118}\) The Integrated Master (“Mestrado Integrado”) is an integrated study cycle which combines the 1st cycle and the 2nd cycle levels.

\(^{119}\) This is applicable to any comparable foreign first degrees.

\(^{120}\) This is applicable to any comparable foreign first degrees.
### PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (PORTUGAL)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Partial recognition for the continuation of studies&lt;sup&gt;121&lt;/sup&gt; (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Change of Institution/Course Pair (Mudança de par instituição/curso)</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor’s degree Mestrado Integrado&lt;sup&gt;122&lt;/sup&gt; (Medicine, etc.)</td>
</tr>
</tbody>
</table>
| DESCRIPTION                                   | Recognition of foreign studies started abroad in order to complete them in Portugal.  
|                                               | This procedure only applies to unfinished study programmes.           |
| COMPETENT AUTHORITY                           | Higher Education Institution                                         |

#### REQUIREMENTS AND DOCUMENTS

- **Documents**
- **Requirements:**
  - The study programme must be offered by a legally recognised higher education institution in the country of origin.
  - Student limit, compliance with the entrance requirements of study programme:
  - University entrance, passing the subjects included in the national university entrance examination, passing an examination to join a degree with the required foreign university entrance qualification (subjects included in the country of origin’s university entrance examination can be recognised), sufficient knowledge of the language used in the degree courses.
  - When there are specific entrance examination for a degree, candidates will need to pass them in order to continue their studies at the receiving university.
  - There is a limited number of students.
  - This procedure does not apply to military and police Higher Education Institutions, nor to “private higher education institutions”.

It is not possible to enrol in an academic year for those candidates who had already been enrolled.

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<sup>121</sup> In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

<sup>122</sup> The Integrated Master (“Mestrado Integrado”) is an integrated study cycle which combines the 1st cycle and the 2nd cycle levels.
FULL RECOGNITION 2a (PORTUGAL)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Reconhecimento</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree\(^{123}\)  
|       | Master's degree        |
|       | Doctorate, (PhD)       |
| DESCRIPTION | Recognition is granted when a foreign qualification is considered at the same level as a Portuguese one but there aren’t any comparable qualifications in the education system (regarding content). Recognition **IS RESTRICTED TO THE ACADEMIC LEVEL**, it could be further restricted. |
| COMPETENT AUTHORITY | Portuguese Higher Education Institutions offering a qualification in the same or an equivalent area of studies. |
| REQUIREMENTS AND DOCUMENTS | • Diploma issued by a competent authority and officially recognised in the country of origin.  
|       | • PhD: original diploma, original diploma giving access to the PhD programme, transcript of records of the PhD programme, three copies of the thesis, one of them with explanatory notes, a cv.  
|       | • Master’s degree: original diploma, original diploma giving access to the Master’s degree, transcript of records, two copies of the dissertation, one of them with explanatory notes, curriculum.  
|       | • Bachelor’s degree: original diploma, transcript of records, syllabus. |
|       | *The documents must be legalised and translated except if the originals are in Spanish, French or English.* |

FULL RECOGNITION 2b (PORTUGAL)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Registo de diplomas estrangeiros</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor's degree\(^{124}\)  
|       | Master's degree        |
|       | Doctorate, (PhD))      |
| DESCRIPTION | • This system is only applicable if the academic degree is in a degree list created by a national committee.  
|       | • **List**             |
|       | It is based on the reciprocity principle. |

\(^{123}\) This is applicable to any comparable foreign first degrees.  
\(^{124}\) This is applicable to any comparable foreign first degrees.
<table>
<thead>
<tr>
<th>COMPETENT AUTHORITY</th>
<th>Bachelor’s or Master’s degrees</th>
<th>University/ Polytechnic Institute</th>
<th>PhD University</th>
<th>Directorate-General for Higher Education.</th>
<th>Directorate-General for Higher Education.</th>
</tr>
</thead>
</table>
| REQUIREMENTS AND DOCUMENTS | • Identity documents. | • Copy of the diploma or final certificate. | • Transcript of records with grades. | • Master’s degree: digital copy of the dissertation | • PhD: paper and digital copy of the thesis. | (* )Documents must be translated except for those documents originally written in Spanish, French, English or Italian.
**GENERAL FRAMEWORK (SPAIN)**

<table>
<thead>
<tr>
<th>PARTIAL RECOGNITION (1)</th>
<th>Continuing and completing your studies 125</th>
<th>Bachelor’s degree 126 Master's degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULL RECOGNITION (2)</td>
<td>Academic purposes (2a)</td>
<td>Bachelor’s degree 127 Master’s degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Doctoral degree (PhD)</td>
</tr>
<tr>
<td></td>
<td>Professional and academic purposes (2b)</td>
<td>Bachelor’s degree 128 Master’s degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional purposes (2b)</td>
<td></td>
</tr>
</tbody>
</table>

**RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES (SPAIN)**

Currently, there are no specific regulations developed.

- **A decision was made to create two working groups, at a university and at a non-university level respectively, in order to speed up recognition and equivalence procedures to facilitate integration in the education system and the job market** Press release of the Ministry of Education, Culture and Sports (sept/2015).

- **GENERAL SECRETARY OF IMMIGRATION AND EMIGRATION. Ministry of Employment and Social Security.**
  - Reception and Integration System for Applicants and Beneficiaries of International Protection: Management Handbook (2016)

C.2.5 Economic aid: Catalogue of Economic Aid: B) Aid to persons who reside or not in a migration centre.

Obtaining documents: expedition, homologation and processing.

a) Aid for obtaining administrative documentation

b) Trips and stays

- **Ministry of the Interior of SPAIN. Effects of the decision on asylum or subsidiary protection.** Effects of the grant:
  6. Access, under the same conditions as Spaniards, (...) as well as to the procedures for the recognition of diplomas and academic and professional certificates and other evidence of official qualifications issued abroad.

---

125 In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.
126 This is applicable to any comparable foreign first degrees.
127 This is applicable to any comparable foreign first degrees.
128 This is applicable to any comparable foreign first degrees.
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### NATIONAL REGULATIONS (SPAIN)

- **Organic Law 12/2009**, of 30 October, regulating the right to asylum and subsidiary protection.
- **Spanish Royal Decree 967/2014**, of 21 November, stipulates the requirements and procedures for the official recognition and declaration of equivalence for qualifications and at official university academic level for the validation of foreign higher education studies, and the procedure for determining the correspondence of levels in the Spanish higher education qualifications system for the official qualifications of architect, engineer, licenciado¹²⁹, technical architect, technical engineer and diplomado¹³⁰ (BOE, Official State Gazette of 22 de November).

### USEFUL WEBSITES (SPAIN)

- **Ministry of Education and Vocational Training**.
  - Spanish education system
  - Foreign HEI qualifications
  - Partial validation of university studies (Recognition of the academic validity of university studies completed abroad as regards partial Spanish university studies).
  - Recognition of foreign HE qualifications as regards Spanish Bachelor’s or Master’s degrees giving access to exercise a regulated profession in Spain.
  - Equivalence of foreign HE qualifications to qualification and academic level of Bachelor’s or Master’s degree in particular disciplines and areas of studies.
- **ENIC NARIC ESPAÑA**
  - Information on professional recognition procedures in Spain and other countries (NARIC)
- An example of academic recognition requirements of a PhD degree (USC)

¹²⁹ Licenciado is the holder of a licenciatura, which was a 5-year degree below the PhD level in the old Spanish university education system.

¹³⁰ Diplomado is the holder of a diplomatura, which was a 3-year degree in the old Spanish university education system.
### PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES 1 (SPAIN)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Partial recognition for the continuation of studies(^{111}) (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Partial validation of foreign university studies</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>Bachelor’s degree(^{132})</td>
</tr>
<tr>
<td></td>
<td>Master’s degree</td>
</tr>
<tr>
<td></td>
<td>There aren’t any recognition procedures regarding continuation of PhD studies.</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>• Recognition of studies initiated abroad to be completed in Spain.</td>
</tr>
<tr>
<td></td>
<td>• You can also apply for this procedure if you already have completed your studies in a foreign country. Please note that if you apply for this procedure, you will need to renounce to other procedures such as full recognition or equivalence.</td>
</tr>
<tr>
<td>COMPETENT AUTHORITY</td>
<td>Universities: validation of foreign university studies as partial Spanish university studies depends on the university receiving your application, in accordance with the requirements established by the Spanish Council of Universities.</td>
</tr>
</tbody>
</table>

### REQUIREMENTS AND DOCUMENTS

**Requirements:**
- Your studies need to be certified by an officially recognised HEI.
- A minimum recognition of 30 ECTS.

**Documents:**
- Transcript of records, duly translated and legalised.
- Curriculum.

---

### FULL RECOGNITION 2a (SPAIN)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Recognition of foreign HE qualifications as equivalent to official Spanish university qualifications</td>
</tr>
</tbody>
</table>

**QUALIFICATION OBTAINED**

- Bachelor’s degree\(^{133}\)
- Master’s degree
- Doctoral degree (PhD)

**DESCRIPTION**

Recognition as equivalent to a qualification and to an official academic level:
Official recognition of the qualification obtained as comparable to a Spanish qualification.

**ACADEMIC PURPOSES**

---

\(^{111}\) In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.

\(^{132}\) This is applicable to any comparable foreign first degrees.

\(^{133}\) This is applicable to any comparable foreign first degrees.
**COMPETENT AUTHORITY**

MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

**REQUIREMENTS AND DOCUMENTS**

Criteria for homologation, equivalence to qualification and academic level.

Bachelor’s and Master’s degrees:
- Identity document
- Diploma issued by a competent authority officially recognised in the country of origin
- If applicable, a document certifying access to university and completion of the relevant cycle of studies.
- If applicable, a document certifying access to a Master’s degree and completion of the relevant cycle of studies.
- Copy of the diploma certificate or qualification
- Transcript of records

PhD:
- Diploma issued by a competent authority officially recognised in the country of origin
- Document certifying access to that academic level.
- Copy of the thesis.

(*) all documents need to be translated and legalised.

## FULL RECOGNITION 2b (SPAIN)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Homologación</td>
</tr>
</tbody>
</table>
| QUALIFICATION OBTAINED | Bachelor’s degree¹³⁴  
                  | Master's degree      |
| DESCRIPTION | Full recognition of qualifications to exercise a profession: Official recognition of the completed studies as equivalent to the qualification required to obtain a Spanish qualification authorising to exercise a regulated profession. 
| PROFESSIONAL AND ACADEMIC PURPOSES | ** Only qualifications with an official status in the country of origin are recognised in Spain. |
| COMPETENT AUTHORITY | MINISTRY OF EDUCATION AND VOCATIONAL TRAINING |
| REQUIREMENTS AND DOCUMENTS | Criteria for homologation, equivalence to qualification and academic level. Requirements: |

¹³⁴ This is applicable to any comparable foreign first degrees.
**REQUIREMENTS AND DOCUMENTS**

- Diploma issued by a competent authority officially recognised in the country of origin.
- If applicable, a document certifying access to university and completion of the relevant cycle of studies.
- If applicable, a document certifying access to a Master’s degree and completion of the relevant cycle of studies.
- To abide by European regulations, attesting linguistic competence, prior compulsory qualifications from the country of origin.

**Documents:**

- Identity document
- Copy of the diploma
- Transcript of records
- Before applying for full recognition of a Master’s degree giving access to practise a regulated profession, you need to submit either a Spanish Bachelor’s degree qualification or a comparability statement stating that you have obtained a Bachelor’s degree or an equivalent academic level in order to comply with the Master’s admission requirements.

(*) All documents need to be translated and legalised.
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**UNITED KINGDOM**

<table>
<thead>
<tr>
<th>GENERAL FRAMEWORK (UNITED KINGDOM)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PARTIAL RECOGNITION (1)</strong></td>
</tr>
<tr>
<td>Continuing and completing your studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>FULL RECOGNITION (2)</strong></td>
</tr>
<tr>
<td>Academic purposes (2a)</td>
</tr>
<tr>
<td>University Degree</td>
</tr>
<tr>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Doctorate PhD</td>
</tr>
<tr>
<td>Professional and academic purposes (regulated professions) (2b)</td>
</tr>
<tr>
<td>University Degree</td>
</tr>
<tr>
<td>Master’s Degree</td>
</tr>
<tr>
<td>Doctorate PhD</td>
</tr>
<tr>
<td>Professional purposes (2c)</td>
</tr>
</tbody>
</table>

**RECOGNITION OF QUALIFICATIONS HELD BY REFUGEES (UNITED KINGDOM)**

UK Naric has a specific website to help displaced and refugee students, so they can have access to education opportunities in the United Kingdom: [Platform for Education in Emergencies Response IIE PEER](#)

In response to the world’s global education emergencies, the Institute of International Education (IIE) and the Catalyst Foundation for Universal Education developed the Platform for Education in Emergencies Response (PEER)

**NATIONAL REGULATIONS (UNITED KINGDOM)**

- Department for Education
- Education in Wales
- Education in Scotland
- Education in Northern Ireland


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135 In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.
### USEFUL WEBSITES (UNITED KINGDOM)

- **Universities & Colleges Admissions Service**
- **Uk-Naric (National Recognition Information Centre for the United Kingdom)**

### Exam boards:
- AQA (Assessment & Qualifications Alliance)
  - Pearson
  - Edexcel
- London Chamber of Commerce and Industry (LCCI)
- OCR (Oxford, Cambridge and RSA)
  - Cambridge International Examinations
- **Online service to apply for a Statement of Comparability**
  - How to apply for a Statement of Comparability for your international or professional qualifications. [Individual Flowchart](#)
- **How to Apply**

---

### PARTIAL RECOGNITION FOR THE CONTINUATION OF STUDIES (UNITED KINGDOM)

**PROCEDURE**

Partial recognition for the continuation of studies

<table>
<thead>
<tr>
<th>QUALIFICATION OBTAINED</th>
<th>DESCRIPTION</th>
<th>COMPETENT AUTHORITY</th>
<th>REQUIREMENTS AND DOCUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Degree</td>
<td>- Recognition of foreign university education in order to continue education in the UK. - Some universities in the UK require an official assessment or certificate of the Bachelor’s diploma in order to continue studying a Master’s degree or a PhD.</td>
<td>Universities &amp; Colleges Admissions Service Uk-Naric (National Recognition Information Centre for the United Kingdom)</td>
<td>Minimum language requirement to continue studying in the United Kingdom: English level: Diploma certifying that the holder has sufficient knowledge of English. (The language level required may vary depending on each university). - Final certificate issued by a competent authority officially recognised in the country of origin. Documents: - A copy or scan of the transcript of records, together with a certified translation into English. - Language certificate stating that the holder has sufficient knowledge of English. - Motivation letter explaining why the applicant chose a specific university to</td>
</tr>
<tr>
<td>Master’s Degree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorate PhD</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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136 In the same (or an equivalent) Bachelor’s degree/ Master’s degree/ Doctorate (PhD). Please note that each university has specific admission criteria.
continue their education, the reasons why they want to study and why the applicant should be selected.

- Recommendation letters written by professors from the home university.
- Some universities, such as Oxford or Cambridge, also interview preselected candidates.

<table>
<thead>
<tr>
<th>REQUIREMENTS AND DOCUMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>continue their education, the reasons why they want to study and why the applicant should be selected.</td>
</tr>
<tr>
<td>- Recommendation letters written by professors from the home university.</td>
</tr>
<tr>
<td>- Some universities, such as Oxford or Cambridge, also interview preselected candidates.</td>
</tr>
</tbody>
</table>

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### FULL RECOGNITION 2a (UNITED KINGDOM)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>University Degree</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree</td>
</tr>
<tr>
<td></td>
<td>Doctorate PhD</td>
</tr>
<tr>
<td>DESCRIPTION</td>
<td>IT CAN BE USED IN NON-REGULATED PROFESSIONS (NOT IN REGULATED PROFESSIONS), it is up to the employer to decide whether they require this recognition, although it is not compulsory for them to recognise it.</td>
</tr>
<tr>
<td>COMPETENT AUTHORITY</td>
<td>Uk-Naric (National Recognition Information Centre for the United Kingdom)</td>
</tr>
<tr>
<td>REQUIREMENTS AND DOCUMENTS</td>
<td>Final certificate issued by a competent authority officially recognised in the country of origin.</td>
</tr>
<tr>
<td></td>
<td>A colour copy or scan of your certificate together with copies of final transcript(s) in the original language.</td>
</tr>
<tr>
<td></td>
<td>A colour copy of a certified translation into English, if necessary, or a Diploma Supplement and/or Certificate Supplement issued in English</td>
</tr>
<tr>
<td></td>
<td>A colour copy or scan of your transcript/academic record, along with a certified translation into English.</td>
</tr>
</tbody>
</table>

*If you need a certified translation, contact your local translation agencies or your Embassy.

**OR**

- if your certificate is in Arabic, Bulgarian, Catalan, Chinese, Danish, French, German, Italian, Macedonian, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Swedish, Turkish, and then we can work with your certificate in the original language and you do not need to supply a translation. For this, you need our Translation Waiver service.

*You can send your application by post or online. If you apply online, you can upload scanned files. If you apply by post, send photocopies. Do NOT send original certificates.*
### FULL RECOGNITION 2b (UNITED KINGDOM)

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Full recognition (2b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME</td>
<td>Statement of Comparability</td>
</tr>
<tr>
<td></td>
<td>Career Path Report</td>
</tr>
<tr>
<td>QUALIFICATION OBTAINED</td>
<td>University Degree</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree</td>
</tr>
<tr>
<td></td>
<td>Doctorate PhD</td>
</tr>
</tbody>
</table>

#### DESCRIPTION

- The **Statement of Comparability** is a document stating how your qualification relates to the UK qualifications or certificates. The qualification of the country of origin is compared to the qualifications in the United Kingdom. Then, a document stating their official comparability is issued.
  - It is required by universities, companies, organization, government agencies, etc. that need to have the applicant’s officially recognised qualification. *(See flowchart)* *(example)*

- The **Career Path Report** includes detailed information on the level of qualification and its equivalent in the UK, as well as on the HEI or education system in the home country. In addition to this, it also includes recommendations for future study and/or professional development in the UK considering the applicant’s qualification. Check sample document.

#### Schemes to support entry to trades and professions in the UK

- List of regulated professions on the European Comission website [website](#)

#### COMPETENT AUTHORITY

- **Uk-Naric** (National Recognition Information Centre for de United Kingdom)

#### REQUIREMENTS AND DOCUMENTS

- Final certificate issued by a competent authority officially recognised in the country of origin.
- A colour copy or scan of your certificate together with copies of final transcript(s) in the original language.
- A copy or scan of a certified translation into English, if necessary, or a diploma supplement and or a certificate supplement issued in English.
- A copy or scan of your transcript/academic record, along with a certified translation into English.

*If you need a certified translation, contact your local translation agencies or your Embassy.*
**REQUIREMENTS AND DOCUMENTS**

OR

if your certificate is in Arabic, Bulgarian, Catalan, Chinese, Danish, French, German, Italian, Macedonian, Norwegian, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Swedish, Turkish, then we can work with your certificate in the original language and you do not need to supply a translation. For this, you need our Translation Waiver service.

*You can send your application by post or online. If you apply online, you can upload scanned files. If you apply by post, send photocopies. Do NOT send original certificates.
APPENDICES

The appendices include individual files for the 24 initiatives reviewed. Each file includes information about the initiative’s developers and partners, countries involved, overview, objectives, the process, the implementations, remarks, and useful links.

### Appendix 01

#### 01. NOKUT’s Qualifications Passport for Refugees

##### 01.1. Developers and partners

1. NOKUT (The Norwegian Agency for Quality Assurance in Education)
2. UK NARIC

##### 01.2. Countries involved

On European level

##### 01.3. Overview

The proposed European Qualifications Passport for Refugees is based on the legacy of the Nansen Passport for Refugees from 1922. Its aim is to establish a multinational, quality assured framework in Europe for the recognition of refugees’ competence.

##### 01.4: Objectives

1. Issuing a qualifications passport ensure the refugees a document that can be utilized across European national borders.
2. The offered document could be admissible in several countries and may help other national recognizing authorities save time and resources.

##### 01.5. The process

NOKUT’s Qualifications Passport for Refugees is a document includes information on the documentation that formed the basis for the individual assessment. NOKUT’s Qualifications Passport for Refugees is valid for a limited time, three years from the date of issue. Within this timeframe, applicants will have the opportunity to find employment or continue with further studies, improve their language proficiency or, if necessary, apply for formal recognition or authorization.

The methodology used for the evaluation of this group of applicants is based on elements developed through NOKUT’s UVD-procedure, as well as the proposal on a European
Qualifications Passport for Refugees. The method is a combination of the evaluation of available documentation, and a structured interview with the applicant carried out by NOKUT’s experienced case officers. Based on the experiences gained from the pilot project, it has been concluded that the model of recognition tested is readily implementable and highly efficient in the current situation. However, more information about NOKUT’s Qualifications Passport for Refugees will be provided in Initiative 3; The European Qualification Passport for Refugees.

01.6. Implementation
During the pilot project period, a total of 20 qualifications passports for refugees were issued. Moreover, since 2013, NOKUT proceeded about 200 interview-based evaluations each year. Worth mentioning, the issued NOKUT’s Qualifications Passport for Refugees is a standardized statement made by NOKUT. It contains information about the applicant’s highest completed qualification, work experience, and language proficiency, in addition to advice and guidance about the road ahead.
02. ENIC/NARIC - Recognise Qualifications Held by Refugees

02.1. Developers and Partners
1. ENIC (European Network of Information Centres)
2. NARIC (National Academic Recognition Information Centre)

02.2. Countries involved
On European level

02.3. Overview
This initiative provides an instruction help in what to do when receiving an application from a refugee with or without documentation of the qualifications obtained. It helps to determine whether the person - and potential student - meets the main requirements to enter a programme, and how to communicate to potential students arriving as refugees and where to find more information on legal obligations. The Council of Europe and UNESCO established the ENIC Network in 1994 in order to develop joint policy and practice in all European countries for the recognition of qualifications. In addition to that, the ENIC Network plays a key role in the implementation of the Council of Europe/UNESCO Convention on the recognition of qualifications concerning higher education in the European Region adopted in Lisbon on 11 April 1997. The Council of Europe and UNESCO/CEPES jointly provide the Secretariat for the ENIC Network. The ENIC Network cooperates closely with the NARIC Network of the European Union. The Secretariat for the NARIC Network is provided by the European Commission/Directorate General for Education and Culture. Worth mentioning, that the ENIC/NARIC network can be considered as the foundation base of most of the initiatives concerned with the qualification recognition.

02.4. Objectives
1- To establish a standardized, accessible, fair and transparent process for applicants without documentation to be able to recognize their qualifications. This involves providing the following:

   - The recognition of foreign diplomas, degrees and other qualifications;
   - Education systems in both foreign countries and the ENIC's own country;
   - Opportunities for studying abroad, including information on loans and scholarships, as well as advice on practical questions related to mobility and equivalence.

2- To provide a helpful guide for credential evaluators.
02.5. The process

As per this initiative, the procedure of recognizing the qualifications held by refugees passes by the following steps:

<table>
<thead>
<tr>
<th>No.</th>
<th>Steps</th>
<th>Explanation</th>
</tr>
</thead>
</table>
| 1   | Prepare a background paper | An author description, that can be used to:  
  - Detail the completed education pathway, including academic credentials  
  - Detail the professional background, including professional qualifications, work experience, and other competencies  
  - Documents and supporting evidence provided by the applicant (when available)  
  - Outline any supporting information on the:  
    - Educational system  
    - Educational institution  
    - Academic program  
    - Quality assurance  
    - Other relevant information |
| 2   | Evaluate qualifications based upon the background paper | Confirming the information gathered through the background paper |
| 3   | Arrange additional steps (if necessary) | Additional steps, such as:  
  - Organize an examination/test, to allow the demonstration of acquired knowledge, competencies and skills  
  - Perform an interview, with a committee of experts who can ask specific questions to the applicant, used to gather additional contextual information  
  - Use a sworn statement, as a document officialized by a legal authority |
| 4   | Complete the evaluation process | Credential evaluators determine the evaluation outcome, depending on the intended recognition purposes. It could be used for: |
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<table>
<thead>
<tr>
<th>5</th>
<th>Issue an official document (if necessary)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>It outlines the:</td>
</tr>
<tr>
<td></td>
<td>• Recognition decision, based on the evaluation purpose; and</td>
</tr>
<tr>
<td></td>
<td>• Validity period.</td>
</tr>
</tbody>
</table>

### Recommendations

For undocumented qualifications, this initiative recommends the following steps:

**Step one:**

Accept that the information provided by the applicant is not complete and try to reconstruct the academic achievements based on alternative information provided by the applicant in a ‘background paper’. The background paper is a file that may include the following:

1. Detailed information on the content, level, and extent of education, provided by the applicant, such as:
   - Personal data of the applicant: names, birth date, birthplace, etc.
   - Name of qualification(s) obtained.
   - Name of institution(s) where qualification(s) were obtained.
   - Level(s) of qualification(s) obtained.
   - Duration of the study programme.
   - Year(s) when qualification(s) were obtained.
   - Name of programme(s).
   - Description of the content of the programme(s), including modules, subjects/courses, assessment, and workload (if the transcript is not available).
   - Attestation from applicant that information was provided truthfully.

2. Documents and supporting evidence provided by the applicant, which may help to confirm the information given under the bullet “1” above:
   - Student identification number(s) or code (if available).
   - Educational documents (transcripts, school certificate(s), etc.).
   - Declaration(s) of the institution(s) that the qualification was awarded.
   - Testimonials of work experience (if applicable).
   - Any other evidence, such as instructors names, description of courses, etc.

**Tips have been given for step one:**
- Tip: Use previous applications from the same institution or programme to gather information and cross-check consistency of the information provided. Further, keep a database of previous recognition decisions. This may help you in future cases.

Step two:
Assess the qualification(s) on the basis of the information provided in the “background paper” against the five elements of the qualification: quality, level, workload, profile and learning outcomes. Adopt a flexible approach, accepting that not all required documentation and information is included in the application file. Focus on determining whether the applicant has the ability to succeed for the purpose recognition is sought for. Accept if you are not able to assess against all five elements despite best efforts and keep in mind that this is often also the case when original documents can be provided, especially when it comes to learning outcomes.

Tips have been given for step two:
- Tip 1: always contact your ENIC-NARIC in case of questions. For example, on the authenticity of documentation provided or to complement information.
- Tip 2: encourage the applicant to include as much relevant supporting documentation as possible.
- Tip 3: Use the model of the Diploma Supplement to design your background paper. Eliminate the sections that are not applicable. If you have the applicant complete the background paper, provide clear instructions.

02.6. Remarks
- Special measures aimed at low-income groups, refugees and displaced persons and other disadvantaged groups should be considered in order to ensure that no applicant is prevented from seeking recognition of his or her foreign qualifications because of the costs involved.
- In situations where the outcome is not favorable for the applicant, the institution should offer:
  - Information on the possibility to appeal the evaluation outcome.
  - Alternative pathways to recognition.
- Relevant and transparent information about your institution’s procedure and policy for documented and undocumented qualifications may include
  - How to apply
  - Required documents
  - Applicable fees, if any
- Expected timelines for processing
- How to appeal the evaluation outcome decision

Such information should be made readily available to:
- applicants, in such circumstances
- Employees within your institution
- Other stakeholders with whom you work, which provide support to applicants (e.g. primary contact authorities, competent migration authorities, reception centres and refugee organizations)

Dissemination methods can include:
- Your institution’s
  - Website
  - Social media platforms
  - Customer service system
  - Publications.
- External events, workshops, or conferences;
- Other methods of communication used to advertise your services.

02.7. Relevant links

- How to recognize my qualifications as a refugee?
  http://www.enic-naric.net/recognise-qualifications-held-by-refugees-individuals.aspx

- Employing a refugee with or without documentation of qualifications
  http://www.enic-naric.net/recognise-qualifications-held-by-refugees-employers.aspx

- EAR manual
  http://ear.enic-naric.net/emanual/index.aspx

Remarks: EAR manual has been developed as part of the European Area of Recognition Project (EAR). It contains standards and guidelines on all aspects of the recognition of foreign qualifications and aims to provide the credential evaluators from the European National Information Centres network and National Academic Recognition and Information Centres network (www.enic-naric.net) with a practical tool to assist them in their daily recognition work.

- EAR HEI Manual: Standards and Guidelines on Recognition
Appendix 03

03. The European Qualification Passport for Refugees

03.1. Developers and partners
1. The Council of Europe’s Education Department
2. The Greek Ministry of Education, Research and Religious Affairs and qualification recognition centres from Greece, Italy, Norway and the United Kingdom
3. The UNHCR Office in Greece
4. NOKUT (The Norwegian Agency for Quality Assurance in Education)
5. UK NARIC

03.2. Countries involved
Greece

03.3. Overview
The European Qualifications Passport for Refugees is a document providing an assessment of the higher education qualifications based on available documentation and a structured interview. It also presents information on the applicant’s work experience and language proficiency. The document provides reliable information for integration and progression towards employment and admission to further studies. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications.

03.4. What is included in the European Qualifications Passport for Refugees and how does the evaluation work?
It includes three sections:

1. The assessment part: information describing the highest achieved qualification(s), subject field, other relevant qualifications, as well as work experience and language proficiency.
2. The explanatory and advisory sections: information about the status of the document and a short description of the pilot project.
3. The evaluation: a combination of an assessment of available documentation and a structured interview.

As a result, the document provides credible information that is relevant for employment, internships, enrolment to qualification courses and admission to studies.
**03.5: Objectives**

1- This activity aims at providing universities with an assessment framework for the recognition of the competences and credentials of people in need of international protection in order to facilitate either their access to Higher Education or the continuation of their tertiary studies in Europe.

2- To help the refugees to access to employment in their hosting locations.

3- If needed, providing the supplementary education to bring refugees up to the standard required in the host country.

4- To establish acceptance for the European Qualifications Passport for Refugees at current end-users and important stakeholders, especially higher education institutions.

**03.6. The process**

As per this initiative, the procedure of recognizing the qualifications held by refugees passes by the following steps:

<table>
<thead>
<tr>
<th>St. No.</th>
<th>Description</th>
<th>Participants</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Selection of the participants</td>
<td>Ministry of Education and Religious Affairs in Greece</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>Consent for participation</td>
<td>Participant</td>
<td>---</td>
</tr>
<tr>
<td>3</td>
<td>A detailed description of educational background + Questionnaire</td>
<td>Participant</td>
<td>The questionnaire is normally sent to candidates three weeks before the evaluation, with two weeks to fill it in, allowing the evaluators one week to review them.</td>
</tr>
<tr>
<td>4</td>
<td>Assessment of available documentation / reconstruction</td>
<td>Credential Evaluator</td>
<td>---</td>
</tr>
<tr>
<td>5</td>
<td>Structured interview with the credential evaluator</td>
<td>Participant + Credential Evaluator</td>
<td>The interviews themselves take between 45 minutes to one hour, after which a decision on whether or not to issue the document is made.</td>
</tr>
</tbody>
</table>
Checklist for the credential evaluator

This checklist is a working model, and some of the items may not be appropriate. Moreover, the credential evaluator should be aware that the checklist is meant to be an extra aid for future employers and for the refugee in order to get his/her life back on track. It is certainly not an extra way to increase the bureaucracy burden of the refugee. The checklist includes the following items:

1. Information identifying the holder of the qualification:
   a. Family name(s)
   b. Given name(s) or maiden name
   c. Date of birth (day/month/year)

2. Information on the educational background and achievements:
   a. Name of qualification and title conferred (in original language)
   b. Main field(s) of study for the qualification
   c. Name and status of awarding institution + previous names (in original language)
   d. Name and status of institution administering studies (if different from (2.c) and in original language)
   e. Language(s) of institution/examination

3. Information on the level of the qualification:
   a. Level of qualification
   b. The official length of the programme
   c. Access requirements

4. Information on the contents and results gained:
   a. Mode of study
   b. Programme requirements
   c. Programme details (E.g. modules or units studied), and the individual grades/marks/credits obtained
   d. Grading scheme and, if available, grade distribution guidance
   e. Overall classification of the qualification (in original language)

5. Information on the function of the qualification
   a. Access to further study
b. professional status study (if applicable)

6. Information on incomplete studies

7. Additional information (Which is found relevant by the credential evaluator)

8. Used sources

9. Recognition procedures

**03.7. Implementation (The Greek experience)**

After the flow of refugees across the Mediterranean increased dramatically in 2015, NOKUT and its British sister office, UK NARIC, proposed to establish a European Qualifications Passport for Refugees. The Council of Europe addressed the challenge. NOKUT has been the assessment coordinator in the pilot project. As a result of the implementation of this project, the Council of Europe and the Greek authorities have issued 54 European Qualifications Passport for Refugees in Greece during spring 2017.

The first group of candidates was interviewed from 7 to 9 March 2017 in Athens. The project brought together credentials evaluators from Greece, Italy, Norway and the United Kingdom to facilitate and accelerate the recognition of refugees’ qualifications in Greece, their first host country. Two additional sessions were held in June and September 2017.

**03.8. Remarks**

- The National Information Centre in Italy, CIMEA, which has a central information role among the network of qualifications network centres in Europe, will store the information of the European Qualifications Passport for Refugees electronically.

**03.9. Relevant links**

- A sample of the European Qualifications Passport for Refugees
  
  [https://rm.coe.int/sample-eqpr-final/168076324c](https://rm.coe.int/sample-eqpr-final/168076324c)
Appendix 04

04. Toolkit for Recognition for Refugees (Erasmus+ Program)

04.1. Developers and partners
1. Erasmus+
2. NOKUT (Leader of the consortium)
3. The following European ENIC-NARIC offices:
   - UK NARIC (United Kingdom)
   - EP-NUFFIC (The Netherlands)
   - CIEP (France)
   - CIMEA (Italy)
   - ArmENIC (Armenia)
   - KMK (Germany)
   - UHR (Sweden)

04.2. Countries involved
On European level

04.3. Overview
The aim of the project is to develop policy and promote the implementation of effective recognition procedures for refugees, displaced persons and persons in a refugee-like situation – including those who do not have official documentation of their educational background. The overall goal is to enhance mobility, employability, and access to further studies for refugees by promoting transnational cooperation and mutual learning. The Erasmus+ project on establishing a toolkit for recognition of refugees was developed while keeping in mind the NARIC Network’s mandate, in particular as it concerns practices and developing methodologies, and promoting cooperation between members of the network partners. The project, called “Toolkit for recognition of higher education for refugees, displaced persons and persons in a refugee-like situation (Refugees and Recognition)” will run from June 2016 until March 2018.

04.4. Objectives
1- The aim of the action is to contribute to the development of an appropriate common recognition toolkit to secure effective and streamlined recognition of qualifications for refugees in signatory countries of The Lisbon Recognition Convention.
04.5. Implementation
The first consortium meeting was organized by NOKUT in Oslo and included representatives from all the consortium partners, as well as a representative from the European Commission and representatives from the Swedish and German ENIC-NARIC offices. During the meeting, the consortium had the opportunity to present the existing procedures for evaluation of refugees’ qualifications, develop a mutual understanding for future activities in the action, and work together on detailed planning of the project’s activities. The initiative website indicates also the following results:

- Country briefings for Afghanistan, Eritrea, Iraq, Libya, Syria.
- Guidelines for the evaluation of refugees’ qualification
- Toolkits for the evaluation of refugees qualifications (Passport and Background paper), including final statements
- Reports from testing of the Toolkits in different countries
- E-Learning modules
- Three Webinars.

Moreover, the initiative aims at test the developed toolkits in Italy, France, the Netherlands, UK, Armenia, and Germany.

04.6. Relevant links
Link to the initiative:
Appendix 05

05. The Danish and Swedish ENICs/NARICs (NATIONAL INITIATIVE)

05.1. Developers and partners
1. The Danish ENICs/NARICs
2. The Swedish ENICs/NARICs

05.2. Countries involved
Denmark and Sweden

05.3. Overview
The two organizations provide a background report which is intended to help applicants explain their qualifications when looking for further education or employment opportunities in Denmark and Sweden. The background report is established on the basis of information and informal documents provided by the applicant through an application form as well as on the basis of the knowledge the ENICs/NARICs have of qualifications from the country in which the qualification was earned.

05.4: Objectives
1. Issue a background report which describes applicants’ educational background and indicates how the ENIC/NARIC would normally assess a similar qualification when sufficient documentation is available.
2. Both the Danish and Swedish ENICs-NARICs evaluate whether there is sufficient supporting documentation to recognize qualifications for applicants with some formal documentation, e.g. if the applicant can submit the degree certificate but no transcript or vice versa, or if there is confirmation of the degree but no information on the contents.

05.5. Relevant links
- The Danish ENICs/NARICs: http://www.enic-naric.net/denmark.aspx
- The Swedish ENICs/NARICs: http://www.enic-naric.net/sweden.aspx
Appendix 06

06. The Guidelines for the Recognition of Refugee's Qualifications by the Danish Refugee Council

06.1. Developers and partners
1. Danish Refugee Council

06.2. Countries involved
Denmark

06.3. Overview
A report by the Danish Refugee Council includes information such as the assessment of refugees' qualifications, guidelines for the credential evaluator, the "Background document" on refugee's qualification, and more.

06.4. Objectives
1- To shed light on problems facing refugees.
2- Try to provide some tools that can help in to solve this problem, such as:
   - Providing guidelines for the credential evaluator.
   - Providing explanation and recommendations regarding the background paper.
   - Providing an example of overview.
   - Providing a checklist.

06.5. The process
The initiative in details
A. Introduction
Recognition bodies consider missing documents as the most important problem experienced when dealing with refugee applicants. Credential evaluators are also concerned with the related problem of verifying documents. Often the degree was retained at or had not yet been issued by the higher education institution at the time of departure. Sometimes documents are destroyed in a war. Afterward, it is quite impossible to obtain documents or a legalization from authorities in the refugee-producing country. Next to suggested measures like special examinations, interviews, sworn statements, competency tests, the use of supporting evidence and a provisional recognition for employment, the Working Party wants to raise the idea of a Background Paper.

B. The Background Paper
The background paper intents to be a tool for the credential evaluator to reconstruct the educational background of the refugee in order to facilitate the (future) assessment for the refugee to affirm his or her academic achievements towards other evaluating bodies, like universities and employers, in order to gain access to further studies or an appropriate job. The Background Paper itself is not an evaluation, but a reliable describing reconstruction of the academic achievements linked with the available documents and supporting evidence. The Background Paper is a twofold paper:

1- Overview of the claimed educational background with the available documents and supporting evidence.
2- Checklist, based upon the Diploma Supplement model that can be used by the credential evaluator to add more relevant information. More information about the diploma supplement can be found here: http://www.aic.lv/ace/tools/leg_aca/DS_form.htm

C. Example of overview

<table>
<thead>
<tr>
<th>Educational Background</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification</td>
<td></td>
</tr>
<tr>
<td>Secondary education</td>
<td>Diploma</td>
</tr>
<tr>
<td>Higher education-first degree</td>
<td>Student ID</td>
</tr>
<tr>
<td></td>
<td>+ transcript of 1st year</td>
</tr>
<tr>
<td>Higher education-second degree</td>
<td>No educational documents, but teacher statement</td>
</tr>
<tr>
<td></td>
<td>+ employment contract</td>
</tr>
</tbody>
</table>

D. Checklist

This checklist is a working model. Some items may not be appropriate. The credential evaluator should be aware that the checklist is meant to be an extra aid for future employers and for the refugee in order to get his/her life back on track. It is certainly not an extra way to increase the bureaucracy burden of the refugee.

1- Information identifying the holder of the qualification
   a. Family name(s)
   b. Given name(s) or maiden name
   c. Date of birth (day/month/year)
2- Information on the educational background and achievements
E. Guidelines for the credential evaluator

The guidelines are based upon the suggestions made by the Danish Refugee Council in their report. Terms are used in the same sense as the educational terms in the Lisbon Recognition Convention. The guidelines are in particular directed at recognition cases where a refugee qualification is involved. It is understood that for the recognition of refugees’ qualifications the general principles and good practices for the assessment of foreign qualifications are unrestricted applicable. Next to the guidelines, the credential evaluator is invited to contact the ENIC and NARIC Network and share the gained knowledge and experience concerning the recognition of refugees’ qualifications.
The recognition issue is the assessment of refugee qualifications on the basis of incomplete – or even entirely missing – information about both the individual qualification and the system from which it hails. Missing documented information in the process of access to higher education could be compensated by interviews, special examinations, sworn statements or competency tests. Credential evaluators should also accept supporting evidence demonstrating the student had access to higher education in the home country, thus resulting in the possibility to apply the principle of the Convention on the equivalence of diplomas leading to admission to universities nr.15 of the Council of Europe. Some examples of supporting evidence:

- Teachers’ statements about the followed educational training
- A published list of registered students
- Student IDs
- Students’ index
- Transcripts
- Admittance to State Examinations
- Professional status

Credential evaluators should also accept documents from supporting institutions, like The British Council and the Red Cross.

A provisional recognition for the purpose of employment can be granted under the condition the refugee proofs his or her skills and competence in the line of the claimed final educational training through supervised temporary employment.

1. In order not to lose valuable time, the refugee should:
   
   - Have access to the assessment at an early stage in order not to miss the start of the academic year. A conditional access upon arrival of the required documents after a special examination or interview should be possible.
   - Receive a final recognition decision within 4 months after the application.
   - Be able to obtain an advisory statement that can be used as a reliable tool in job search, career guidance, etc. Of course, this kind of statement cannot replace a real recognition decision.
   - Be able to stay in touch with the field of study, profession or trade, through various measures including bridging courses with language tuition.

2. To give refugees full benefit of their individual qualifications skills and knowledge, the criteria for the assessment of the refugee qualification for employment purposes
should include work experience, which can be proven by statements of employers. The work experience should make it possible to:

a. Bridge undocumented educational gap.
b. Fully compensate detected shortfalls, like a shortage of practical training hours.
c. Update old degrees.

3- Refugees are often in a difficult financial situation. No extra fees for the assessment of refugees’ qualifications should be charged, on the contrary, refugees may be exempted from it. To reduce the costs, even more, the credential evaluators should accept as much as possible documents in another language. They should also accept translations of the documents into another language than theirs.

4- The information on the procedures and criteria for the assessment of refugees’ qualifications should be plain and the written materials, such as the application form should be in a relevant language, where appropriate. Social workers, vocational guidance counselors, etc. should be kept informed of the procedures and criteria for the assessment of refugees’ qualifications.

5- In case the credential evaluator discovers a substantial difference between the refugees’ qualification and the local one, suitable adaptation courses to bridge the gaps and shortfalls should be encouraged to organize, taking into account the refugees’ qualifications to avoid starting from scratch.

6- Relevant data on refugee applicants should be collected in order to provide information facilitating the development of integration measures.

7- By organizing encounters (face to face or via the Internet) between:

a. Assessment agencies and refugee-assisting organizations.
b. Assessment agencies and labour-assisting organizations.

The awareness of certain recognition procedure problems will increase and solutions can be suggested and discussed.

06.6. Relevant links

Full Guidelines for the recognition of refugees’ qualifications:

http://www.aic.lv/ace/ace_disk/Recognition/leg_aca/ref_guid.pdf
07. Recognition and Transparency of Qualifications by Ministry of Higher Education and Science in Denmark (NATIONAL INITIATIVE)

07.1. Developers and partners
1. Ministry of Higher Education and Science (Denmark)

07.2. Countries involved
Denmark

07.3. Overview
On their website, the Ministry of Higher Education and Science have a page about “Recognition and Transparency of Qualifications”. They have posted the required application forms for assessment of foreign qualification. Link: https://ufm.dk/en/education/recognition-and-transparency/get-assessment

07.4. The process
Scenario A: Documentation can be provided.

1- Documentation requirements
When applicants send in an application they must enclose copies of the following documents. For some countries, however, the evaluation body asks for the original education documents (see the section on “Original documents” below).

   1- The diploma(s)/certificate(s) that you want to have assessed. Remarks:
      a. If you have more than one higher education qualification (e.g. a bachelor’s degree and a master’s degree), please enclose all of the documents.
      b. Only enclose primary and lower secondary certificates in case the qualification you want to have assessed is a primary, lower secondary, vocational or general upper secondary qualification.

   2- Transcript(s). If you are unable to provide the transcript, please list in your own words the subjects studied and passed.

   3- Translation(s) of the diploma(s)/certificate(s) mentioned if they are not in Norwegian, Swedish, English, German, French, or Spanish.

   4- Translation of transcript(s) if they are not in Norwegian, Swedish, English, German, French, or Spanish.

   5- If you have a Diploma Supplement, please enclose it.

   6- Entrance qualification:
a. Primary/lower secondary qualification if you want an assessment of a vocational or general upper secondary qualification.
b. Upper secondary qualification (e.g. high school certificate) if you want an assessment of a higher education qualification.

7. If the name on any of the documents is different from the name you are currently using: Name change documentation, e.g. marriage certificate.

8. If your qualifications have been assessed before: Former assessment(s) or recognition decision(s).

Remarks:

a. The Danish Agency for Science and Higher Education may ask you for further documentation of your qualifications, including original documents.
b. By signing the application you certify that the information given in the application is correct and that the enclosures are authentic documents relating to you. The Danish Agency for Science and Higher Education conducts routine verification of foreign documents. Cases of fraud (including the use of documents belonging to another person) will be reported to the police.

2. Original documents

The Danish Agency for Science and Higher Education reserves the right to demand the submission of original documents. Degree certificates issued in Pakistan need to be stamped by the Higher Education Commission (HEC). We only accept HEC stamps issued from February 2009 and onwards. If you have qualifications from one of the following countries, you are encouraged to enclose the original documents with your application (instead of copies):

1. Afghanistan
2. Burundi
3. Cameroon
4. Central African Republic
5. China: Instead of original educational documents you can submit a copy of a verification report issued by the China Academic Degree and Graduate Education Development Centre for your degrees and copies of your educational documents.
6. Congo-Brazzaville
7. DR Congo
8. Côte d'Ivoire
9. Eritrea
University leading full and stepwise approach to the integration of refugees

10- Ethiopia
11- India
12- Nigeria
13- Russia
14- Rwanda
15- Senegal
16- Somalia
17- Sudan
18- Syria: Instead of original documents you can submit original legalized copies, i.e. copies with original certifications by the Syrian Ministry of Foreign Affairs & Expatriates and the Ministry responsible for the programme in question.

In case the applicants send in original documents they must send them by registered letter post. The evaluation body always returns original documents by registered post.

Translation requirements: Documents in Norwegian, Swedish, English, German, French, and Spanish require no translation.

Scenario B: Documentation cannot be provided.
If it is impossible to provide sufficient documentation for an assessment of foreign qualification, the candidate may instead apply to the Danish Agency for Science and Higher Education for a background report. Here we have three points to review: What is the background report? Who can get it? What is the procedure to get it?

1- What is the background report?
The report describes the applicant educational background, indicating how the evaluation body would normally assess a similar qualification when sufficient documentation is available. It may help the applicants explain their qualifications when looking for further education or job opportunities in Denmark.

The evaluation body provides the background report on the basis of information that applicants are to give them by filling in an application form, and on the basis of their knowledge of qualifications from the country where the applicant studied or trained.

2- Can you get a background report?
Regarding this question, the Ministry of Higher Education and Science indicate that you can get a background report if the following conditions apply:
a. You have completed all or part of an educational programme in a country other than Denmark, e.g. upper secondary school, vocational training or a university degree.
b. You are unable to get hold of the documentation required in order to have an assessment made. There must be good reasons why you cannot provide sufficient documentation. This may, for example, be the case if you are a refugee or have completed your education in a country that was or is in a war-like situation.

3- How do I apply?

By filling in the application form and submit it along with all available documentation. The application form is available in the following link:


4- After the assessment - what next?

To see what is next and what comes after the assessment, the applicant can check the following link:

08. Nuffic Netherlands (NATIONAL INITIATIVE)

08.1. Developers and partners
1. Nuffic (The Dutch Organization for Internationalisation in Education)

08.2. Countries involved
The Netherlands

08.3. Overview
Nuffic issues an “Indication of level of education” (ION) for undocumented refugees, comparable to the Danish and Swedish background report. The ION is drawn up based on information provided by the applicant and contains a description of the prior education and a comparison with the education level in the Netherlands. In addition, a Toolkit has been developed. The Toolkit contains information about the legislative framework in The Netherlands and the ION procedure, as well as questionnaires and an organizational flow chart.

08.4: Objectives
1- To help universities set up their admission procedure for refugees whose qualifications are undocumented.
2- To encourage universities to allow for flexible approaches to supporting the integration of refugees without documents into higher education.

08.5. The process
For credentials evaluated, the following steps have been mentioned:

Step 1: Obtain a residence permit
Step 2: Receive the “Integration requirement notice” letter from DUO
Step 3: Submit a request to the credential evaluation information centre (IDW) for:
   - A credential evaluation (if you hold documents), or
   - An “Indication of level of education” (if you don’t hold documents).
   Remarks:
   - You need to enclose the ‘Integration requirement notice’ letter with this request.
   - The IDW will post your credential evaluation or ‘Indication of level of education’ to you within four weeks of receipt of your request.
   - The IDW evaluates credentials according to the principles of the Lisbon Recognition Convention.
If you do not need permission, your employer will decide whether to recognize your credentials. An evaluation provided by Nuffic serves as a recommendation. Employers are not required to recognize it.

**08.6. Relevant links**

Nuffic has published also the following two useful documents:


- Education system Syria described and compared with the Dutch system / Link: [https://www.nuffic.nl/en/publications/find-a-publication/education-system-syria.pdf](https://www.nuffic.nl/en/publications/find-a-publication/education-system-syria.pdf)
Appendix 09

09. The Flemish Community of Belgium Special Adaptation (NATIONAL INITIATIVE)

09.1. Developers and partners
1. Flemish Community of Belgium

09.2. Countries involved
Belgium

09.3. Overview
The Flemish Community of Belgium has adopted special measures for the recognition of refugees' qualifications.

09.4: Objectives
1- These foresee that the ENIC/NARIC of the Flemish Community of Belgium has to offer an adapted flexible recognition procedure to refugees who cannot fully document their qualifications.

09.5. Remarks
The ENIC/NARIC of the Flemish Community of Belgium may ask experts to provide an advisory statement regarding the foreign qualification of asylum seekers, refugees, subsidiary protected people and persons who are in a comparable situation on the basis of an interview as per provisions in the Lisbon Recognition Convention.
10. University for Refugees

10.1. Developers and partners
1. University for Refugees

10.2. Countries involved
Italy

10.3. Overview
Acknowledging the sharpening of the immigration emergency that involves the Arab countries and the Sub-Saharan countries, as well as the whole Europe as to the reception of the migrants, the International Telematic University UNINETTUNO contrived an Internet-based portal, “Education without Boundaries”, www.istruzionesenzaconfini.it. UNINETTUNO is the only University in the whole world where teaching and learning are carried on in five languages (Italian, French, English, Arab, Greek), in which thousands of students, coming from over 163 countries, are currently enrolled. “The technological network – UNINETTUNO’s Rector, Prof. Maria Amata Garito, states – promoted the creation of a network of people, intelligences, able to connect and share their knowledge and that along with several lecturers coming from various universities of the Arab World (Syria, Egypt, Jordan, Lebanon, Tunisia, Morocco etc.) developed a virtual area for higher education and the spreading of knowledge in the Euro-Mediterranean Area”. Thanks to this international experience, UNINETTUNO made out of internationalization an active instrument for cooperation, and that allowed to plainly create the “University for Refugees - Education without Boundaries” www.istruzionesenzaconfini.it, in order to let refugees and immigrants access the University from anywhere across the world

10.4: Objectives
1- This tool makes it possible the recognition of educational qualifications, previously earned by refugees and migrants in their countries of origin, and the recognition of their professional competences in order to facilitate their access to our University's degree, master’s and vocational training courses.
2- It is the first tool in the world, realized in English, French, Italian and Arabic, allowing refugees and immigrants to access and continue their university education or enrol for vocational training and retraining courses; studying in the different languages of the hosting countries; spread language and Arab World culture courses among the citizens of the hosting countries; promote knowledge about the regulations and the laws that govern reciprocal rights and duties.
10.5. The process

Refugees, who have obtained international protection and wish to access the services of Academic Qualification Recognition, but are not able to produce the necessary documentation, may apply for the Academic Diploma Recognition by attaching:

1. Identity Document or document certifying international protection status.
2. Self-certification containing the following information:
   a. Title(s) of study obtained;
   b. Year of title’s obtainment;
   c. Country and Institution where it was obtained;
   d. Final grade;
   e. List of the exams passed and relative grades;
   f. Study programme of the exams passed;
   g. In case the degree course has not been completed:
      i. Year of the first enrolment;
      ii. Faculty or Degree course;
      iii. Exams passed;
      iv. ECTS credits (if available).

The Evaluation Committee will carry out the verification of compliance in respect of both the title equivalence, in relation to the university system of origin and the institution that issued the document, and the courses’ programmes of the exams passed compared to the programmes of the courses at the University, which conducts the evaluation. The result of the evaluation phase will consist in a Statement of recognition, stating the recognition of the qualification obtained in the case of complete symmetry with the courses’ programmes and the qualifications issued by the University-evaluator, or, in other case, the list of debits and the path of supplementary study to be completed in order to obtain the qualification in the country where the new enrolment has been required. The enrolment in the university will occur only after the Commissions, consisting of professors belonging to the different degree courses, will be carried out the evaluations through special exams to verify the validity and the skills stated by the refugees in the self-certification.

The initiative also provides the European Guidelines for the recognition of the qualifications of the refugees without documentation:

The procedure of recognition of academic qualification for refugees without documentation implemented in the portal istruzionesenzaconfini.it is based on the following guidelines
"Recognize qualifications held by refugees – guide for credential evaluators" delivered by the ENIC-NARIC Network (ENIC - European Network of Information Centres in the European Region; NARIC - NARIC: National Academic Recognition Information Centres in the European Union) available at the link: http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx. ENIC-NARIC’s partner institutions are UNESCO, the European Commission and the Council of Europe. More specifically, the guidelines for ENIC-NARIC evaluators state that the institutions, in order to establish a standardized, accessible, fair and transparent procedure for those requesting a recognition without documentation, have to:

<table>
<thead>
<tr>
<th>1. Prepare a &quot;Background paper&quot;</th>
<th>A &quot;reliable statement&quot; which can be used to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Detail the completed educational path, study titles included.</td>
<td></td>
</tr>
<tr>
<td>2. Detail the professional background, professional qualifications, work experience and further skills included.</td>
<td></td>
</tr>
<tr>
<td>3. Documents and other proofs supplied by the applicant (if available).</td>
<td></td>
</tr>
<tr>
<td>4. Outline any additional information about:</td>
<td></td>
</tr>
<tr>
<td>- Educational system</td>
<td></td>
</tr>
<tr>
<td>- Educational institution</td>
<td></td>
</tr>
<tr>
<td>- Academic program</td>
<td></td>
</tr>
<tr>
<td>- Quality assurance</td>
<td></td>
</tr>
<tr>
<td>- Other relevant information</td>
<td></td>
</tr>
</tbody>
</table>

| 2. Assess academic credentials based on the "background paper" | Check and confirm the information collected through the background paper |

<table>
<thead>
<tr>
<th>3. Prepare the following steps (if applicable)</th>
<th>Further steps could be, for instance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organize an exam/test, to prove the acquired knowledge, competencies and skills.</td>
<td></td>
</tr>
<tr>
<td>2. Organize an interview, with an experts’ commission who could ask specific questions to the applicant to gather additional background information.</td>
<td></td>
</tr>
<tr>
<td>3. Use an affidavit, a document declared as official by a legal authority.</td>
<td></td>
</tr>
</tbody>
</table>
4. Complete the evaluation procedure

The evaluators will establish the outcome of the evaluation based on the purpose identified. The final outcome may be used for admission purposes to a new study cycle or to continue studies already started.

5. Deliver an official document (if applicable)

The document states:
1. The decision taken about the recognition, based on the purpose of the evaluation; and
2. The validity period.

The process of recognition of academic qualifications for refugees without documentation implemented in istruzionesenzaconfini.it complies with the indications of the European Recognition Manual for Higher Education 2016, developed by the EAR - European Area of Recognition project, and funded by the European Commission (The European Recognition Manual for Higher Education Institutions).

More about Education without Boundaries

In the "Education without Boundaries" portal, besides an information section on the Project, the student will be able to access the following services:

1. UNINETTUNO Educational Offer
2. Enrolment in the degree, master’s and vocational training courses
3- Recognition of academic qualifications
4- Recognition of professional skills
5- Language learning courses:
   a. I learn Italian - The Treasure of the Letters
   b. I learn Arabic - The Treasure of the Letters
   c. OLS language courses for refugees: German, English, Spanish, French, Italian, Dutch, Portuguese, Bulgarian, Czech, Danish, Greek, Croatian, Hungarian, Polish, Rumanian, Slovakian, Finnish, and Swedish
6- Health Services
7- Mutual Rights and Duties

10.6. Implementation
The “University for Refugees - Education without Boundaries” www.istruzionesenzaconfini.it has already yielded its first results. His name is Harout, he is the first Syrian refugee in Lebanon who enrolled to the degree in Information Engineering, delivered by the International Telematic University UNINETTUNO thanks to one of the 50 scholarships that are delivered for free by the University and devoted to refugee students entitled with international protection. Even in a moment of international fear, the purpose is that of boosting and sustaining the academic path of the immigrants holding the status of refugee, and of contributing to their vocational integration in the hosting country. The new technologies, in particular, e-Learning, can help enhance the reception of the refugees; a reception that passes through a qualified training, aimed to develop vocational competencies by means of a new distance teaching approach, where knowledge is spread by a new model of University, the University of the 21st Century, where every citizen of the World can study and learn without limits of space, time and place thanks to the Net. Harout is thirty years old, was born in the town of Aleppo where he accomplished his Bachelor in Chemistry. At this point, he has got the status of political refugee in Lebanon and hoping that peace would come back soon in his country, he can make his dream come true: achieving the study path he kicked-off in Syria by attaining an academic title recognized in Europe. Besides Harout, 60% out of the students enrolled to the portal the “University for Refugees - Education Without Boundaries” are Syrian refugees in Germany; they, too, googled the tools to resume their interrupted academic path, and to make their study dream come true, despite their refugee status.

The “University for Refugees - Education without Boundaries” is developing a great laboratory towards true integration, in order to value good immigration, dialogue, peaceful coexistence.
among peoples and international cooperation. The International Telematic University UNINETTUNO has a long and consolidated experience in distance education, delivered also in collaboration with several universities of the Arab World including Algeria, Egypt, Jordan, Lebanon, Morocco, Syria, Tunisia, and Turkey. UNINETTUNO allows the recognition of the study paths of thousands of foreign students and makes them earn study titles recognized in Europe and in the Arab World. So doing, UNINETTUNO offers foreign students the tools that enable them to acquire knowledge and expertise allowing them to play a constructive role in the social, cultural and economic life of the hosting Countries.

10.7. Relevant links
11. CIMEA Credential Evaluation

11.1. Developers and partners
1. CIMEA (Centro Informazioni Mobilità Equivalenze Accademiche)

11.2. Countries involved
Italy

11.3. Overview
Since 1984, CIMEA - Information Centre on Academic Mobility and Equivalence has been engaged in the field of information and consulting services relating to the procedures for the recognition of academic qualifications and to issues relating to Italian and international higher education and training. CIMEA is the official Italian centre within the NARIC - National Academic Recognition Information Centres - network of the European Union and the ENIC - European National Information Centres - network of the European Council and of UNESCO. CIMEA supports academic mobility in all its forms and facilitates the understanding of the components of the Italian and foreign higher education and training systems and promotes the principles of the Lisbon Convention in the field of academic qualification recognition.

11.4: Objectives
1- CIMEA, via its own service of the statement of comparability and certification of qualifications - Credential Information Service - International - produces, free of charge, “Statement of Comparability” of foreign qualifications for persons with refugee status, subsidiary or international protection holders and detainees.
2- CIMEA also sponsors and activates the National Coordination for the Evaluation of Refugee Qualifications (CNVQR): an informal network of experts from the administrative sector who operate inside higher education institutions and who deal with recognition of qualifications, to share evaluation procedures, problem cases, sources of information and methodological practices in cases of evaluation of qualifications held by refugees, even in cases of little or no documentation.
3- CIMEA started the trial phase of the Academic Pass of Refugee Qualifications that, through the development of an innovative procedure, allows the evaluation of qualifications held by refugees also the case of missing or partial documentation.
4- CIMEA is involved in international projects that focus on recognition of refugees’ qualifications. In chronological order:
RecoNOW: Knowledge of recognition procedures in ENPI south countries.
- Refugees and recognition: Toolkit for recognition of higher education for refugees, displaced persons and persons in a refugee-like situation.
- Recognition of Refugees qualifications – A pilot project.

11.5. The process
Inside its “Procedures for access to foreign students requesting visas for higher education courses for 2017-2018”, has invited Italian higher education institutions to «recognize cycles and periods of study conducted abroad and foreign study qualifications, with a view to entering higher education, proceeding with university studies and obtaining Italian university qualifications (Art. 2 Law 148/2002)» and «to make all necessary effort to introduce internal procedures and mechanisms to evaluate refugee and subsidiary protection holder qualifications, even in cases where all or part of the relative documents certifying the qualifications are missing».

11.6. Implementation
- In 1986 CIMEA was appointed by the Ministry of Public Education as the official Italian centre dealing with the NARIC - National Academic Recognition Information Centres network of the European Union and the ENIC - European National Information Centres network of the Council of Europe and UNESCO.
- As deliberated by Article IX.2 of the Convention on the Recognition of Qualifications concerning Higher Education in the European Union, the Ministry of Education, University and Research - MIUR has entrusted CIMEA with the task of conducting the activities of National Information Centre concerning the procedures of qualification recognition currently in force in Italy, the Italian higher education system and the qualifications awarded at a national level.
- As instructed by MIUR, CIMEA has been the sponsoring body of the Eurostudent survey in Italy and is the Italian representative of the European Eurostudent Network.
- CIMEA performs the duties of Italian National contact point for the European Union Erasmus Mundus Programme.
- Since 2012 CIMEA participates in the work of the Group of National Correspondents for Qualifications Frameworks (QF-EHEA) founded at the Council of Europe,
representing Italy, and created and manages the Italian Qualifications Framework – QTI.

- CIMEA was appointed by MIUR in 2009 to represent Italy inside the Information and Promotion Network (IPN) of the Bologna Process and participates in the network sponsored by the European Commission of the European Promotion and Mobility Agencies.

- CIMEA was nominated as a member of the Working group on the Recognition of qualifications held by refugees, displaced persons, and persons in a refugee-like situation, working within the Council of Europe.

Finally, CIMEA participates in the work of the Bologna Process and the European Higher Education Space, both on a national level collaborating with the national group of the Bologna Process Experts, and on an international level participating in work groups and initiatives sponsored by the Bologna Follow-up Group (BFUG).
12. RecoNOW: Knowledge of Recognition Procedures in ENPI South Countries

Developers and partners

12.1. Developers and partners
1. Tempus Programme of the European Union

12.2. Countries involved
On European level

12.3. Overview
The RecoNow project aims at improving and increasing the quality of student mobility within Middle Eastern and European higher education systems. Partners intend to improve competencies and skills of credential evaluators by defining common practices and realizing common tools among European and Middle East national bodies and HEIs, starting from the experience of the European HEIs in relation with the Bologna Process and practices adopted by ENIC/NARIC centres. The theme of recognition takes into account all the aspects of a HE system (i.e. QA; accreditation/recognition of institutions and programmes; access to courses; etc.): in order to evaluate foreign qualification there is a need to know different elements and to consider the purpose of this evaluation procedure (i.e. academic or professional recognition). The activities of the project are placed both at national (official bodies) and institutional level (HEIs). Considering that ENPI south countries signed the UNESCO Mediterranean Recognition Convention in 2005 which led to the creation of the MERIC Network (a network of Mediterranean Recognition Information Centres), the project intends to create operational national recognition centres and to provide training activities on recognition practices for their staff. The project will draft National Reports of each partner country involved in the project in order to present their HE systems in the view of recognition purposes. The project will focus their attention on controversial recognition cases and sectors as TNE and international institutions, distant learning qualifications and non-traditional degrees. Moreover, the project tackles poor recognition of foreign qualifications as one of the main challenges that hinder international student mobility. Specific expertise in the credential evaluation field, access to official, comprehensive and focused information on different HE systems, study programmes, institutions and their recognition procedures, are among the key issues to be improved in order to guarantee smooth recognition procedures and to foster cross-border student mobility.
This is the target of the RecoNow project that runs from December 2013 until May 2016 in the framework of the Tempus Programme.

12.4: Objectives
1- Organization of a blended course for government officials from Jordan and Palestine to provide them with the knowledge of EU higher education systems, to understand recognition practices and to increase their skills to develop and run National Recognition Centres.
2- Elaboration of National Reports focusing on education systems in Jordan and Palestine, on Higher Education Institutions, their programmes, and qualifications in these countries with the aim of facilitating the circulation of clear and complete information, useful both to recognition officers and students.
3- Organization of a training for university staff from Jordanian and Palestinian universities to foster their capacity to carry out academic recognition procedures in order to put in place effective University Recognition Centres and to increase the cooperation among universities on higher education issues.
4- Elaboration of guidelines for evaluating non-traditional, trans-national education and distance learning institutions and their qualifications in order to foster up-to-date recognition practices that can be applied even to latest and cutting-edge education methods.
5- Promotion and sharing of the project final results through a publication that will be presented during two international conferences that take place in the first half of the year 2016, in Jordan and in Italy.

12.5. Implementation
- The RecoNow project activities will lead in the long run to the improvement of recognition and accreditation of foreign qualifications of students that studied abroad, especially in the framework of mobility for study within Middle Eastern and European higher education systems.
- During the project life, the partners worked together in order to foster access to official and comprehensive information on different HE systems, encourage the application of the Lisbon Recognition Convention procedures and of the Bologna Mobility Tools, implement good practices and methodologies for smooth recognition of foreign diploma certificates and transcripts.
- The main project outputs are presented during the project's final conferences in Jordan and Italy. Among these, National Reports on the education systems in Jordan and Palestine have been developed by the project partners. The Reports describe Jordanian
University leading full and stepwise approach to the integration of refugees

and Palestinian Higher Education Institutions, their programmes and qualifications with the aim to facilitate the circulation of clear and complete information, useful for admissions officers, credential evaluators, and students willing to participate in study abroad experiences.
Appendix 13


13.1. Developers and partners
1. MERIC-Net (Mediterranean Network of National Information Centres)
2. 19 partners from Algeria, France, Italy, Lebanon, Morocco, Norway and Tunisia:
   - The University of Nice - Sophia Antipolis – UNS, France
   - CIEP (CENTRE INTERNATIONAL D’ÉTUDES PÉDAGOGIQUES), France
   - The University of Palermo (UNIPA), Sicily, Italy
   - CIMEA
   - UNIMED, Mediterranean Universities Union
   - The University of Oslo (UiO), Norway
   - NOKUT (The Norwegian Agency for Quality Assurance in Education), Norway
   - MESRS (Ministry of Higher Education and Scientific Research), Algeria
   - The University of Algiers 1, Algeria
   - The University Abu Bekr Belkaid Tlemcen (UABT), Algeria
   - DAJEC - Direction des Affaires Juridiques, des Equivalences et du Contentieux, Morocco
   - Cadi Ayyad University (UCA), Morocco
   - The Mohammed V University of Rabat (UM5R), Morocco
   - Ministry of Higher Education Scientific Research and Information and Communication Technologies, Tunisia
   - The University of Tunis El Manar, Tunisia
   - The University of Monastir, Tunisia
   - Ministry of Education and Higher Education, Lebanon
   - Universite Antonine, Lebanon
   - Holy Spirit University of Kaslik, Lebanon

13.2. Countries involved
Algeria, France, Italy, Lebanon, Morocco, Norway and Tunisia

13.3. Overview
The MERIC-Net project's objective is to revitalize the MERIC network (Mediterranean Recognition Information Centres) in order to favor and increase the recognition of qualifications
within the Mediterranean Region and to raise the quality of vertical and horizontal mobility in the higher education systems of the involved countries. The project partners intend to improve the competencies and skills of credential evaluators defining common practices and realizing common tools among European and South Mediterranean countries, national bodies and HE institutions, starting from the experience of European higher education institutions and practices adopted by the ENIC-NARIC centres.

13.4: Objectives
1- Revitalization of the MERIC network (Mediterranean Recognition Information Centres) in order to facilitate recognition and the contact between the recognition authorities in the Mediterranean and European region.
2- Online and face-to-face training for government officials from Algeria, Lebanon, Morocco and Tunisia to provide them with knowledge on EU higher education systems, recognition practices, and National Recognition Centres.
3- Elaboration of National Reports on the education systems, official Higher Education Institutions, study programmes, qualifications and peculiarities of Algeria, Lebanon, Morocco, and Tunisia, with the aim of facilitating the circulation of clear and complete information, which is useful both for credential evaluators and students.
4- Online and face-to-face training for university staff from Algerian, Lebanese, Moroccan and Tunisian universities to foster their capacity in academic recognition procedures and increase the cooperation among universities.
5- Elaboration of guidelines for the evaluation of non-traditional, cross-border or trans-national education and distance learning institutions and their qualifications in order to foster up-to-date recognition practices that can be applied even to latest and cutting-edge education methods.
6- Elaboration and practice-sharing of procedures for the recognition of refugees’ qualifications.
7- Promotion and sharing of the project final results through two final conferences in the Mediterranean Region in 2019.

13.5. Implementation
1- National Report on the Higher Education systems of Algeria, Lebanon, Morocco, and Tunisia (will be available in January 2019).
2- Guidelines for the evaluation of non-traditional, cross-border or trans-national education and distance learning institutions (will be available in spring 2019).
14. Recognition in Germany

14.1. Developers and partners

1. Federal Ministry of Education and Research, Germany

14.2. Countries involved

Germany

14.3. Overview

Over the past few years, Germany has received a large number of refugees from countries such as Syria. Many are permitted to work in Germany and have already acquired a professional or vocational qualification in their homeland. The question they face is whether they are able to work in Germany in the profession or occupation in which they have trained. In some professions (such as a doctor, teacher or nurse), recognition of the foreign professional qualification is a mandatory requirement. Recognition can also increase labour market opportunities in other occupations since employers are better able to evaluate what an applicant has learned. Based on that the Federal Ministry of Education and Research in Germany started to highly focus on the refugees’ qualification recognition.

14.4: Objectives

1- The multilingual information portal “Recognition in Germany” provides answers to all important questions relating to the recognition of a foreign professional or vocational qualification. Persons interested in seeking recognition can use the site to carry out their own research and gain an initial overview of the topic. Alongside German, the portal is also available in English, Spanish, Italian, Romanian, Polish, Turkish, Greek and Arabic.

14.5. Implementation

The Federal Ministry of Education and Research in Germany provided a lot of facilities to ease the procedures. The ministry indicates quick links to services and information pages:

1- The new „Recognition in Germany“ app is – in addition to German and English – also available in the five most common languages spoken by refugees (Arabic, Dari, Farsi, Tigrinya, and Paschtu). You can download the App for Android, iOS, and Windows-Phone.

2- They have put together initial information on the recognition procedure for foreign professional and vocational qualifications in a video available in seven languages.
3- The Recognition Finder tool enables potential applicants to check whether recognition is necessary or helpful in their own specific case. Users can obtain information on how they can apply for recognition of their qualification via a few clicks of the mouse. A summary of all the important information for making an application, such as what documentation is needed, is also provided on the results page.

4- The Federal Office for Migration and Refugees (BAMF) and the Federal Ministry of Education and Research (BMBF) have issued a general information flyer in 15 languages (including Arabic), which provides basic details of the law and procedure. The flyer can also be ordered in hard-copy form from the BAMF. A flyer entitled "Recognition procedure for healthcare professionals", specifically covering the healthcare professions in which academic qualifications are required, is also available in five languages, including Arabic.

5- If the documents normally required for recognition cannot be submitted or if it is only possible to provide such documentation in incomplete form, a skills analysis may be conducted as part of the recognition procedure. Compact information on this topic is contained within the Flyer on skills analyses (featuring information sheets in 15 languages). In the same vein, the Federal Ministry of Economics and Energy (BQFG) has issued a document that explains the act concerning the Assessment of Equivalence of Professional Qualifications. The act serves to improve the use of professional qualifications acquired abroad so that holders of such qualifications can find work commensurate with those qualifications on the German labour market.

   a. This Act shall apply to the assessment of equivalence between foreign training certificates, taking into account other professional qualifications for which evidence is provided, and German training certificates for professions governed by federal law unless otherwise provided in relevant professional legislation. Section 10 of the Federal Expellees Act (Bundesvertriebenengesetz) shall remain unaffected.

   b. This Act shall apply to all individuals who have acquired their training certificates abroad and express their intention to work in Germany in a profession commensurate with their qualifications.

The document that shed light on this act includes an explanation of many points; establishment of equivalence, documents to be presented, the recognition procedure, form of the decision, the competent body, regulated professions, prerequisites of equivalence, assessment of existing professional qualifications, compensation
measures, documents to be presented, common provisions, obligations of cooperation, recourse to law, statistics, evaluation and reporting, and exclusion of deviating land legislation.

6- Individual recognition guidance and support can also be obtained from the regional advisory bodies organized within the "Integration through Training" (IQ) Network.

7- The Federal Office for Migration and Refugees continues to offer a hotline, which is able to respond in English and German to questions relating to recognition, finding a job, entry to and residence in Germany and learning German. The hotline is available at +49 30 1815 - 1111 (Monday to Friday, 9:00 am - 3:00 pm).

8- The qualibooXX online portal has collated further information on the labour market integration of refugees in Germany in its Dossier "Flüchtlinge - Qualifizierung und Arbeitsmarktintegration" ("Refugees – training and labour market integration") (only available in German).

9- The Federal Agency for Civic Education has released a new "Guide for Orientation and Communication in Germany". The guide provides information about living in Germany and gives a first orientation for refugees.

10- Refugees interested in studying in Germany find helpful information on the website of the German Academic Exchange Service (DAAD): [https://www.study-in.de/en/refugees/](https://www.study-in.de/en/refugees/)

The information portal "Refugees and Training" of the Coordination Office for Vocational Training and Migration (KAUSA) provides basic and easy-to-understand information on the asylum procedure and the preconditions for the entry of refugees into dual training.

14.6. Relevant links

Link to Act concerning the Assessment of Equivalence of Professional Qualifications: [https://www.bmbf.de/files/bqfg_englisch.pdf](https://www.bmbf.de/files/bqfg_englisch.pdf)
15. UK NARIC / The United Kingdom’s Policy for Qualification (Including: Syrians in Jordan: Refugee Qualification Recognition Scheme)

15.1. Developers and partners
1. UK NARIC

15.2. Countries involved
United Kingdom

15.3. Overview
The United Kingdom’s policy for qualification recognition has repeatedly evolved since the 1980s and the country can now be considered a European leader in the recognition of formal, informal and non-formal qualifications. That said, given the current refugee crisis and predicted migration trends, there can be no doubt that the system in place will be subjected to considerable strain. Accordingly, it is important that the existing methods for the recognition of the skills of refugees and asylum seekers be examined meticulously. The first step is to provide a clear and complete history of the current system, which has become a complex arrangement of several different bodies.

UK NARIC is the designated United Kingdom national agency for the recognition and comparison of international qualifications and skills. It performs this official function on behalf of the UK Government.

15.4. Objectives
1- UK NARIC provides vital support to universities, colleges and employers with international recruitment and the processing of international applications for work or study. A range of subscription packages offers 24/7 access to our online data banks of international education systems and qualifications, plus online support. For occasional users, short-term packages and one-off services are also available.
2- UK NARIC member organizations are supported by a range of training and events, including e-training, and an annual conference.
3- UK NARIC also offers worldwide advanced research and consultancy for employers, skills councils, awarding bodies, education authorities, and governments.

15.5. Implementation
UK NARIC has been launched the following new support scheme:
Syrians in Jordan: Refugee Qualification Recognition Scheme
A. Developers and partners:
1. UK NARIC - UK National Recognition Information Centre
2. UK NEC - National Europass Centre for the UK
3. CPQ - The Centre for Professional Qualifications
4. ECVET - The national contact point for England, improving the mobility of those holding vocational qualifications across Europe
5. ReferNet - The European network offering comparable information on Vocational Education and Training across Europe
6. ECCTIS Ltd - Also offers Research and Consultancy services

Information about each partner can be found in the following link: https://www.naric.org.uk/naric/About%20Us.aspx

B. Services for individuals by UK NARIC
1. UK NARIC provides an official document that states how someone international qualifications compare to UK qualifications.
2. UK NARIC provides proof of English language ability for work or study purposes.
3. There are occupation-specific entry requirements and processes for a number of regulated trades and professions in the UK. UK NARIC provides services and documents to support these. (At the moment, they support entry to teaching; early year’s sector; electrician and electro-technical; construction trades.)

C. Services for organizations by UK NARIC
1. UK NARIC can help compare international qualifications from 200 countries, former states or territories with the equivalent levels of UK qualifications. They can also help authenticate qualifications and detect fraud.
2. UK NARIC services are underpinned by the largest information base of international qualifications in the world, based on over 15 years of research, continuously reviewed and updated.
3. UK NARIC provides useful research, specialist knowledge and expertise with training workshops, seminar events and annual conference. They also offer e-Training, bespoke training, on-site support, and advanced research, consultancy and data services.

Large-scale users such as university and college admissions offices and international departments, and professional bodies and large HR departments, can find good value in UK NARIC membership packages. Smaller scale users can access services via One-off Enquiry service...
or Assessments Bundles. All our training and support services can be ordered separately so that you buy only what you need.

15.6. Remarks
Check this research paper: Refugee Qualification Equivalence: Improving Integration through Skills Recognition

15.7. Relevant links
Link to the mentioned paper: http://thewilberforcesociety.co.uk.gridhosted.co.uk/refugee-qualification-equivalence-improving-integration-through-skills-recognition
16. Refugees Welcome Map by European University Association

16.1. Developers and partners
1. European University Association (EUA)

16.2. Countries involved
On European level

16.3. Overview
Many organizations across Europe and beyond are responding to refugees by providing them shelter, advice, and support in dealing with authorities and engaging them in cultural and sports offers. Higher education institutions are also developing initiatives tailored to refugee students and university staff, and have included subjects concerning migration and refugees into teaching and research.

With the Refugees Welcome Map campaign, EUA aims to showcase and document the commitment of higher education institutions and organizations in supporting refugees. EUA is collecting data on their initiatives and activities via a brief survey and presenting them in this interactive map, which will be continuously updated. The initiative began in Europe but is open to institutions and organizations around the world.
By January 2017, EUA Refugees Welcome Map had collected almost 250 initiatives from higher education institutions and related organizations in 31 countries.

16.4: Objectives
1- EUA will use the data to identify common challenges and derive transferable good practice approaches to the long-term sustainable integration of refugees into higher education.
2- This data will be disseminated through the inHERE project as of mid-2017 in a range of materials and training events for university staff.

16.5. Implementation
The data mentioned in the objectives are already available now through the inHERE project, the following is the link of the project: http://www.inhereproject.eu/
17. AKZESS Project (Efficient Immigration Management for Qualified Professionals)

17.1. Developers and partners
1. State Ministry of the Interior of Saxony
2. City of Dresden
3. The Cities of Chemnitz and Leipzig
4. The District of Mittelsachsen
5. City of Freiberg
6. Regional Administration Saxony of the Federal Employment Agency
7. International Placement Services
8. The Chambers of Industry and Commerce of Dresden

17.2. Countries involved
Germany

17.3. Overview
AKZESS is a standardized administrative procedure to allow qualified professionals from third-party countries faster access to the job market in Saxony. Companies in Saxony have to compete globally for their top talents. Qualified professionals from abroad have to be able to be integrated into the workflow as quickly as possible. Hence, the Project is a service offered to qualified professionals who have found a job in Dresden, Chemnitz, Leipzig or in the Freiberg region. AKZESS supports locally based companies and scientific or research institutions that already employ or want to recruit international staff. It also addresses to foreign PhD students, students in a Cooperative Education Program and to university graduates as well as to people from abroad who want to implement their business ideas and go into business for themselves in Dresden, Chemnitz, Leipzig or in Freiberg region.

17.4. Objectives
1- The goal of this initiative is to speed up the administrative processes for a residence and work permit.
2- AKZESS offers:
   - A standardized, coordinated and efficient administration process cross-linking all parties involved.
   - Transparent decision-making processes.
- A reliable and fast decision within four weeks
- Competent and service-oriented advice from all parties involved.

17.5. The process
- The Integration through Qualification (IQ) programme counseling offices provide information about the process of recognition of professional qualifications and refer to the authority responsible for the case. Anyone wishing to have their qualifications recognized could have a personal counseling session at a local office.
- IBAS – Information and Counselling Office Recognition in Saxony: IBAS is part of the IQ network and gives migrants advice on the recognition of their foreign professional qualifications. IBAS offers basic information on possibilities of recognition, the further recognition procedure, and professional integration.
- The staff of the IBAS information centres offers the following help:
  o Advice on the recognition of foreign professional qualifications.
  o Information on the regional Education Agency responsible for the applicant, the further recognition procedure, and necessary documents.
Advice on qualification possibilities and information on professional paths.

17.6. Implementation
- The administration and associations have committed themselves to this service. To make sure everything works, applicants and companies are asked to contribute their part. The project has already carried out successfully at two local immigration offices since 1st of September 2011. Currently, it is being implemented in two other immigration offices. A task force has been formed to accompany, test and evaluate this project location.
- With AKZESS, Saxony, as one of the first Federal States, has improved administrative practice and service quality for foreign professionals and graduates at immigration offices. More than 90 percent of all residence permits granted in the scope of AKZESS have been granted within four weeks. Foreign professionals and Saxon enterprises benefit from a faster process and clear structures.
- Evaluation of the Saxon pilot project AKZESS proved the project's success and showed that project immigration offices are on the right track! After a two-year term, the AKZESS project was evaluated by the Saxon State Ministry of the Interior based on AKZESS statistics and a written survey of the project participants.
o AKZESS has been successful. The main objectives – acceleration of processing and increase of service quality – have been achieved. During the evaluation term 3,500 residence permits were granted; 90 percent of which in the target period of four weeks.

o Project status will be terminated.

o At the locations, AKZESS will be integrated into the usual administrative workflow.

o AKZESS is a locational advantage. AKZESS contributes significantly to winning qualified professionals and supports further immigration of foreign professionals to Saxony.

o At the moment, extending AKZESS to other locations is not planned. Being implemented in three big cities, AKZESS is offered at locations with the according to demand.

The AKZESS working group will be continued. The accompanying working group, which includes the participants mentioned above, shall be continued for the exchange of experience, consistency compliance and further process optimization. The Saxon State Ministry of the Interior shall remain a coordinator.

17.7. Remarks
The “Recognition in Germany” website offers helpful information for anybody looking to get their professional qualifications recognized in Germany. Other than information on counseling offices, working in Germany and professional recognition, the website also offers a “recognition finder”. This finder is a helpful tool for finding information on the German (near) equivalent of their profession, the necessary steps to get ones professional qualification recognized and which authority is responsible for the recognition of one’s qualifications.

17.8. Relevant links
18. CICIC: Assessing the Qualification of Refugee in Canada

18.1. Developers and partners
1. CICIC: Canadian Information Centre for International Credentials

18.2. Countries involved
Canada

18.3. Overview
In the fall of 2015, federal, provincial, and territorial governments committed to welcome and settle 25,000 Syrian refugees in communities across Canada. At that time, the Canadian Information Centre for International Credentials (CICIC), alongside other organizations present at this workshop, began to have internal discussions about what this would mean once these newcomers settled and thought recognition of their previous studies in order to work or study in Canada. How would the broad and diverse organizations that assess and recognize academic credentials work with refugees who may not have access to the documentation normally required?

18.4: Objectives
1- This workshop was conceived to assist refugees to enter the labour market and access further education by building knowledge in the pan-Canadian assessment community of alternative approaches to credential assessment and recognition for refugees and persons in refugee-like settings.
2- This workshop affords an opportunity to learn from the experience of organizations across Canada and in Europe.
3- Building on expertise and insights, this workshop affords for participants to collectively provide concrete guidance to organizations performing assessments to help them develop policies and practices in accordance with their organization’s mandate and purpose.

18.5. The process
Building on the approaches taken by postsecondary institutions, regulatory bodies, and assessment services in Canada and beyond, the workshop has identified five different types of approaches that might be taken in different situations. These approaches are neither exhaustive nor mutually exclusive, and many organizations that adopt a case-by-case approach will use different approaches at different times:
- Approach 1: “country profile plus comparability statement” Provide a country profile of the education system of the issuing institution and a comparison of the claimed credential to one offered in the receiving province or territory’s educational system. No verification is conducted of the individual’s study pathway.
- Approach 2: “background paper” – Provide an assessment based on a background paper developed by the applicant, describing the applicant’s studies, courses, grades, corroborated by sworn affidavits and/or other evidence.
- Approach 3: “some documentation” – Provide an assessment based on some documentation, (may be partial, copies, originals, unverifiable, etc.), corroborated by a background paper, sworn affidavits and/or other evidence.
- Approach 4: “some verifiable documentation” – Provide an assessment using regular procedures for some documents and alternative procedures for others.
- Approach 5: “testing skills and competencies” – Provide an assessment based on interviews, testing, portfolio development, or other methods to assess learning outcomes.

In developing alternative approaches to assess and recognize the qualifications of refugees, organizations will have to determine their eligibility criteria for an alternative approach, and whether the alternative approach has the same outcome as the regular approach (e.g. is there a notation on the assessment report that indicated the evidence used to inform the report? Does the applicant have to take additional exams or other methods to prove their skills and competencies?) Organizations may also grapple with a range of additional considerations, such as:

- Is our alternative process fair to refugees? Is it fair to other applicants? Does our approach for refugees inform our practices for our other applicants?
- How best to balance the risk of fraud over the risk of creating unnecessary or unfair barriers?
- Is partial or conditional recognition possible?
- How will we communicate our alternative approach to prospective applicants?
- Will we reduce or waive fees or translation requirements?
- Are other avenues available to unsuccessful applicants (other programs of study, alternative careers)?
- Can other methods of measuring skills and competencies be used?
- What other support systems might refugees in particular need?
18.6. Relevant links
- Link to a report (Seminar on Recognition of Refugee Qualifications):
19. Qualification Recognition for Refugees Webinar

19.1. Developers and partners
1. EAIE: European Association for International Education
2. University of Colorado Boulder

19.2. Countries involved
European Union and the USA

19.3. Overview
The European Association for International Education is the European centre for expertise, networking, and resources in the Internationalisation of higher education. EAIE provides training on specific internationalization topics, one of these training is about qualification recognition for refugees.

19.4. Objectives
1. The association provides some practices in the recognition of refugees and displaced persons’ qualification, as well as admission strategies for exceptional cases.
2. The association support university staff in dealing with the challenges of the refugee crisis.

19.5. The process
The pioneering national-level policy for recognizing refugees’ qualifications in Norway following the Lisbon Convention on the Recognition of Qualification concerning Higher Education in the European Region will be introduced and contrasted with the University of Colorado Boulder-based in the USA, where no such national-level policy exists. After the webinar, trainees will be equipped with the knowledge necessary for taking steps that benefit refugee applicants, their institutions, and society.

19.6. Relevant links
Link to the initiative: https://www.eaie.org/training/webinars/webinar-detail/qualifications-recognition-refugees.html
Appendix 20

20. Trail Project for Broader Recognition of Refugees’ Diplomas

20.1. Developers and partners
1. Flemish Interuniversity Council
2. NARIC-Flanders

20.2. Countries involved
Belgium

20.3. Overview
A special programme of study will be launched in September 2018 to assist newcomers to Flanders in obtaining a degree in their discipline if they have no paperwork from their home countries

20.4. Objectives
1- Recognition more diplomas held by refugees in the Flanders.

20.5. The process
- Newcomers in Flanders can request the recognition of their higher education diploma from NARIC-Flanders. The system, however, has limitations, especially in the current refugee crisis. Many refugees, for instance, are not in possession of the required paperwork to prove their educational background.
- The trial consists of an initial screening by NARIC and an interview at a Flemish university. Then candidates will be required to follow an English-language Master’s program related to their diploma. They will also follow carry out a thesis assignment or internship. Every candidate will receive personal guidance.
- After one semester, the university’s lecturers and supervisors will advise NARIC on the equivalence of the foreign diploma. They can at that point recommend a specific program of study for the refugee to earn a Flemish degree.
- The trial project will focus on Master’s degrees in exact sciences, engineering sciences and economics. The largest number of requests for recognition concerns these disciplines. The project will be evaluated in 2017 and will then possibly be extended to other study disciples.
Appendix 21

21. Evaluation of Foreign Qualification by BQ Portal

21.1. Developers and partners
1. BQ Portal: The Information Portal for Foreign Professional Qualifications in Germany
2. Federal Ministry of Economic Affairs and Energy

21.2. Countries involved
Germany

21.3. Overview
BQ Portal help the employers to evaluate refugees’ applications.

21.4. Objectives
1- To help employers that they don’t know how to evaluate refugees’ qualifications and to determine whether the qualification is appropriate for the employment you are offering.

21.5. The process
- The portal offers comprehensive information on education systems and professional qualifications offered in the main countries of origin of refugees. This information helps to gain a better understanding of competence, skills, and expertise of job applicants.
- The compact one-page country overviews give a valuable insight into the country of origin of refugees in question. They include information on population and educational attainment in the relevant country, integration of migrants from those countries in Germany, a short overview of the education system as well as examples of successful labour market integration of refugees thanks to recognition of foreign professional qualifications.
- Information provided on Syria and Afghanistan:
  o General information and educational attainment
  o Immigration and integration in Germany
  o Education systems in the two countries

21.6. Relevant links
Link to the initiative: https://www.bq-portal.de/en/seiten/refugees-evaluating-foreign-qualifications
22. Opening Universities for Refugees (OUR)

22.1. Developers and partners
1. Opening Universities for Refugees (OUR)
2. Many partners:
   - UNHCR: The UN Refugee Agency
   - Fugee School
   - Same Skies
   - The Alina Group
   - Freestate Productions
   - Macquarie University
   - Dulwich College (Singapore)
   - Nexus International School (Singapore)
   - Make It Right Movement
   - Cisarua Refugee Learning Centre
   - Monash University Malaysia

22.2. Countries involved
On Australia and Southeast Asia level; Australia, New Zealand, Indonesia, Malaysia, Singapore

22.3. Overview
Opening Universities for Refugees (OUR) is an independent initiative and a charity registered in the UK to build knowledge networks and consortia to offer higher education to communities in need. OUR is designed to help meet the higher educational needs of communities in protracted refugee/displacement situations globally, particularly in Southeast Asia. By using technology and fostering a culture of institutional openness and inclusion, OUR aims to harness the expertise of higher education institutions to transcend existing borders of knowledge sharing and hitherto impermeable geo-cultural boundaries. Through the provision of higher education, OUR seeks to restore the dignity and hope of communities in crisis.

22.4. Objectives
1- Seeks to enhance international awareness and understanding of the need to contribute to the higher education of refugees and displaced peoples.
2- Brings together institutions which offer, or are willing to offer, higher education courses and/or diploma and certificate programs to refugees and displaced peoples.
3- Offers a model for self-selecting organizations, institutions, foundations, and individuals to network, share their expertise, reflect, develop best practice and collaborate systematically to identify and offer appropriate higher education opportunities to the individuals and communities who need them most.

4- Builds projects to utilize existing and emerging knowledge systems to address common.

5- Fundamental-foundation stone issues and simultaneously offer site-specific relevance by organizing 3C Forum (Collaborate, Create and Change).

6- Offers scholarships (starting from 2019) for partner institutions.

7- Offers MAP Mentorship Program for the Refugee Run Learning Centres.

8- Hosts Teacher Training Workshops for the Refugee Run Learning Centres.

22.5. Implementation

OUR has four projects:

1- **Project ACACIA** (Malaysia):
   
   About the project: There are currently more than 150,000 refugees and undocumented immigrants in Malaysia, the vast majority of whom have very limited access to higher education. Reasons are several: the cost of registration, admissions criteria, legal and technical issues as well as the personal and environmental factors affecting potential students. **OUR - Open Universities for Refugees** - is an initiative which seeks to bring together students, universities, donors and non-governmental agencies to build consortia which, individually and collectively, will address these issues to enable more potential students to realize their goal of higher education studies. Over weeks, OUR have been working with UNHCR, Malaysia to meet current stakeholders and current and potential students to understand better: the nature of demand for higher education in Kuala Lumpur and the challenges faced by those wishing to access it; the current academic opportunities available, and potential options for the future; the nature of current infrastructure to support potential students, both within communities and amongst current higher and secondary education providers; and the views of other key stakeholders. In addition, with the assistance of UNHCR, Malaysia and Fugee School, OUR is currently conducting a survey of potential students in KL. The outcomes of both the interviews and the survey have made available to C3 Forum participants in advance of 5 August 2016. The C3 Forum itself will not only provide the opportunity to discuss these outcomes in more detail but will seek to facilitate effective collaborations amongst participants leading to funded projects and initiatives to increase access to
higher education opportunities in Kuala Lumpur. One of OUR goals is to involve as many interested parties and stakeholders as possible to ensure that everyone who has the potential to develop solutions to the challenges posed by the provision of higher education in KL is included.

First update (March 2017): the first outcome of 3C Forum: The CERTE Task Force, in partnership with the Fugee School, Open Universities for Refugees (OUR), the University of Nottingham Malaysia, Brickfields Asia College, and UNHCR Malaysia, Piloted a "Bridge Course" in March 2017. The aim of the Bridge Course is to equip students with the basic knowledge of the application process for higher education institutes; have a better understanding of areas of knowledge and different academic disciplines; have developed basic research skills in writing and presentations; and prepare students with a heightened awareness of the dynamic life of a university campus and have developed a confidence to participate in it. Participants of the course had a unique opportunity to participate in university campus visits and meet with university professors at two universities in Malaysia. In addition, students who successfully complete the course have been given the opportunity to sign-up for a continued mentorship program that provides continued support in their university application process.

Second update (January 2018): Second CERTE Bridge course was hosted at Monash University Malaysia. Following institutions and individuals were awarded the OUR Trophy: UNHCR, Brickfields Asia College, Nottingham University, Monash University, Dr. Brian Lariche (Make It Right Movement), Dr. Robin Duncan (T4R) and Ms. Jessica Chapman (T4R and Fugee School). Third CERTE Bridge course was hosted during March 2018. More information to get about should be available on OUR website soon.

2- Project BANYAN (Indonesia):

About the project: OUR has organized Pre-Teacher Training Workshop for the teachers of the Refugee Run Learning Centres at Cisarua on the 12th May 2017. 6 Social Sciences teachers have successfully completed their studies via Coursera and have received their diplomas on Big History Project from Macquarie University. Second Teacher Training on “How to teach controversial topics in history” took place on the 24th September 2017. Third Teacher Training on “Intercultural Dialogue, Identity, and Citizenship” is scheduled to take place on the 11th February 2018. OUR will partner with UNHCR, Indonesia to host the 3rd 3C Forum in August 2018 in Jakarta. Currently, OUR is collaborating with the volunteering teachers of Dulwich College and Nexus International School in Singapore to set a peer to peer mentorship program.
MAP as an application of Project BANYAN: My Academic Pal (MAP) is a new online Mentorship Program where the volunteering teachers from Nexus International and Dulwich College, Singapore meet the teachers of the Refugee Run Learning Centres in Cisarua, Indonesia weekly to offer their expertise and guidance. MAP has been created as part of the long-term teacher training program.

3- Project MANUKA (New Zealand):

About the project: The United Nations High Commissioner for Refugees indicated that there are now more than 22 million refugees globally and highlights the need to think of creative and empowering solutions to support those who have been forcibly displaced. Open Universities for Refugees (OUR) is an initiative that brings together institutions which offer, and are willing to offer, higher education courses and/or diploma and certificate programmes to refugees and displaced people, and to create an open and accessible knowledge network accessible by all. The First 3C Forum was co-organized by UNHCR, Malaysia and OUR in August 2016. The Second 3C Forum, which has been co-organized by youth-led initiative Empower and hosted by the University of Auckland, seek to facilitate effective collaborations amongst participants leading to new initiatives to increase access to higher education opportunities, not only for the newly resettled refugees in New Zealand, but also for the displaced communities in the region. Hence, the main goal of this project is to involve as many interested parties and stakeholders as possible to ensure that everyone who has the potential to develop solutions to the challenges posed by the provision of higher education in New Zealand is included. The 3C Forum has used conference format, the principal characteristic of which is that the agenda and themes are not defined in advance but rather emerge from participants during the course of the forum. As such, themes were dependent on participants' own priorities and aspirations. These themes have been discussed in open-ended discussion sessions on the first day of the 3C Forum and all participants were invited to attend and speak. The second day of the 3C Forum has facilitated working groups in creating action plans and developing solutions.

Update (January 2018): OUR website published the following:

Henry David "If you have built castles in the air, your work need not be lost; that is where they should be. Now put the foundations under them". After the successful completion of 2nd 3C Forum Proposed Working Groups/ Creating Action Plans (Day 2-14th November 2017) have been agreed on:
Working Group A - Building a new knowledge network, which will bring together representatives from secondary education, universities, polytechnics, Ministry of Education, NGOs, newly settled refugee communities. Short-Term Action Plan: Leaders will meet in early January 2018 to plan the symposium by May 2018.

Working Group B - Building a new model of collaboration among existing support and mentoring networks. Short term action plan (by March 2018) to be decided by the leaders.

Working Group C - Supporting and/or collaborating with the new NZ government to come up with new educational strategies.

- Need for a new framework for diploma recognition and accreditation
  Short-Term Action Plan: An informational meeting will be organized at the national level with the provosts of the universities and polytechnics (invitation by the new Minister of Education).
- Need for a new academic network where universities in SEA region, Australia, and New Zealand will collaborate to
  - Offer higher education for the displaced communities in SEA (blended programs).
  - Collect data and create policy reports (interdisciplinary).
  - Enhance international and institutional awareness and understanding of the need for higher education for the refugees (current and newly resettled) and displaced communities in SEA.
4- **Project EUCALYPTUS** (Australia):

About the project: OUR in their website they invited those who are interested to participate in the upcoming Fourth 3C Forum which will be held in Australia on 20-21 November 2018 at the University of New South Wales, Sydney.
Appendix 23

23. Refugee Support at the University of Coimbra

23.1. Developers and partners
1. University of Coimbra

23.2. Countries involved
Portugal

23.3. Overview
The University of Coimbra (UC) is a Portuguese public higher education institution with more than 700 years of experience in education, training, and research. The University of Coimbra created a special channel for students, academics, and professionals with refugee status under the Geneva Convention and applicable Portuguese Law.

23.4. Objectives
1- To create a special channel for students. This special channel provides:
   - Portuguese language courses
   - Recognition of prior higher education qualifications
   - Access to graduate and post-graduate programmes.
   - Other educational opportunities

23.5. Implementation
   - Portuguese language courses: The Faculty of Arts and Humanities offers a variety of opportunities to learn Portuguese. It also provides a Foundation Year Programme in Portuguese Language (FYP-PL) with intensive training and customized follow-up to prepare students to gain the necessary skills and proficiency in the Portuguese language to take UC degree programmes.
   - Recognition of prior higher education qualifications: this section only contains information regarding the doctorate degree and the academic title of tenure and their respective exams as well as procedures for equivalency and recognition of foreign diplomas.
   - Access to graduate and post-graduate programmes: Students having completed secondary education, or previously enrolled in higher education in their home country, can apply for our bachelor, master, and doctoral programmes.
   - Other educational opportunities: The UC offers various non-degree courses, e-learning, and other educational opportunities
23.6. Relevant links

Appendix 24

24. REACT - Refugees and Recognition (An Erasmus+ Project)

24.1. Developers and partners
1. NOKUT
2. CIMEA (Italy)
3. NUFFIC (The Netherlands)
4. KMK (Germany)
5. QQI (Ireland)

24.2. Countries involved
On European level

24.3. Overview
The project builds on the recently completed Erasmus+ project "Refugees and Recognition" (See initiative 4), which developed a common methodological approach to the recognition of refugees’ qualifications. Taking this work a step further, the REACT-project will develop and test this methodology in major refugee-receiving countries and in cooperation with higher education institutions.

24.4: Objectives
1. The overall goal of the project is to enhance the mobility, employability, and access to further studies for refugees, displaced persons and persons in a refugee-like situation – including those without official documentation of their educational background.
2. Moreover, establishing a more efficient and consistent approach to the recognition of refugees’ qualifications in Europe.

24.5. The process
- Testing and adaptation of the toolkit developed in the previous project, in close cooperation with higher education institutions.
- Provide recommendations to higher education institutions and identifying best practice cases that illustrate pathways for admission of refugee students to further studies.
- Developing five refugee country briefings.
- Developing e-learning modules based on the refugee country briefings.

24.6. Relevant links
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CONCLUSIONS

The research and analysis work carried out in this document brought up a series of reflections and conclusions that become the starting point for the next task in the framework of Workpackage 1, with the aim of undertaking a consolidated action towards the fulfilment of the Lisbon Convention precepts. This Convention has led to the development of recognition procedures and national and international initiatives that had not fully met the consolidation of a standard framework with uniform criteria throughout the European Union.

At regulatory level, it has been observed that while there has been a common effort to implement a common university system with the Bologna Process, when it comes to recognition of qualifications for academic and professional purposes, recognition procedures are still subject to national regulations of each country. Shortcomings concerning common recognition and assessment procedures become particularly apparent when it comes to refugees, displaced persons and persons in a refugee-like situation. Although there is now more information and assistance available for applicants, at both national and European level, there is no consensus on establishing common recognition procedures across countries, which may have a negative impact on individuals regarding professional and academic mobility. This observation is particularly relevant considering that there is a potentially large number of applicants who have been forcefully displaced and whose long-term situation may depend on the professional or academic recognition of their qualifications.

At transnational level, different initiatives have been launched in order to provide third-country nationals, in particular refugees, with a feasible pathway for the recognition of their competences. Among them, the European Qualifications Passport for Refugees appears as an interesting tool of help for refugees when searching for employment but does not provide official recognition of previous studies or admission to further studies. However, it presents the incongruence of assessing only the academic qualifications and not the job skills and a relevant limitation due to its current lack of visibility among academic institutions and other stakeholders. With the aim of becoming an international recognized instrument, further dissemination as well as official recognition by all EU countries, and not only the ones directly involved in this initiative, is required.

Concerning the map of European projects linked to the academic recognition issue, a patchwork of initiatives with similar purposes have been identified, providing a theoretical action
framework that does not lead to a solid practical approach. Many of them deal with the recognition issue adopting models proposed by NOKUT and the ENIC/NARIC networks but do not go beyond the statutory frameworks set up in the different countries. The existence of an amalgam of initiatives, mostly made up of small partnerships, with the same purpose but without unified results reveals a lack of coordination among them as well as limited power and legitimacy of the measures and results achieved.

This whole context endorses the need, already reflected in the UNINTEGRA project proposal, to take steps forward in the definition, consolidation and unification of actions and instruments for the recognition and accreditation of competences of third-country nationals, in particular refugees, in the European territory.
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