Work plan for the Peer Group B

on the Lisbon Recognition Convention

(TPG B on LRC)

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# General information

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## Introduction and mandate of the TPG B on LRC

In the **2018 Paris Ministerial Conference** it was decided to adopt a [***structured peer support approach***](http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixI_952773.pdf)[[1]](#footnote-1) to foster the implementation of **three** **key commitments** essential for the functioning of the European Higher Education Area (EHEA): (i) the Qualifications Frameworks and ECTS, (ii) the Lisbon Recognition Convention (LRC) and Diploma Supplement, and (iii) Quality Assurance according to the Standards and guidelines for Quality Assurance in the EHEA (ESG).

To this end, the Bologna Implementation Coordination Group (BICG) was established as coordinating body to organise and give guidance to the work of three Thematic Peer Groups (TPGs), one for each key commitment. The **Thematic Peer Group B on the Lisbon Recognition Convention (TPG B on LRC)** started working on **the key commitment 2** on national legislation and procedures compliant with the LRC.

The 2020 Rome Communiqué reconfirmed the “*determination to see the Key Commitments fully implemented. We ask the BFUG to continue* ***to employ the peer support method*** *to achieve this. We commit to the continued participation in and contribution to this effort*”. The Rome Communiqué also stressed the intent to:

* Strengthen the implementation of the LRC in collaboration with the Lisbon Recognition Convention Committee (LRCC) and the ENIC and NARIC Networks.
* Ensure automatic recognition of academic qualifications and periods of study within the EHEA.
* Encourage the application of secure digital systems such as blockchain, as well as the further development of the Database of External Quality Assurance Results (DEQAR) to facilitate automatic recognition.
* Ensure fair recognition of qualifications held by refugees, displaced persons, and persons in refugee-like situations[[2]](#footnote-2).

Pursuant to the principles embedded in the Rome Communiqué, in April 2021, the **BFUG confirmed the three TPGs for the 2021-2024 period**, further specifying in its Work Plan that the TPGs will build on the work implemented during the [previous mandate](http://www.ehea.info/page-TPG-B-on-LRC-Meetings-2018-2020) to provide a forum to support countries toward the implementation of the three key commitments[[3]](#footnote-3). In line with these indications, the TPG B is expected to be active from May 2021 to May 2024 focusing its action on the implementation of the key commitment 2 and, more specifically, on the specific thematic indications detailed below.

## Thematic orientations

The TPG B will focus on the [**specific thematic indications**](http://www.ehea.info/page-peer-group-B-LRC) based on the interests and needs indicated by the BFUG members and Consultative members in a survey conducted during the summer of 2018 and reconfirmed for the period 2021-2024. Among these indications, particular emphasis will be given to the ones **prioritised by the TPG B** on the basis of the results of the **survey sent to the TPG B members in June 2021.**[[4]](#footnote-4) The survey was aimed at gaining a picture of the current state of play of the implementation of the Bologna key commitment 2 and capturing the main interests, challenges, and good practices of the members of the group. 30 responses have been collected to date (26 countries and 4 Consultative members), whose results were presented, discussed, and consolidated during the **TPG B meeting of the 14th of September 2021**. At that stage also the methodology to be employed by the group was pointed out and resulted in being the sharing of good practices, the peer approach.

The thematic indications are listed below in the order of preference expressed by the TPG B members:

* Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement.
* Recognition of alternative pathways.
* Achieving automatic recognition.
* Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures.
* Ensuring the fair recognition of qualifications held by refugees.
* Establishing the legal framework to allow the implementation of the LRC.

Furthermore, the following transversal sub-topics emerged as priorities to be tackled by the TPG B:

* Cooperation with higher education institutions.
* Synergies with relevant initiatives (EU-funded projects, Bologna Process activities).
* Cooperation with the other TPGs.

## Working methodology

The TPG B on LRC is co-chaired by Albania, France, and Italy, who will be responsible for coordinating the group activity and facilitate the discussion among its members. They will also report the progress of the group to the BICG/BFUG.

As stated above, the **peer support** will be the approach underpinning the activity of the TPG B. The working methods will combine a mix of **panel meetings** to share information and **smaller group activities** to facilitate the exchange of practices through **peer support activities**.

In line with the guidelines of the BICG, the TPG B will organise a total of **7 meetings** between 2021 and 2024. The meetings will offer the opportunity to share experiences and practices to foster the implementation of the key commitment 2 at national level, as well as to plan and monitor the group action. To allow the informative and active participation, the co-chairs will prepare in advance selected materials and preparatory notes (background documents, guiding questions, bibliography and sitography of reference) to lay the ground for the discussion and to boost proactive participation.

The surveyconducted in June 2021 and the discussion occurred during the first TPG B meeting helped prioritise the thematic indications as well as to identify specific themes and interests of **smaller groups** that might be addressed in ***ad hoc* peer support activities**. Peer support sessions will be organised with the aim of giving participants the opportunity of deepening topics of their interest in small groups and employing a practical approach.

Furthermore, the umbrella project *TPG-LRC Constructing Recognition in the EHEA* (*TPG-LRC CoRE*) was submitted in October 2021 under the EHEA initiative to support the implementation of reforms ERASMUS-EDU-2021-EHEA-IBA (evaluation results should be made available in February 2022). In the framework of the TPG-LRC CoRE project, **public seminars** will be organised to facilitate the engagement of stakeholders involved in the recognition process at national level and improve the cooperation both within and between countries. In addition to this, the TPG B members will be invited to participate in a **staff mobility** activity. Time frame and activities listed in the table “Timeframe” could be revised based on umbrella project acceptance.

Finally, the synergies with the other two TPGs that proved to be effective in the period 2018-2020 will be further strengthened.

The TPG B meetings, seminars and peer support activities will take place both **online** and **face-to-face**. The blended modality might be also employed to guarantee the participation of all the TPG B members to the activities, in line with the **principle of inclusiveness**.

## Monitoring/outcomes

The TPG B work will be based on this Work Plan. Countries members of the TPG B will be asked to fill in country profiles until the mid of January. Meeting minutes will be prepared after each meeting. The achievement reached by the group will be shared during the TPG B meetings and monitored against the outcomes inserted in this document. To this end, **two questionnaires** will be sent in summer 2022 and at the end of the working period (2024). The two questionnaires will be aimed at highlighting the actions undertaken by each member towards the implementation of the key commitment 2 and to measure to what extent the work done within the TPG B has contributed to it. Moreover, the questionnaires will constitute the basis to draft the interim and the final reports to be submitted to the BICG/BFUG.

## Timeframe

| *Group/ Project* | Activity | Participants | Outcomes | Key commitment | Project | Time |
| --- | --- | --- | --- | --- | --- | --- |
| *PEER GROUP A,B, or C* *or Project Name* | *Please list here the activities of the Peer Group (e.g. surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)* | *Please list here the invited participating countries and institutions* | *Please write down the activity outcome (e.g. survey analysis, reports, workshop conclusions, conference booklet…).* | *Please explain here shortly the contribution of the activity to the implementation of the key commitment in one or several countries, if applicable.* | *Please name here the project supporting the activity.* | *Please write down the envisaged time frame for the implementation of the activity.* |
| *PEER GROUP B on LRC* | Survey to capture main interests of the group | TPG B members | Report | Render more effective the work towards the implementation of the key commitment |  | June – September 2021 |
| *PEER GROUP B on LRC* | 1st TPG B meeting | TPG B members | Minutes of the meeting | Definition of the first draft of the TPG B Work Plan |  | 14 September 2021 |
| *PEER GROUP B on LRC* | 2nd TPG B meeting | TPG B members | Minutes of the meeting | Finalisation of the TPG B Work Plan with country plan |  | January 2022 |
| *PEER GROUP B on LRC* | 3rd TPG B meeting | TPG B members | Minutes of the meeting | Sharing of achievements reached so far and further steps |  | June 2022 |
| *PEER GROUP B on LRC* | Seminar on Alternative Pathways | All relevant stakeholders | Presentations and reference materials | Engage national stakeholders and sharing updated information. Improve cooperation within and between countries | TPG-LRC CoRE project (submitted Oct 21) | June 2022 |
| *PEER GROUP B on LRC* | 4th TPG B meeting | TPG B members | Minutes of the meeting | Sharing of achievements reached so far and further steps |  | January 2023 |
| *PEER GROUP B on LRC* | Peer support activies | TPG B members | Report/presentations | Working in smaller groups to facilitate the sharing of practices on specific topics/sub-topics |  |  |
| PEER GROUP B on LRC | 5th TPG B meeting | TPG B members | Minutes of the meeting | Sharing of achievements reached so far and further steps |  | June 2023 |
| PEER GROUP B on LRC | Seminar on automatic recognition | All relevant stakeholders | Presentations and reference materials | Engage national stakeholders and sharing updated information. Improve cooperation within and between countries | TPG-LRC CoRE project (submitted Oct 21) | June 2023 |
| PEER GROUP B on LRC | Staff mobility | TPG B members | Report on the staff mobility | Acquiring practical information and sharing of practices | TPG-LRC CoRE project  (submitted Oct 21) | June 2023 – May 2024 |
| PEER GROUP B on LRC | 6th TPG B meeting | TPG B members | Minutes of the meeting | Sharing of achievements reached so far and further steps |  | January 2024 |
| PEER GROUP B on LRC | 7th TPG B meeting | TPG B members | Minutes of the meeting | Sharing of achievements reached so far and further steps |  | May 2024 (TBD according to the Ministerial conference) |
| PEER GROUP B on LRC | Seminar on digitalisation | All relevant stakeholders | Presentations and reference materials | Engage national stakeholders and sharing updated information. Improve cooperation within and between countries | TPG-LRC CoRE project (submitted Oct 21) | May 2024 (TBD according to the Ministerial conference) |

## Composition of the Peer Group

|  |  |  |
| --- | --- | --- |
| **Peer group** | Thematic Peer Group B on LRC |  |
| **Timeframe** | 2021-2024 |  |
| **Co-chairs** | Linda Pustina | Albania |
|  | Hélène Bekker | France |
|  | Chiara Finocchietti | Italy |
|  |  |  |
| **Participating countries and institutions** | Albania, Armenia, Austria, Azerbaijan, Belarus, Belgium Flemish Community, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, France, Georgia, Germany, Greece, Holy See, Hungary, Ireland, Italy, Kazakhstan, Latvia, Lithuania, Malta, Moldova, The Netherlands, North Macedonia, Norway, Poland, Portugal, Romania, Russia, San Marino, Spain, Sweden, Switzerland, Ukraine, United Kingdom. | Council of Europe, EI - ETUCE, EQAR, ESU, European Commission, EUA, EURASHE, UNESCO |
| **Umbrella project(s)** | *TPG-LRC Constructing Recognition in the EHEA* (*TPG-LRC CoRE*).  Submitted in the framework of the EHEA initiative to support the implementation of reforms ERASMUS-EDU-2021-EHEA-IBA |  |
| **Other supporting project(s)** |  |  |

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# Albania

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Albania has already implemented some of the thematic indications identified for the Bologna key commitment 2 while others remains priorities.

The legal framework to allow the implementation of the LRC is fully established already, including the provisions on the refugees or refugee like persons.

The main challenges remain:

* Automatic recognition (automatic recognition within ADREN network)
* Digitalization of DS
* Training of credential evaluators of ENIC center,
* Recommendations for HEI on partial recognition, specific tools for helping HEIs,
* Digitalization of the process (actually partially implemented since the process of applications for recognition are offered through online procedures)

**Please describe here for your country the progress to be achieved by 2024**

* The main challenges remain also as the progress to be achieved till 2024:
* Automatic recognition (automatic recognition within ADREN network)
* Digitalization of DS
* Training of credential evaluators of ENIC center,
* Recommendations for HEI on partial recognition, specific tools for helping HEIs,
* Digitalization of the process (actually partially implemented since the process of applications for recognition are offered through online procedures)

As for micro-credentials, relevant amendments to the national legislation will be proposed, if needed.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Seminar on Alternative Pathways | Improved awareness of HEIs and relevant stakeholders on practices related to micro-credentials, Recognition of Prior Learning, stand-alone qualifications, and recognition of non-formal and informal learning | Foster the recognition of alternative pathways. | By 2024 | TPG-LRC Core | CIMEA | HARNO (EE); FEI (FR); Nuffic (NL); UHR (SE); EUA; ESU; EQAR |  |  |
| Seminar on automatic recognition | Share knowledge to facilitate the homogeneous application of automatic recognition at national level | Facilitate the concrete implementation of automatic recognition | By 2024 | TPG-LRC Core | CIMEA | HARNO (EE); FEI (FR); Nuffic (NL); UHR (SE); EUA; ESU; EQAR |  |  |
| Seminar on digitalization and Diploma Supplement | Disseminate existing tools to foster their use/replicability in other countries | Optimise the use of digital technology and Diploma Supplement | By 2024 | TPG-LRC Core | CIMEA | HARNO (EE); FEI (FR); Nuffic (NL); UHR (SE); EUA; ESU; EQAR |  |  |

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# Armenia

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Presently, the Ministry of Education, Science, Culture and Sport (MoESCS) is developing the new Law on higher education and science and after its adoption by the Parliament it is planned to revise the existing regulations including the one on admission to the Armenian higher education institutions. Moreover, it will facilitate proper distribution of responsibilities in relation to recognition of the foreign qualifications between the ministry and universities. Other challenges are: recognition of various forms of education, strengthening cooperation between universities and ArmEnic, fair recognition of qualifications held by refugees and automatic recognition.

**Please describe here for your country the progress to be achieved by 2024**

It is difficult to make predictions regarding the progress of the above-described actions.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Adoption of the Law on HE and Science | Inclusion of the article on recognition of qualifications | yes | 2023 | no | MoESCS |  | Yes | New law will enable revision of the regulations on admission to HEIs, facilitate recognition of refugees’ qualifications, etc. |
| Revision of regulation on admission to HEIs | Proper implementation of LRC | Yes | 2023-2024 | no | MoESCS |  | 2024 |  |
| Development of institutional recognition procedures | Adopted regulations | Yes | 2023 |  | HEIs/ministry |  | 2024 |  |
| Peer assessment of ArmEnic | Strengthening capacity of ArmEnic | Yes | 2022-23 |  |  | Experts from other European countries | 2024 |  |
| Workshop on automatic recognition for HEIs/ ministry | Cooperation with HEIs and ministry | Yes | 2023-2024 |  |  | Experts other enic-narics | 2024 |  |
| Revision of Armenic methodology on recognition | Proper implementation of LRC | Yes | 2022-2023 |  |  | Ministry | Yes |  |

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# Austria

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

1. Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement

In 2013 ENIC NARIC AUSTRIA established the Recognition Information Application System (AAIS), an online application system for the assessment of foreign higher education qualifications. Since then, assessment applications have been processed exclusively digitally.

To facilitate the recognition procedure, we want to develop a database with an online “self”-assessment tool in addition to the individual recognition statements.

1. Recognition of alternative pathways.

The legal basis for the recognition of alternative pathways has been created with the latest amendment of the [Universities Act 2002 – UG](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20002128&ShowPrintPreview=True) (§ 78)

AQ Austria is organising workshops on the recognition of alternative pathways: [AQ Austria Seminare & Workshops : Fokusthema Anerkennung & Anrechnung :: AQ Austria](https://www.aq.ac.at/de/anerkennung_anrechnung/aq-austria-seminare-workshops.php).

1. Achieving automatic recognition

Automatic recognition is set down in § 64 of the [Austrian Universities Act 2002 – UG](https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20002128&ShowPrintPreview=True).

1. Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures.

ENIC NARIC AUSTRIA is confronted with a huge amount of requests concerning recognition from HEI, authorities responsible for professional recognition and private applications for assessments of higher education qualifications. Very often basic information and recognition procedures seem to be unclear for some institutions partially due to high staff turnover. We need to improve cooperation with other national recognition authorities in order to provide targeted information, avoid parallel procedures and facilitate transparent recognition decisions.

1. Ensuring the fair recognition of qualifications held by refugees.

The [Recognition and Assessment Act – AuBG](https://www.ris.bka.gv.at/Dokumente/Erv/ERV_2016_1_55/ERV_2016_1_55.pdf) regulates special provisions for persons entitled to asylum and persons holding subsidiary protection status.

1. Establishing the legal framework to allow the implementation of the LRC.

The LRC has been ratified by Austria and is in force since April 1999. It is implemented at the same level as other laws concerning higher education and is directly applicable.

**Please describe here for your country the progress to be achieved by 2024**

Implementation of a database and online “self”-assessment tool which will facilitate recognition decisions for all stakeholders. More workshops and networking events for HEI and authorities in order to improve information transfer and establishing the distribution of work and responsibilities among the competent institutions.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Further development of the existing online application | Database with online “self”-assessment tool | Optimising the potential of digital technology |  |  |  | Sweden |  |  |
| Workshops for HEI, authorities | Information transfer | Establishing the distribution of work and responsibilities among the competent institutions |  |  | HEI, [AST](https://www.anlaufstelle-anerkennung.at/anlaufstellen) |  |  |  |

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# Azerbaijan

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

1) Based on current national legislation on the recognition of qualifications, the qualifications obtained through open/distance learning are not recognized in the territory of Azerbaijan because of the absence of mechanism and assesment criteria for such modes of study. 2) there is no accepted standards for the recognition of micro-credentials both at national and EU level, since it is still in the phase of defining the terminology. 3) Sometimes there are suspicions about the quality of education obtained abroad, so in order to ensure the quality and prevent diploma mills the Agency applies certain procedures including examination of the minimum knowledge of language skills of the applicant and confirmation of whether the student attended classes during the period of studies. 4) There is a challenge in fully ensuring recognition of qualifications held by refugees, as there is no mention of it in current national legislation. 5) Achieving digitalization of Diploma Supplement

**Please describe here for your country the progress to be achieved by 2024**

1) Amendments to the national legislation regarding the recognition of higher education qualifications; 2) Identifying common standards for the recognition mechanism of micro-credentials; 3) Reaching the potential of fully automatic recognition; 4) Achieving recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. 5) Optimizing the potential of block-chain technologies: the Diploma Supplement.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Drafting new legislation on the recognition of qualifications in higher education | Adopting new legislation on the recognition of higher education qualifications (including methodology for the recognition of the qualifications held by refugees) | | Establishing the legal framework in accordance with the LRC | By 2023 |  | The Ministry of Education |  | TBC | TBC |
| Studying and analysing practices of Lisbon Convention member states in respect to micro-credentials | Mechanism and assessment criteria for alternative study pathways (micro-credential) | | Recognition of alternative pathways | By 2024 |  |  | ENIC-NARIC Centres of the Peer Group | TBC | TBC |
| Studying the scope of automatic recognition | Ensuring harmonized approach to mutual automatic recognition (especially for neighbouring countries) | | Reaching potential of fully automatic recognition | By 2024 | Revision of bilateral agreements between Azerbaijan and neighboring countries |  | ENIC-NARIC Centres of the Peer Group | TBC | TBC |
| Assessing the possibilities of digitalization Diploma Supplement (EUROPASS) | Implementation of block-chain technologies in digitalization in national context and in EHEA | | Optimising the potential of digital technology for the Diploma Supplement. | By 2024 |  | The Ministry of Education | ENIC-NARIC Centres of the Peer Group | TBC | TBC |
| Studying the international practice on document fraud | Awareness of fraud and diploma mills and means of fighting it. | | Created standards identifying and fighting fraudulent qualifications | By 2023 |  |  | ENIC-NARIC Centres of the Peer Group | TBC | TBC |
| Drafting mechanism and assessment tools for open/distance learning modes of study | Mechanism and assessment criteria for open/distance learning | | Recognition of untraditional modes of study | By 2024 |  | The Ministry of Education | ENIC-NARIC Centres of the Peer Group | TBC | TBC |

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# Belgium Flemish Community

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

(1) The Flemish Community has fully implemented the principles of the LRC in the recognition legislation (“Besluit van de Vlaamse Regering betreffende de voorwaarden en de procedure tot de erkenning van buitenlandse studiebewijzen uitgereikt in het hoger onderwijs) on the 14th of June 2013 (https://data-onderwijs.vlaanderen.be/edulex/document.aspx?docid=14539).

(2) Together with the Baltic States, the Benelux members recognize within their territories automatically each other’s higher education degrees by implementing the principle that a Bachelor is a Bachelor and a Master is a Master. So, the degrees will be automatically recognized as an Associate Degree, a Bachelor degree, a Master degree or a Doctoral degree, without intervention of any recognition procedure whatsoever.

**Please describe here for your country the progress to be achieved by 2024**

Fully implement the Benelux-Baltic treaty on automatic recognition of higher education qualifications.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Facilitate cooperation in case of requests of other countries to join the multilateral treaty on automatic recognition |  | Full automatic recognition of higher education qualifications in the EHEA | Depends on request | No |  | As requested |  |  |
|  |  |  |  |  |  |  |  |  |

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# Bulgaria

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

**Please describe here for your country the progress to be achieved by 2024**

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Updating of existing online integrated information system on Academic Recognition | Enhanced online integrated information system on Academic Recognition | Optimising the potential of digital technology for the recognition agenda. Cooperation with higher education institutions | 2024 | Budgetary and project-based activities |  |  | Yes | Upgrading of the existing online information system on Academic Recognition with enhanced functions for physical applicants, HEIs, state administration and other stakeholders. Integration with other existing academic and research registers maintained by NACID for better synergy. |
| Investigating emerging and existing good practices for Mutual Automatic Recognition for the purposes of admission to HE, including regional treaties and agreements, etc. | Identified existing good practices for Mutual Automatic Recognition for the purposes of admission to HE, including regional treaties and agreements, etc. nationally applicable. | Investigating the potential for achieving automatic mutual recognition within the legal framework of the LRC | 2024 | Budgetary and project-based activities |  | ENICs and NARICs | Yes | Investigating emerging and existing good practices for Mutual Automatic Recognition for the purposes of admission to HE, including regional treaties and agreements, etc. nationally applicable. |
| Peer learning activities  Workshops for HEI’s, employers and other stakeholders | Methodology for formulating and comparing learning outcomes customized in favor of national and international mobility and comparability as well as in credential evaluation. | Cooperation with higher education institutions and other stakeholders. Raising capacity to carry out recognition in line with the LRC | 2022 | QUATREC 2 – Comparing Qualifications for Reliable Recognition (Project № 619629-EPP-1-2020-1-LV-EPPKA3-NARIC) | HEI’s, employers and all interested stakeholders | Partner ENIC and NARIC centres from Lithuania, Latvia, Romania, Armenia and UK. | Yes | Enhanced participation of HEIs as education providers and employers as beneficiaries in formulating learning outcomes, customized in favor of national and international mobility and comparability as well as in credential evaluation. Discussions with various stakeholders (NARICS, ENICs, HEIs, EQF NCPs, National Europass Centres, Rector’s Conferences, etc.)  Peer learning activities, including international peer learning to discuss and validate a successful methodology as well as national workshops for the target groups (HEIs and employers) to introduce them with the methodology. |
| Peer learning activities  Workshops and Seminars for HEI’s and other stakeholders | Guidelines for enhanced usage of institutional and national course catalogues and databases in favor of national and international transparency, comparability as well as in favor of credential evaluation. | Cooperation with higher education institutions and other stakeholders.  Raising capacity to carry out recognition in line with the LRC | 2022 | OCTRA – Online course catalogs and databases for transparency and recognition (Project № 619645-EPP-1-2020-1-LV-EPPKA3-NARIC) | HEI’s and all interested stateholders | Partner ENIC and NARIC centres from Russia, Poland, Estonia, Croatia, Bosnia and Herzegovina | Yes | Enhanced institutional and national course catalogues and databases in favor of national and international transparency, comparability as well as in favor of credential evaluation.  Peer learning activities, including international seminar and national workshops to discuss the guidelines and recommendations with various stakeholders (NARICS, ENICs, HEIs, EQF NCPs, National Europass Centres, Rector’s Conferences, etc.) |

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# Croatia

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Click here to enter text.

**Please describe here for your country the progress to be achieved by 2024**

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**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
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# Cyprus

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

In relation to the implementation of the key commitment 2 (Lisbon Recognition Convention-LRC and Diploma Supplement) at national level, Cyprus has achieved the following:

* The key principle that refers to the automatic mutual recognition for the purpose of further learning without having to go through a separate recognition procedure has been achieved. Holders of comparable higher education qualifications obtained in EHEA countries that follow the European Qualification Framework, or in countries with which the Republic of Cyprus has signed an Agreement of Mutual Recognition of Program of Studies, have the right to access a program of study at the next level at Cyprus Higher Education Institutions. This also applies for upper secondary education qualifications for accessing higher education in Cyprus. Moreover, the recognition of a learning period abroad at higher education level in a Member State, it is usually recognized by Cyprus Higher Education Institutions. However, no reference is made to “automatic mutual recognition”, in the national legislation and there are also other aspects of the LRC which are not properly covered in national legislation. The competent authority of the Republic of Cyprus for the recognition of higher education qualifications, awarded by recognized institutions of Higher Education either in Cyprus or abroad, is the Cyprus Council of Recognition of Higher Education Qualifications (KY.S.A.T.S.).
* The following conditions for fostering transparency and building trust in higher education systems to achieve automatic mutual recognition for the purpose of further learning, have been met: a) Α National Qualification Framework has been implemented according to the European Qualifications Framework standards, b) Cyprus higher education system is organised in line with Bologna Process structure and principles, comprising a three-cycle framework and finally c) external quality assurance is carried out by an independent Quality Assurance Agency that is the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA). CYQAA is registered with the European Quality Assurance Register.
* Procedures for the Recognition of Prior Learning (RPL) acquired through non-formal and informal learning experiences are at a very initial stage in Cyprus. Higher Education Institutions though can provide exemptions for up to 10% of programs of study based on a previous obtained professional qualification. There are major challenges that need to be addressed in relation to RPL such as: development of a comprehensive framework for validation of non-formal and informal learning, a better and common understanding regarding RPL procedures between different domains (education, labour market, volunteerism, youth, etc.) and coordination of these domains’ initiatives, recognition of stand-alone micro-credentials and micro-credentials that are awarded by non-formal providers.
* In relation to optimising the potential of digital technology for the recognition agenda, KY.S.A.T.S. is currently in the process of developing an electronic system (on-line application platform) and digitalizing its documents. However, key challenges remain such as: the employment and use of Blockchain technology, the provision of public online information about all aspects of the recognition procedures, including the turnaround time, procedures for refugees with no or insufficient supporting documentation, recognition of prior learning as well as the appeals procedure, provision of information regarding the essential characteristics of the Cyprus education system, which are relevant for admission of international applicants into higher education programs of study and finally the issue of digital credentials and digital badges.
* In relation to the fair recognition of qualifications held by refugees, KY.S.A.T.S. shows more flexibility when evaluating qualifications held by refugees, displaced persons and persons in a refugee-like situation. Refugees’ applications are examined separately on a case-by-case basis. Incomplete applications due to missing supporting documents and inadequately documented qualifications often pose a challenge. KY.S.A.T.S. assessment procedures aim to evaluate whether applicants are holding the qualifications they claim they obtained and what their value is. Key challenges include: a) the provision of transparent and up to date Information on the assessment and recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation in both Greek and English language, b) improvement of turnaround time and provision of information to the public about the turnaround time and c) the use of a background document or a similar information document (which is not an act of recognition) that provides a description of the qualifications or periods of study that the applicants have likely obtained or completed, as documented by all available documents and supporting evidence. These procedures will ensure that refugees, displaced persons and persons in a refugee-like situation, can access higher education, even in cases in which their qualifications or periods of study cannot be adequately documented.
* In relation to implementing transparency tools, according to the European Credit Transfer and Accumulation System guidelines, all Higher Education Institutions in Cyprus have implemented the following transparency tools: a) up-to-date Course Catalogue, with descriptions of degree programmes and single educational units and b) Diploma Supplements for all graduates.

**Please describe here for your country the progress to be achieved by 2024**

Next steps that need to be put in place for the implementation of the key commitment 2 are:

1. Revising of the national legislation so that it complies with the Lisbon Recognition Convention.
2. Enhancing the recognition of micro-credentials by setting the framework for quality assurance of micro-credentials within the European Standards and Guidelines (ESG) and by exploring the feasibility of integrating micro-credentials in the National Qualification Framework.
3. Utilizing Quality Assurance procedures to enhance automatic recognition.
4. Encouraging the uptake of micro-credentials by Higher Education Institutions in Cyprus.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| 1) Attending Seminars and webinars regarding information on implementation of LRC | Significant know-how on LRC principles from experienced countries | Revision of relevant legislation and relevant policy development that will allow for the full implementation of LRC | Not known yet | Not applicable | Not applicable | Yes | Partially | The Department of Higher Education (DHE) within the Ministry of Education, Culture, Sports and Youth will organise and/or participate in webinars and peer-learning activities (offered by TPG B on LRC or from any other source) for enhancing the full implementation of the Lisbon Recognition Convention by reviewing the relevant National Legislation and adopting the necessary policies for the full implementation of the LRC. |
| 2) Participating in seminars and training on integrating academic recognition and quality assurance | 1. Trained Quality Assurance Officers   b. Up-dated criteria for external evaluation integrating LCR | Utilizing Quality Assurance procedures to enhance automatic recognition | December 2022  December 2023 | “LIREQA: Linking Academic Recognition and Quality Assurance” |  |  | YES | CYQAA will pursue the participation of its personnel in various seminars, conferences and peer learning activities on the subject of academic recognition and quality assurance.  Our peers’ good practices in this field are expected to lead to updated external evaluation criteria integrating LCR with external evaluation conducted by CYQAA. |
| 3) Setting the framework for quality assurance of micro-credentials within the European Standards and Guidelines (ESG) | Guidance on key considerations of quality assurance for micro-credentials | Enhancing recognition of microcredentials | December 2023 |  |  |  | YES | CYQAA along with the DHE participates in the ENQA Working Group that aims to produce guidance on key considerations for the quality assurance of micro-credentials, including: a mapping of QA approaches for micro-credentials across EHEA; specific expectations for the quality assurance of micro-credentials; and a statement of applicability of the ESG for quality assurance of micro-credentials. |
| 4) Exploring ways to encourange and stimulate the uptake and recognition of micro-credentials | Encourage HEIs to develop and offer micro-credentials.  Discuss ways on how micro-credentials could be included in NQF in order to support their recognition. | Encourage the uptake of micro-credentials by HEIs and support their recognition | December 2024 | Not applicable | Not applicable | Maybe | YES | The DHE will organise and/or participate in webinars and peer-learning activities regarding the development and recognition of micro-credentials. The DHE will also organize national discussions with HEIs and other relevant stakeholders on how to support the provision of micro-credentials and ways to motivate HEIs and their staff in the development and provision of micro-credentials. National discussions will also explore the feasibility of integrating micro-credentials in the National Qualification Framework. |

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# Czech Republic

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The implementation of the LRC on recognition of higher education has been fully implemented. With regard to the recognition of results from periods of study abroad at university, higher education institutions (HEIs) have autonomy in this area according to the Section 89 of Act No. 111/1998 Coll. on Higher Education Institutions and on Amendment to Other Acts describes recognition of foreign education (Higher Education Institution Act). HEIs evaluate independently the foreign secondary, bachelor and master diplomas. The Ministry of Education, Youth and Sports (MEYS) serves as an appeal body.

**Please describe here for your country the progress to be achieved by 2024**

Alternative pathways - On national level, MEYS will develop a recommended format for the certificate of completion of the lifelong learning course which will contain information on the hours and credits of the course and the achieved learning outcomes. In developing this, the MEYS will draw on the Common Microcredential Framework adopted by the European MOOC Consortium. Otimizing the digital technology - At the moment, there is no special digital technology for the recognition agenda in place. There is only a register of ongoing and completed recognition proceedings, which can be consulted by the recognition authorities and where they are obliged to enter information on the applications submitted and the progress of the proceedings. In the future, the Czech Republic wants to use blockchain in the agenda of recognition of foreign higher education. Automatic recognition – achieve automatic recognition of foreign higher education. In 2020, a government draft amendment to the Higher Education Act was introduced with a focus on the automatic recognition. The amendment was approved by the Parliament and is currently waiting to be discussed by the Chamber of Deputies. The discussion has been delayed for some time now due to the state of emergency caused by Covid-19 pandemics. Now, after the governmental election, the amendment will have to be introduced to the Chamber of Deputies once again after it is approved by the new minister of Higher Education, Youth and Sports.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Normative change in alternative pathways | Improving access to education at university level through microcredentials | The Ministry of Education, Youth and Sports supports joint projects of higher education institutions focused on improving the accessibility of education at the level of HEIs by means of microcredentials and the digitisation of activities directly related to the provision of educational activities and administrative tasks associated with the study agenda. | The projects are part of the National Recovery plan (NRP) for Higher Education 2022 – 2024. It is up to the universities to set a concrete timeline for individual projects | The call within the NRP was not concluded yet, therefore the specific projects are not known yet. | Higher education institutions | N/A (this action is organized on national level within the Recovery and Resilience Facility) |  |  |
| Normative change within digital technology – use of blockchain | Creation of a unified information system (based on blockchain technology) for the verification of results of smaller forms of education at HEIs. |  | The projects are part of the National Recovery plan (NRP) for Higher Education 2022 – 2024. It is up to the universities to set a concrete timeline for individual projects | The call within the NRP was not concluded yet, therefore the specific projects are not known yet. | Higher education institutions | N/A (this action is organized on national level within the Recovery and Resilience Facility) |  |  |
| Apply automatic recognition | * Sharing experiences and best practices in the application of European instruments in the field of automatic recognition of secondary and higher education/qualifications between NARIC centers, higher education institutions and other stakeholders. * Organization of seminars and training on methods and approaches to automatic recognition in secondary and higher education. * Implementation of information and awareness campaign to strengthen the implementation of automatic recognition in the Czech Republic and other countries. |  | 1st October 2020 – 14th October 2022 | Search engine | Czech National Agency for International Education and Research | Italy, Lithuania, The Netherlands |  |  |

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# Denmark

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

* Further digitisation of recognition process
* Dissemination information on automatic recognition

**Please describe here for your country the progress to be achieved by 2024**

* Improved knowledge and understanding of automatic recognition in all HEIs in Denmark.
* Progress towards sharing of digital credentias in a safe digital environment

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Dissemination information on automatic recognition to Danish universities | Secure understanding and implementation of automatic recognition | Ensure automatic recognition of academic qualifications and periods of study within the EHEA. | Seminar in 2022 |  | Network of Danish universities including admission officers |  |  |  |
| Dissemination information on automatic recognition to Danish university colleges and business academies | Secure understanding and implementation of automatic recognition | Ensure automatic recognition of academic qualifications and periods of study within the EHEA. | Seminar in 2022 |  | Network of Danish University Colleges and Business Academies |  |  |  |
| Examination of digital credentials issues by Danish HEIs and the adaptation to Europass | Faster and smoother recognition procedures | Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement. | 2022-2024 |  | Following seminars in the TPHG group. Participation in Europass and EQF meetings and seminars, survey of digital credentials issued by Danish HEIs |  |  |  |

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# Estonia

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The provisions and principles of Lisbon Recognition Convention (LRC) are fully implemented in Estonia. Recognition of foreign qualifications concerning higher education are regulated by Government Regulation ‘Assessment and academic recognition of foreign qualifications and use of names of foreign qualifications’ adopted in 2006, amended in 2018. The regulation is an implementing act of LRC, and covers assessment criteria and procedure for foreign higher education qualifications, qualifications giving access to higher education, periods of higher eduation study, and qualifications awarded by transnational providers. In addition, the regulation provides the status of institutions – competent recognition authorities (education institutions and employers), and the role of Estonian ENIC/NARIC as an assessment authority. In 2018 the assessment and recognition of qualifications held by refugees was adopted, and a chapter to the regulation was included. At Estonian ENIC/NARIC all applications are saved on electronic format in the internal database, and since 2021 holders of Estonian ID, who have a foreign qualification will be entered to the national education system upon their request. //// Challenges – the electronic application form at Estonian ENIC/NARIC is not fully created doe to the new website of HARNO (the organisation the Estonian ENIC/NARIC is operating as a structural unit).

**Please describe here for your country the progress to be achieved by 2024**

Three topics not directly related to the implementation of LRC because these are not subjects of LRC: a) to improve the system for automatic recognition of higher education qualifications and qualifications giving access to higher education issued in the countries oh EHEA; b) to establish the system of assessment and recognition of micro credentials from informal and nonformal learning in Estonia, and to establish distribution of the roles of different bodies; c) to establish the criteria, procedure and authorities for secondary education qualifications not giving access to higher education, but for post-secondary vocational schools or labour market.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Implementing automatic recognition of qualifications concerning HE | Full implementation | Any possible contribution and promotion | 2024 |  | MoER | Any partner of all partners |  |  |

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# France

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The LRC principles are embedded in national law on the basis of a 2000 Decree which makes these principles mandatory for HEIs making academic recognition decisions. France also relies on the experience of its ENIC-NARIC centre to inform national stakeholders on LRC principles and monitor their implementation at national level. National RPL procedures are in place, whether for access, exemption of modules or in order to obtain a full degree. Since 2019 a new NQF has been developed and the system allows for more flexibility with diplomas organised in “blocks of competences”. Digitalisation of academic results has been initiated with the “diplome.gouv.fr” database. De facto automatic recognition is a common practice in a number of HEIs. A specific procedure for refugees is in place with article D612-14 of the Education code, facilitating their access to higher education. The French ENIC-NARIC procedure entails priority, gratuity and flexibility for applications from refugees. Participation in the Council of Europe EQPR project allows the French ENIC-NARIC to reorientate refugee-applicants with insufficient documentation towards the EQPR procedure. Main challenges are: - the length and complexity of RPL procedures, which may discourage a number of applicants and their employers and make recognition of micro-credentials difficult; - generalisation of the diploma supplement, including the revised template adopted at the Paris ministerial conference and digitalisation and connexion to the new Europass; - adjusting recognition procedures to the new trend of digitalised academic documents; - strengthening and structuring cooperation between the French ENIC-NARIC and HEIs; - increasing transparency and ensuring equity of recognition procedures in the mass of HEIs across the country ; - making ENIC NARIC information on foreign qualifications more directly accessible to HEIs to further facilitate automatic recognition at institutional level; - interconnexion of databases in order to share information on qualifications and enhance trust; -harmonise the recognition procedure for refugees at national level for those without any evidence-based information, - facing the increased number of applications for ENIC-NARIC comparability statements, which have doubled in three years.

**Please describe here for your country the progress to be achieved by 2024**

Thanks in particular to an increased dialogue between ENIC-NARIC France, HEIs and other national stakeholders, facilitated by the Ministry of HE, Research and Innovation, the following progress should be achieved by 2024: - Information on recognition shared between ENIC-NARIC France and HEIs through structured communication channels; - more homogeneity at national level on interpretation of the LRC principles and the concept of AR; - more beneficiaries of RPL procedures and recognition of micro-credentials through RPL procedures; - use of digital tools and interconnected databases in order to share information and increase efficiency, security, transparency and trust in recognition procedures and portability of recognition decisions; - increased and structured cooperation between HEIs and ENIC-NARIC France in order to facilitate recognition of qualifications held by refugees lacking documentation on their academic background.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | | Outcomes | | Contribution of the action to the implementation of the key commitment | | Timeline | | Supporting project?  If yes, which one | | Partner(s) from the own country | | Partners from the Peer group | | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | | Provide short explanation  [*to be filled in 2024*] |
| Survey on recognition procedures and decisions in HEIs and expected complementarity of HEIs with ENIC-NARIC France | | State of play on recognition procedures and decisions in HEIs | | Identification of areas of improvement of implementation of LRC principles by HEIs | | 2022 | | no | | Ministry of Higher Education, Research and Innovation, CPU (“Conférence des Présidents d’Université”), HEIs, ENIC-NARIC France/France Éducation International | | Exchange of best practices with other peer group members | |  | |  |
| Promoting ENIC-NARIC France and focussing on recognition issues through the ad hoc stakeholder’s group GT3ES set up by the Ministry for HE, Research and Innovation | | Strengthened relations between HEIs and the ENIC-NARIC France, sharing of information on recognition issues, better awareness at HEI level of LRC principles, monitoring implementation of LRC at HEIs level | | Improvement of implementation of LRC principles by HEIs | | 2022-2024 | | no | | Ministry of Higher Education, Research and Innovation, HEIs | | Exchange of good practices with other peer group members | |  | |  |
| Setting up a network of admissions officers | | Strengthened relations between HEIs and ENIC-NARIC France, sharing of information on recognition issues, better awareness at HEI level of LRC principles, monitoring implementation of LRC at HEI level | | Improvement of implementation of LRC principles by HEIs, more equity at national level with regard to implementation of LRC principles, homogeneity in interpretation of LRC | | 2023 | | no | | Ministry of Higher Education, Research and Innovation, ENIC-NARIC France, HEIs | | NUFFIC, CIMEA | |  | |  |
| Setting up an ad hoc working group on AR with a sample of French HEIs | | Regular dialogue with HEIs on AR related issues, better understanding of AR by HEIs | | Better implementation of AR by HEIs | | 2022 | | I-AR, coordinated by NUFFIC | | Ministry of Higher Education, Research and Innovation, ENIC-NARIC France, HEIs | | NUFFIC and other project partners | |  | |  |
| Distance learning modules on recognition for HEIs, seminars and webinars | | Better information on LRC principles and recognition issues among HEIs | | Better implementation of LRC principles by HEIs | | 2022-2024 | | no | | ENIC-NARIC France, France Education International’s Department for distance learning | |  | |  | |  |
| Promoting the French ENIC-NARIC within the “MEnS” (“Migrants dans l’enseignement supérieur ») initiative | | Organising the complementarity of the French ENIC-NARIC and HEIs with regard to recognition of refugee qualifications | | Better implementation of article 7 of LRC | | 2022-2024 | | EQPR | | MEnS, Ministry of Higher Education, Research and Innovation, DIAIR (“Délégation interministérielle à l’intégration et à l’accueil des réfugiés »), ENIC-NARIC France, HEIs | | Council of Europe, EQPR partners | |  | |  |
| Upgrading of the ENIC-NARIC France’s digital software for processing applications and sharing information with HEIs | | More efficient, secure and streamlined procedures, updating of working methods, interconnexion with DEQAR database, connection of comparability statement with the new digital Europass, strengthened communication with HEIs | | Better access for applicants to fair, transparent and swift LRC compliant recognition procedures; better access for HEIs to information on foreign qualifications. | | 2023 | | DEQAR CONNECT, DIGINET, FraudS+ | | France Education International’s Department for digital Innovation, Ministry of Higher Education, Research and Innovation, ENIC-NARIC France  HEIs | | EQAR, NUFFIC, CIMEA, and other project partners | |  | |  |
| Participation of the French ENIC-NARIC in the French Bologna Stakeholders work group set up by the Ministry of HE, Research and Innovation | Increased awareness at national level on recognition issues, such as recognition of micro-credentials | | Better implementation of LRC, AR, recognition of Micro-credentials | | 2022-2024 | | no | | Ministry of Higher Education, Research and Innovation, ENIC-NARIC France, other national stakeholders | |  | |  | |  | |
| Setting up a work group at national level on RPL procedures | More beneficiaries of RPL procedures, recognition of micro-credentials through RPL logic | | LRC compliant RPL procedures | | 2022-2024 | | no | | Ministry of Higher Education, Research and Innovation, ENIC-NARIC France, other national stakeholders | | Exchange of good practices with other peer group members | |  | |  | |
| Promoting the French approach on RPL through a seminar | Exchange of best practices at international level | | LRC compliant RPL procedures | | June 2022 | | TPG-LRC CoRE coordinated by CIMEA | | Ministry of HE, Research and Innovation | | TPG-LRC CoRE partners and associate partners | |  | |  | |

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# Georgia

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Currently, submission of a material application (hardcopy) on recognition of foreign education is possible only in one office of the LEPL National Center of Educational Quality Enhancement (located in Tbilisi).  Whereas COVID 19 pandemic revealed that the development of new, prompt, and effective instruments is essential to make the services more accessible.

1. The Georgian legislation considers the principles of the Lisbon Recognition Convention, however, there are several details in the segment of foreign education recognition which, if properly defined, will bring us to full compliance with the Convention and the recognition practices of the Member States. According to the current definition of ‘substantial difference’ by Georgian legislation, it may apply to the form of teaching. Specifically, an applicant seeking for the recognition of a higher education obtained in a remote form, receives a refusal, as according to the current legislation the education is not considered as ‘foreign’ unless it is fully or partially carried out in the territory of the country where the educational institution located. At the legislative level required the notion of 'substantial difference' to be correctly interpreted, and the form of teaching will no longer be the cause of the recognition denial.
2. The webpage of the LEPL National Center for Educational Quality Enhancement includes the list of authorized institutions only, while the analysis of the inquiries received from the various ENIC/NARIC centers and employers revealed that to support the Recognition Procedure, the data on the previous educational status of educational institutions should be publicly available.

**Please describe here for your country the progress to be achieved by 2024**

1. Submission of a material application (hardcopy) on recognition of foreign education will be possible in 27 branches of the Public Service Hall located in different cities of Georgia, while electronic applications will be submitted through the electronic portal.
2. To have the correct definition of the ‘substantial difference’ term and withdrawal of the mandatory requirement of the educational program implementation on the territory of a foreign country from the legislative norm and to consider such remote education as an education obtained in the foreign country.
3. Data on each authorized (presently) educational institution will be listed chronologically (from the date of its establishment/authorization to the present day).

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Submission of the applications on the recognition of foreign education and issuance of complete documents will be possible in the offices of the Public Service Hall throughout the whole territory of Georgia. | Broadly accessible educational services | Push for the full implementation of LRC | 2022 | LRC-TPG | Ministry of Education and Science of Georgia.  Ministry of Justice of Georgia.  LEPL Public Service Hall |  |  |  |
| Digitalization of the Procedure of Recognition of Foreign Education | Electronic portal of recognition of foreign education | Push for the full implementation of LRC  Encourage the application of secure digital systems such as blockchain, as well as the further development of the Database of External Quality Assurance Results (DEQAR) to facilitate automatic recognition. | 2023 | LRC-TPG | Ministry of Education and Science of Georgia.  Educational Institutions. |  |  |  |
| Amendments in the Law of Georgia on Educational Quality Enhancement and Order N 98/N Of the Minister of Education and Science of Georgia 1 October 2010 Tbilisi On Approval of the Procedure of Validation of Georgian Educational Documents and Recognition of Foreign Education and Fees | Recognition of the foreign qualifications received through Distance Higher Education | Push for the full implementation of LRC | 2024 | LRC-TPG |  |  |  |  |
| Completion of the information on authorized higher education institutions listed on the Center's webpage. | Full data on authorized higher education institutions (from the date of its establishment/authorization to the present day) is listed on the Center's webpage. | Push for the full implementation of LRC  Encourage the application of secure digital systems such as blockchain, as well as the further development of the Database of External Quality Assurance Results (DEQAR) to facilitate automatic recognition. | 2023 | LRC-TPG | LEPL Education Management Information System |  |  |  |

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# Germany

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Establishing the legal framework to allow the implementation of the LRC (1): Germany has ratified the Lisbon Recognition Convention (LRC) on 1 October 2007. The recognition as a rule and the obligation of the higher education institutions to justify non-recognition on the basis of “substantial differences” have been implemented in the higher education legislation of all regional states. These principles are not limited to the signatory states of the LRC but apply to all cases of recognition of domestic and foreign academic credits in the event of a change of study programme or university. This comprehensive application is intended to ensure the uniformity of procedures in the interest of mobility and transparency. The essential principles of mutual recognition are also to be documented in the higher education regulations in such a way that clarity is ensured for students regarding their legal position vis-à-vis the higher education institutions. Challenges to achieve the full implementation: Need for improvement in the practical implementation of recognition. This applies to the recognition of academic achievements and qualifications acquired both abroad and in Germany. Recognition of alternative pathways (flexible and open learning paths, including those leading to micro-credentials) (2): Currently, the German qualifications framework doesn’t specifically mention micro-credentials. Neither is the term addressed in the regulatory legal frameworks of Germany’s Länder (Landeshochschulgesetze) or the respective law concerning distance teaching (Fernunterrichtsschutzgesetz). Most importantly, however, there are no legal regulations prohibiting HEIs from developing and/or recognizing micro-credentials. The universities decide on recognition themselves within the framework of university autonomy by applying either RPL or LRC procedures. The use of micro-credentials, which are to be defined in the next cycle, is to be developed in close exchange with the higher education institutions. While it may require some adaptations, applying the existing Bologna instruments (including ECTS and ESGs) to micro-credentials does seem feasible. Challenges to achieve the full implementation: Definition of quality criteria for micro-credentials and discussion if an inclusion within the German qualification framework is necessary. Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement (3): With the digitalisation strategies of the Federal Government and the regional states, Germany will also play an active role in the further development of digitalisation in the European Higher Education Area - among other things, in the recognition of study achievements and programmes. Challenges to achieve the full implementation: Use of digital processes and creation of infrastructure at universities. Secure procedures for digital credentialing and verification; applies both to the digital “envelope” and to the credential itself. Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures (4): The Universities – applying RPL or LRC procedures – are responsible for recognition aiming at undergraduate and postgraduate admission as well as transfer of periods of study and examination outcomes. The use of academic titles is regulated by Regional State’s law on higher education. The Central Office for Foreign Education (ZAB) issues recommendations on the assessment of foreign higher education entrance qualifications for taking up studies in Germany. Achieving automatic recognition (5): Automatic recognition at system level as defined by the Bologna Process is given. This means that all qualifications - credits and degrees - issued in the participating countries with no significant difference are treated and recognised as domestic credits and degrees. Ensuring the fair recognition of qualifications held by refugees (6): Article VII of the Lisbon Recognition Convention offers refugees, displaced persons and persons in a refugee-like situation the opportunity to have their qualification recognised, even in case documents are missing. This obligation outlined in Article VII of the Lisbon Recognition Convention has already been fulfilled by the Federal Republic of Germany through the adoption of the resolution " of the Standing Conference of the Ministers of Education and Cultural Affairs dated 3 December 2015. The universities of the respective Regional States are responsible for the plausibility checks which are recommended within this resolution. Challenges to achieve the full implementation: Status of students is not/cannot be recorded separately, study achievements are only partially recognised, no special regulations for refugees, studies often have to start from scratch, need for advice on recognition of certificates and missing documents.

**Please describe here for your country the progress to be achieved by 2024**

Establishing the legal framework to allow the implementation of the LRC (1): Among other organisations DAAD, German Rectors' Conference, Central Office for Foreign Education (ZAB) and German Accreditation Council aim to strengthen recognition and credit transfer practices at higher education institutions in order to promote mobility and permeability. This includes both the recognition of higher education achievements and qualifications from domestic and foreign HEI as well as the recognition of prior learning and competences acquired outside the higher education sector. The organisations work on: Coordination and dissemination of common standards, facilitating work through efficient procedures, Research/Data gathering on recognition. To support the higher education institutions, the organisation offers target group-oriented services for information and counselling, exchange and networking. Recognition of alternative pathways (flexible and open learning paths, including those leading to micro-credentials) (2): Within different projects, the quality criteria for micro-credentials are to be defined. Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement (3): The acting organisations aim at increasing use of digital infrastructures, including testing of innovative pilot applications.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| DAAD-survey: “Recognition – no Problem?” | Get to know the relation of recognition and international mobility of students | Gaining knowledge about the level of recognized credit points  Analysing the factors that influence recognition | Sep 2022- Jan 2024 | Survey within the DAAD-project “bologna hub” | Funded by the Federal Ministry of Education and Research (BMBF) |  |  |  |
| The German Rectors' Conference (HRK) Project: “MODUS – Enhancing student mobility across educational boundaries through recognition” | Strengthen recognition and credit transfer practices at higher education institutions in order to promote mobility and permeability | Coordination and dissemination of common standards  Facilitating work through efficient procedures  Increased use of digital infrastructures, including testing of innovative pilot applications | 2020-2025 |  | Funded by the Federal Ministry of Education and Research (BMBF) |  |  |  |
| Platform for Inter\*national Student Mobility (PIM) | Provide HEIs with practical solutions for implementing the requirements of the Law for Digital Access (Onlinezugangsgesetz, OZG) and of the Erasmus Charter for Higher Education (ECHE) | Digital procedure for the recognition of transfer credits  Central access to all recognition procedures (for students)  Common database of previous recognitions, for all HEIs connected to PIM |  |  | Funded by the Federal Ministry of Education and Research (BMBF) |  |  |  |

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# Greece

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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**Please describe here for your country the progress to be achieved by 2024**

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**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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# Holy See

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Already implemented/constantly monitored: Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carryout recognition procedures. Further promoting automatic recognition. Ensuring the fair recognition of qualifications held by refugees. Fostering ethics, transparency, and integrity in education.

Challenges: Fine-tuning the legal framework to allow the recognition of alternative pathways (flexible and open learning paths, including those leading to micro credentials). Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement.

**Please describe here for your country the progress to be achieved by 2024**

Further foster the legal framework and the implementation of flexible learning paths, including micro credentials, and further digitalize the recognition procedures, set steps to harmonize and digitalize the diploma supplement.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Evaluation and expert commissions: Learning paths, including micro-credentials, are to be evaluated for recognition by the specific HEI, in accordance with the dispositions of the higher education act “Veritatis gaudium” (2017). | Transitory norms in place since 2020, to be evaluated during the course of 2022-2023 to emanate permanent norms. | See above. | End of 2023 | Not specific, TPG B | Experts from various countries |  |  |  |
| Survey over existing templates in use throughout the Holy See system (on national/regional level), evaluation | Harmonize the Diploma Supplement template throughout all Holy See HEI as far as regarding the same disciplines/types of study, prepare full digitalization and database. | See above. | End of 2024 | Not specific, TPG B | Countries of location of Holy See HEI |  |  |  |
| Commission to collect and evaluate best practices regarding existing solutions for digitalization and harmonization of recognition procedures | Implement further digitalized procedures | See above. | End of 2025 | TPG B | Italy, San Marino | Italy |  |  |

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# Hungary

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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**Please describe here for your country the progress to be achieved by 2024**

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**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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# Ireland

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Current challenges for NARIC Ireland include strongly and visibly supporting government policy and the implementation of QQI Strategy in a dynamic and evolving internal and external environment, reflecting the drive for enhanced regulatory environment protecting international students through the introduction of specific underpinning quality standards in the higher education and English language education sectors, and through including additional qualifications in our NFQ, strengthening systems for an integrated tertiary education system known for it’s integrity. Given our small team and the nature of our service, we want to optimise and further strengthen the opportunity to position NARIC and the implementation of the LRC as QQI engages with stakeholders nationally.

**Please describe here for your country the progress to be achieved by 2024**

NARIC Ireland priorities are set at both strategic and operational levels; we will continue to contribute to network strategic projects (including working with new projects as proposed and appropriate) and to optimise outputs and learning nationally, aligning with other key initiatives, e.g. the National Academic Integrity Network and FraudS. NARIC Ireland will prepare for a policy review through a focus on our obligation to collect information on activities relating to recognition and mobility and on enhancing our understanding of the state of play nationally in relation to the LRC in higher education, patterns of use of the Diploma Supplement and the impacts of our current service. This will support clarification of the national context concerned with broader themes of the Global Recognition Convention and for potential engagement with Automatic Recognition. Finally, we intend to work with Universities of Sanctuary and others working with refugees seeking fair recognition of qualifications and learning already achieved, both to promote NARIC and relevant tools supporting community cohesion and equity.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| NARIC Ireland team development | Improvement of knowledge and understanding of NARIC Ireland functions & continuously enhanced delivery and global context and developments, including through participation in peer learning activities, projects etc. |  | 2022-24 |  |  |  |  |  |
| Preparation for Policy review- programme of information gathering and research: | Enhanced understanding of the state of play nationally providing a basis for policy review and incremental ongoing service improvements, including with regard to the Diploma Supplement aligned to EU wide Europass and other development | *The work will support ‘ Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures’* | 2022-24 |  |  |  |  |  |
| Collaborate with relevant stakeholders working with refugees to provide fair recognition | Heightened awareness of NARIC services, of the LRC and of the range of recognition toolkits to provide fair recognition of qualifications and prior learning of refugees | *Ensuring the fair recognition of qualifications held by refugees* | 2022-24 |  |  |  |  |  |
| Exploration of the broad themes implicit in the Global Recognition Convention and in Automatic Recognition with national stakeholders | Awareness of the Global Recognition Convention and Automatic Recognition, identification of opportunities and challenges pertaining contextually | *Synergies with other relevant initiatives*  *…assuring the right knowledge and capacity to carry out recognition procedures…*  *…co-operation with higher education institutions* | 2022-24 |  |  |  |  |  |
| Technical enhancements to the NARIC Ireland service | Continuously improving user experience, including for different audiences/stakeholders | *Optimizing the potential of digital technology for the recognition agenda and the Diploma Supplement* | 2022-24 |  |  |  |  |  |

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# Italy

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The 6 specific thematic indications identified for the Bologna key commitment 2 are all implemented in Italy.

1. The legal framework to allow the implementation of the LRC is fully established. To support the application of the LRC, the Ministry for Universities and Research issues every year a [document](https://www.studiare-in-italia.it/studentistranieri/moduli/2021/Circolare_2021_2022_EN.pdf) (available online) that has the value of a recommendation for Italian HEIs on the admission of international students. Moreover, the Italian ENIC-NARIC centre decided to provide and make available online the [methodology](http://www.cimea.it/en/servizi/procedure-di-riconoscimento-dei-titoli/metodologica-valutativa.aspx) applied in its evaluation process that has been developed and structured according to the LRC principles, adopted at national level and reported in the “[Procedure per l’ingresso, il soggiorno, l’immatricolazione degli studenti internazionali e il relativo riconoscimento dei titoli, per i corsi della formazione superior in Italia](https://www.studiare-in-italia.it/studentistranieri/)”.
2. National legislation on higher education foresees the possibility for HEIs to offer short learning courses and allows for the provision of micro-credentials, although they are not explicitly named as “micro-credentials”. In this regard, an *ad hoc* task force was set up by the Ministry of University and Research e to define if changes in legislation are needed (and if yes, what changes should be made); the Italian ENIC-NARIC centre already awarded two [microcredentials](http://www.cimea.it/en/servizi/cimea-academy/corso-di-perfezionamento.aspx).
3. The use of digital technology is implemented at national level. The requests for Visas and enrolment procedures are integrated in a unique digital system available on the Universitaly portal (see [here](https://www.studiare-in-italia.it/studentistranieri/moduli/2020/Circolare_2020_2021_EN.pdf) at pag. 6) and developed by MUR, CIMEA, the Conference of University Rectors (CRUI). Moreover, the Italian ENIC-NARIC has a completely digital platform, [Diplome](http://www.cimea.it/en/progetti-in-evidenza/diplome-blockchain4people/home-page-blockchain.aspx), using blockchain technology where all the information must be online and available for applicants, students and the relevant stakeholder involved in the procedures it carries out. Diplome is integrated to the DEQAR database.
4. HEIs are responsible for the academic recognition and for recognition of credits/partial studies. The Ministry for Universities and Research is the central authority with the power to recognize qualifications for non-academic purposes and it is the central authority in charge to follow the implementation of the LRC. Other Ministries oversee professional recognition procedures. For a full picture of recognition procedures and authorities see [here](http://www.cimea.it/en/services/services-recognition-of-qualifications/recognition-of-qualifications.aspx).
5. In Italy automatic recognition is implemented. The EU Council Recommendation of 26 November 2018 was incorporated in the aforementioned document issued by the Ministry for Universities and Research to support HEIs in the admission process. Moreover, Italy has also a long history of *de jure* and *de facto* automatic recognition (e.g. Austria-Italy bilateral agreement; commission to collect and evaluate best practices regarding existing solutions for digitalization and harmonization of recognition procedures – RECIPIT).
6. In Italy, by law from 2014, competent authorities for recognition procedures must put in place measures for the recognition of qualifications held by refugees also in case of partial or missing documentation (Legislative Decree 251/2007 Art. 26 comma 3 bis, as modified by Legislative Decree 18/2014). Two tools for enhancing the recognition of qualifications held by refugees have been implemented: Pass Accademico delle qualifiche dei Rifugiati and EQPR. CIMEA launched in 2016 the initiative of the CNVQR (National Coordination for the evaluation of qualifications held by refugees) that aims at fostering and sharing good practices with Italian HEIs (now one third of the Italian HEIs participates in it).

The main challenge to fully implement the key commitment 2 is transversally related to the thematic indications. Indeed, there is still some room for improvement to ensure the full knowledge of the legislative framework and procedures among the national authorities, HEIs and relevant stakeholders involved in recognition. A second transversal issue is related to the sharing of practices and tools. In addition to this, dissemination of the work done, and interoperability remain core issues to fully exploit the potential of digitalization.

**Please describe here for your country the progress to be achieved by 2024**

Taking into consideration the situation and the challenges described above, the progress to be achieved by 2024 is mainly related to the improved knowledge of the legal framework to allow the implementation of the LRC among national authorities, HEIs and relevant stakeholders involved in recognition. It is also expected that relevant stakeholders will be aware and able to make the best of practices and tools that are employed to foster the implementation of the key commitment 2 both at national and international level.

As for micro-credentials, relevant amendments to the national legislation will be proposed, if needed.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Seminar on Alternative Pathways | Improved awareness of HEIs and relevant stakeholders on practices related to micro-credentials, Recognition of Prior Learning, stand-alone qualifications, and recognition of non-formal and informal learning | Foster the recognition of alternative pathways. | By 2024 | TPG-LRC Core | CIMEA | HARNO (EE); FEI (FR); Nuffic (NL); UHR (SE); EUA; ESU; EQAR |  |  |
| Seminar on automatic recognition | Share knowledge to facilitate the homogeneous application of automatic recognition at national level | Facilitate the concrete implementation of automatic recognition | By 2024 | TPG-LRC Core | CIMEA | HARNO (EE); FEI (FR); Nuffic (NL); UHR (SE); EUA; |  |  |
| Seminar on digitalization and Diploma Supplement | Disseminate existing tools to foster their use/replicability in other countries | Optimise the use of digital technology and Diploma Supplement | By 2024 | TPG-LRC Core | CIMEA | HARNO (EE); FEI (FR); Nuffic (NL); UHR (SE); EUA; ESU; EQAR |  |  |

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# Kazakhstan

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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**Please describe here for your country the progress to be achieved by 2024**

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**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
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# Latvia

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

In the context of the TPG B on LRC, Latvia identifies some challenges towards implementation of the Rome Communique:

- implementation of Automatic recognition of academic qualifications as a novelty for all participants;

- establishment/ development of digital tools for recognition service;

- distribution of tasks and responsibilities among the competent institutions (esp. higher education institutions) that have the right knowledge and capacity to carry out recognition procedures (amendments to the Law are ongoing now at the Parliament).

Establishment of a full procedure for recognition of qualifications held by refugees, displaced persons, and persons in refugee-like situations remains a challenge for recognition of secondary education certificates/ diplomas because an official document of such level of qualification is a mandatory requirement to enter a programme at higher education’s levels.

**Please describe here for your country the progress to be achieved by 2024**

By 2024 automatic recognition of academic qualifications will be achieved between Baltic and Benelux countries, the Treaty will be ratified by Latvia. The role of HE Institutions in diploma recognition will be increased. Some digital tools for recognition would be created. The UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education will be adopted.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Normative changes | Increased a role of HEI in recognition of diplomas and education documents | Distribution of work and responsibilities among the competent institutions | 2023 | n.a | ENIC/ NARIC, Ministry, HE institutions |  |  |  |
| A set of seminars | Recognition knowledge for HE institutions | Increased a role of HEI in recognition | 2023 | n.a. |  |  |  |  |
| Digital tools for recognition | Faster recognition procedures, minimize administrative burden | Using digital technologies in recognition process | 2024 | tbc |  |  |  |  |

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# Lithuania

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

• Lithuania is signatory of the LRC as of the date the treaty was concluded by national representatives in the Lisbon meeting on 8-11 April 1997. The treaty was ratified in Lithuanian Parliament on 17 December 1998. This was instrumental in achieving the LRC’s entry into force internationally as Lithuania was the fifth country member of the Council of Europe and the UNESCO European Region, which ratified the Convention; thus, it became the functioning international legal treaty as of 1 February 1999. We are interested in further strengthening the implementation of the LRC in collaboration with the Lisbon Recognition Convention Committee (LRCC) and the ENIC and NARIC Networks. We are expanding the national system of recognition by a way of including more higher education institutions in it (expanding decentralisation when for the purposes of admission all HEIs will be ready to handle foreign qualifications by themselves, with an advice form SKVC as ENIC/NARIC). Thus, we are interested in sharing experiences with other countries, how recognition within HEIs can be improved. We also aim to include VET qualifications to be subject to academic recognition which was previously not the case; achievement of this goal requires changes in the national legislation. Therefore, we are interested in development of recognition methodologies, that include qualifications of all types (VET, access qualifications, HE qualifications). SKVC is currently participating in the TST project and performing a second voluntary self-assessment and plans to receive a peer-review visit in spring 2022, all this is done with the aim to improve our services and compliance with expectations of the Standards and Guidelines for Recognition (SQUARE). A third area for development is related to micro credentials. SKVC was involved in several projects (PARADIGMS, E-valuate, STACQ) and consultations (via MICROBOL project and other) which were conducive to the development of the the Proposal for a Council Recommendation on the European approach to micro-credentials for lifelong learning and employability (COM (2021)770). We also participate in the national discussion regarding micro-credentials. Our interest it to contribute to further development of micro credentials and approaches related to their recognition and quality assurance. • As to the automatic recognition of academic qualifications and periods of study within the EHEA; currently automatic recognition by law it is only possible if provisioned in the international treaties. Currently Lithuania has concluded two automatic recognition treaties: 1) with Estonia and Latvia, 2) the interregional treaty which includes Baltic countries (Estonia and Latvia) and Benelux countries (Belgium (all communities), Luxemburg, the Netherlands (excluding overseas territories)). Proposals for amendments in the national legislation are already submitted to the Ministry of Education (changes to be introduced in the Law on HE&R issued by the Parliament, and the relevant Resolution issued by the Government). We also need to make necessary adaptation of our IT system – The Electronic Recognition System – to better serve customers. In addition, we see challenges at HEIs regarding recognition of study periods, including via Erasmus+ programme, as students not always get automatic recognition of these. Monitoring of the latter is planned to be strengthened via the instruments of external quality assurance. • Currently, neither HEIs, nor secondary schools issue digital qualifications – investment into the relevant IT systems and amendments in legislation are needed. Therefore, we are interested in other country experiences how we could encourage the application of secure digital systems such as blockchain. SKVC as external quality assurance agency participates in the second round of development of the Database of External Quality Assurance Results (DEQAR), external QA reports on study fields and HEIs are being uploaded to DEQAR. Hope, this will facilitate automatic recognition of qualifications issued in Lithuania. • SKVC has developed methodology to ensure fair recognition of qualifications held by refugees, displaced persons, and persons in refugee-like situations. Currently there is no demand for such a service, as majority of persons falling into the mentioned categories entering the country either have documentation and can obtain recognition by a regular procedure, or have VET qualifications, for which currently academic recognition is not provided, but it is possible to validate such skills via a different scheme – obtain a professional recognition (SKVC is not involved in provision of that service).

**Please describe here for your country the progress to be achieved by 2024**

•The implementation of the LRC in collaboration with the Lisbon Recognition Convention Committee (LRCC) and the ENIC and NARIC Networks further strengthened: 1) cooperation with higher education institutions strengthened and awareness on fair recognition increased; 2) self-assessment and peer review of SKVC as ENIC/NARIC centre done, improvement plan drafted and at least partially implemented.

•Possibilities to perform de facto automatic recognition better utilised; for that purpose, our on-line IT tool further developed. •

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Self-assessment and peer review of SKVC | Clarity regarding our current standing in relation to compliance to SQUARE standards achieved; a plan for activity improvement drafted | implementation of the LRC strengthened | By end of 2022 | Yes, TST | - | Bosnia & Herzegovina, Italy, Ireland, Moldova, The Netherlands, Sweden, Turkey, Ukraine |  |  |
| Seminar on synergies between different types of recognition | Increasing awareness among HEI’s how standartised recognition procedures can be adapted for recognition of micro-credentials and other non-traditional learning | Recognition of alternative pathways. | By 2024 | Yes, KAPRIS-2 | HEIs | - |  |  |
| Online tool for implementation of automatic recognition | Increase accessibility of automatic recognition | Achieving automatic recognition. | By 2024 | Yes, KAPRIS-2 | - | - |  |  |
| Training course on recognition for admissions staff of HEIs | Increased understanding of HEIs staffs recognition procedures, documentation requirements, evaluation criteria, LRC | Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures. | By 2024 | Yes, KAPRIS-2 | - | - |  |  |

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# Malta

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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**Please describe here for your country the progress to be achieved by 2024**

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**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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# Moldova

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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# The Netherlands

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The process of acquiring a legal task for the Dutch ENIC/NARIC appears to take more time than expected, partly because of the delay in forming a new political coalition in The Netherlands. In 2021, our cooperation with the Ministry of Education already changed in anticipation of the legal task. A challenge might be to separate activities financed by the Ministry from those financed by other sources.

**Please describe here for your country the progress to be achieved by 2024**

Develop a new application for evaluation of foreign qualifications, which will make better use of digital student data and will be connected to more external databases and applications. Improve the information provision on automatic recognition. Disseminate evaluation methodology for micro credentials.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Development of new application for credential evaluation | More efficient application, with better interoperability | Better use of digital student data | Jan ‘22 – Jan ‘23 | DigiRec | Developer, SBB, Studielink | Europass digital platform (EC), EQAR, partner countries in DigiRec project |  |  |
| Improve the information provision on automatic recognition (including the new Benelux-Baltics agreement) | Better understanding and communication of automatic recognition by various stakeholders | Further implementation of automatic recognition | Jan ’22 – Jan ‘24 | I-AR | Dutch HEI’s, Ministry of Education | Partner countries in I-AR project |  |  |
| Disseminate evaluation methodology for micro-credentials | Providing admissions officers the ability to recognize micro-credentials | Recognition of alternative pathways | Jan ’22 – Jan ‘24 | STACQ | Dutch HEI’s, Ministry of Education | EC, EUA, ESU, partner countries in STACQ project |  |  |

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# North Macedonia

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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# Norway

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The Ministry of Education and Research has been committed to the fulfilment of the Lisbon Recognition Convention for years. A result of this commitment has been the adaptation and legal implementation of the convention in national legislation. NOKUT has supported this development and continues to guide and share knowledge with national stakeholders (employers, individuals seeking recognition, HEIs, etc.) to raise awareness of the convention and its subsidiary texts.

Recognition of foreign higher education and the Lisbon Recognition Convention is regulated through two articles of the **Act relating to universities and university colleges**; §§3-4 and 3-5, where the Lisbon Recognition Convention is explicitly mentioned in the legislation.

Key commitment 2 is therefore fully implemented and we can report **full compliance** (key commitment 2).

**Act relating to universities and university colleges**

*Please note that the translations are unauthorized (NOKUT’s translations).*

**§ 3-4. General Recognition (NOKUT)**

Article §3-4, paragraph 2:

(2) Decisions on general recognition of foreign higher education **shall be in accordance with the Lisbon Recognition Convention.**

**§ 3-5. Academic recognition (HEIs)**

Article §3-5, paragraph 3:

(3) When recognizing foreign higher education **from a state that has ratified the Lisbon Recognition Convention**, the HEI shall recognize the foreign higher education, **unless the institution can prove substantial differences between the education** for which approval has been applied for and the education with which it is compared.

* Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement.  
  **Full compliance.**

The Norwegian government has for decades worked towards easier access to public services through digitalization. This has brought a high degree of digital matureness to Norwegian public administration in general, and the education sector in particular. Examples include a digital and nationally coordinated admission service for higher education (The Norwegian Universities and Colleges Admission Service); comprehensive registers and databases with national statistics on higher education and student data; a digital portal for securely sharing student data and results with employers and other educational institutions (Vitnemålsportalen/Norwegian Diploma Registry); and a comprehensive digitalization of administrative procedures throughout the student life cycle – from handling applications for student loans and housing to procedures for the recognition of foreign higher education. The Diploma supplement is digital (incl. digital signature) and procedures for applying for general recognition and processing the application have been digital since 2016.

In addition, Norwegian higher education institutions are well on their way to implementing a fully digital education ecosystem. Norwegian HEIs use a common digital study administration system (The Common Student System, FS), are implementing the European -initiatives for digital administration of student mobility (including Erasmus Without Paper and EMREX), and have a well-developed portfolio of on-line, distance and blended programmes of study.

* Recognition of alternative pathways.
* **Full compliance.** Norway does not differentiate between recognition of “traditional education” and education that has been organized through alternative pathways, e.g. on-line learning and blended learning. This is reflected both in national legislation and how recognition is carried out.
* Achieving automatic recognition.

**Partial compliance.** NOKUT introduced an automatic recognition service in 2018 as part of its procedures for general recognition of foreign higher education, and by 2021 the AR scheme has been expanded to include 20 countries. By 2024 our ambition is to offer AR for all applicants holding European credentials. Study periods abroad (exchange) are recognized by HEIs as part of the application process for study periods abroad, and there has been a national system for AR of access qualifications since the 1990s (GSU-list). Important groundwork for achieving AR has been done by the Nordic Council of Ministers (Reykjavik Declarations of 2004 and 2016) where AR of access qualifications and higher education qualification are part of the automatic recognition framework between the Nordic countries.

* Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures.

**Full compliance**. The distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures is defined in the Act relating to universities and university colleges.

* Ensuring the fair recognition of qualifications held by refugees.

**Full compliance.** Norway established a national recognition scheme for persons who cannot be granted general recognition due to missing, insufficient or unverifiable documentation in 2012/2014 (UVD procedure). The recognition of qualifications held by refugees is formalized in the Act relating to universities and university colleges, §3-4 and §3-5b.

* Establishing the legal framework to allow the implementation of the LRC.

**Full compliance.** The LRC is implemented in Norwegian legislation – please see details above.

**Please describe here for your country the progress to be achieved by 2024**

Norway will work on further expansion of automatic recognition in the years to come, aiming to include between 15 to 30 new countries annually till all Bologna member/EHEA states are part of the automatic recognition scheme. Automatic recognition is also in place for qualifications from some third countries, e.g. China where a MoU (bilateral agreement) on recognition has been in place since 2018.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a |

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# Poland

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The legislation regarding automatic recognition of degrees and school leaving certificates has been in place for 10 (degrees – for academic purposes degrees from all countries, for professional purposes – degrees from EU, EFTA and OECD countries) and 5 (school leaving certificates from EU, EFTA, OECD countries as well as IB and EB) years now. The degrees can also be automatically recognised on the basis of bilateral agreements on recognition. To help various stakeholders to apply the legislation Polish ENIC-NARIC started in 2015 publishing the descriptions of foreign educational systems and in 2019 created the Kwalifikator database that allows to check how a given foreign qualification can be recognised in Poland. Both tools were very welcomed by the stakeholders and are used both by the higher education and labour market. The legislation guarantees that in the case of doubt any person or institution can ask Polish ENIC-NARIC for an individual recognition statement. The recognition procedure is only partly digitalised. This makes the procedure lengthy. To speed up the procedure and to make it possible for applicants to submit documents in various electronic formats an electronic system will be created. Regarding recognition of non-traditional qualifications (including microcredentials) the analysis made in the framework of the MICROBOL project showed that many of such qualifications can be recognised on the basis of the existing legislation. The HEIs are, however, not very familiar with the term “microcredentials” and even less familiar with the idea that such credentials can be recognised for the purpose of further studies. This knowledge will be promoted among HEIs in the coming years. Regarding the short-cycle degrees they have not been awarded in Poland until very recently there are not too many HEIs offering them. Both HEIs and employers have problems how to treat or – in the case of foreign degrees - recognise them. The knowledge regarding recognition of short-cycle degrees will be promoted during the conferences and webinars organised by ENIC-NARIC.

**Please describe here for your country the progress to be achieved by 2024**

Regarding the recognition of degrees by 2024 the automatic recognition should be strengthened thanks to addition of new country profiles and new qualifications added to the Kwalifikator database. The recognition procedure leading to the issuance of an individual recognition statement will be fully digitalised. The application of the LRC principles and the good practice in the recognition should be improved (also the quality of the procedure) thanks to the training for admission officers starting their work with credential evaluation. Regarding recognition of the non-traditional qualifications and short cycle degrees recognition it will be more treated as a part of a “normal” recognition procedure. At least the knowledge that such qualifications can be recognised will be widespread among relevant employees at HEIs.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| 1. Building the electronic | Digitalised and partly automated recognition system, user-friendly and interoperable with the major existing technologies. | Faster and smoother recognition process. | 02.2022 – 09.2023 | DigiRec,  DigiNet |  | Partners participating in the projects. |  |  |
| 2. Introductory training for admission officers and credential evaluators who start their in the field (consists of 6 meetings). | Increased knowledge of the LRC principles and good recognition practice at HEIs. Closer cooperation with HEIs. | Fair recognition practice at HEIs. | April 2022  April  2023  April 2024 | I-Comply, Q-entry+ (results of the focus group meetings) | Local educational authority (responsible for recognition of school certificates) | Project partners. |  |  |
| 3. Further developments of tools supporting automatic recognition:  - database Kwalifikator  - educational profiles | New publications on foreign education systems. Where relevant with information on non-traditional learning paths.  New qualifications and information how they are recognised in Poland. | Transparency and consistent application of legislation on automatic recognition. | 2022-2024 |  |  |  |  |  |
| 4. Annual conferences and webinars to promote recognition of qualifications obtained through non-traditional learning paths and short cycle degrees | Increased awareness of non-traditional learning paths. Increased awareness of how the non-traditional qualifications and short-cycle degrees can be recognised on the basis of the existing legislation. | HEIs have knowledge regarding the non-traditional learning paths and recognize non-traditional qualifications. | Annual conferences:  12.2022, 12.2023, 12.2024  Webinars: between 09.2022 and 30.06.2024 | Ministry of education and Science, local educational authorities, representatives of HEIs that have experience in the field. |  | Partners form ENIC-NARIC offices with expertise in the field. |  |  |

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# Portugal

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**Please describe here for your country the progress to be achieved by 2024**

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# Romania

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

The legal framework for the implementation of the LRC is completed: Romania has fully implemented the LRC and the Diploma Supplement. National Centre for Recognition and Equivalence of Diplomas (CNRED, Romanian ENIC-NARIC) within Ministry of Education is responsible for the recognition of higher education degrees at national level. The role and tasks of CNRED are mentioned in the Law of National Education no. 1/2011. Romanian ENIC-NARIC’s constant objective is to ensure and “to safeguard” the implementation of LRC at national level, permanently monitoring its implementation in a fair, transparent, reliable and coherent manner, through normative documents, trainings, workshops, surveys and analysis. The consistency of quality assurance across the European Higher Education Area (EHEA) is also followed to be improved by the use of agreed standards and guidelines (Standards and Guidelines for Quality Assurance in the European Higher Education Area), in collaboration with Romanian Agency for Quality Assurance in Higher Education and Bologna Follow-Up Group. In our role, we plan to raise awareness for digital Diploma Supplement working with the relevant stakeholders, National Authority for Qualifications and higher education institutions, to issues it, where it is possible and where there are sufficient resources such as digital technology and staff with digital skills. In the same time, we follow to extend with new features our internal database, respectively the digital recognition workflow. In line with another thematic indication - recognition of alternative pathways, in 2021 Romania created the legal framework for the recognition of formal, non-formal and informal qualifications delivered by authorized vocational training providers / assessment centres and / or other competent authorities within European Union (Ministry Order no. 4.492 of July 29, 2021). We, as ENIC-NARIC permanently monitor and contribute to establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures. We also plan to contribute to the national actions for supporting the implementation of the European approach to micro-credentials for lifelong learning and employability. Meanwhile, we assess the opportunity of joining the Benelux Treaty on the automatic recognition of higher education qualifications in order to become part of the Treaty and achieve automatic recognition. We have specific legislation and distinct procedures according to the purpose of recognition, including the recognition of refugees’ qualifications. We follow to add the legal framework for the recognition of refugees’ qualifications without documents taking into consideration the fact that we are partners in European Qualifications Passport for Refugees (EQPR) project, run by Council of Europe. In this context, we aim to finalize the certification for our evaluators through EQPR training/modules.

**Please describe here for your country the progress to be achieved by 2024**

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Gathering the national stakeholders for issuing of the Diploma Supplement | Raising awareness for Digital Diploma Supplement  Survey  Workshops | Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement  Cooperation with higher education institutions | End 2022 | - | National Authority for Qualifications |  |  |  |
| Improvement and new features for the digital recognition workflow | Improved ENIC/NARIC database  Self-assessment | Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement | End 2023 | Under discussion |  |  |  |  |
| Contributing to the national actions for support the implementation of the European approach to micro-credentials for lifelong learning and employability | Identifying the tasks among the competent institutions and universities to carry out the recognition of alternative pathways  Workshops | Recognition of alternative pathways  Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures.  Cooperation with higher education institutions | 2022-2023 |  |  |  |  |  |
| Assessing the opportunity of joining the Benelux Treaty | Decision on becoming part of the Treaty  Analysis | Achieving automatic recognition | 2022-2023 |  |  |  |  |  |
| Finalizing the certification for EPQR evaluators training | Certified evaluators  Peer assessment | Ensuring the fair recognition of qualifications held by refugees | 2023 |  |  |  |  |  |
| Further development of the national legislation on recognition of qualifications held by refugees | National Methodology/Guidelines  Workshops  Normative change | Ensuring the fair recognition of qualifications held by refugees  Cooperation with higher education institutions | 2024 |  |  |  |  |  |

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# San Marino

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

Accomplish all actions needed for the implementation of the roadmap for San Marino’s accession to the EHEA

**Please describe here for your country the progress to be achieved by 2024**

Accomplish all actions needed for the implementation of the roadmap for San Marino’s accession to the EHEA

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Reform of the university system | **New University law**  **Implementation of a quality assurance in compliance with the ESG** | Consolidate the three-cycle system and implementation of ECTS  Compliance with Standards and Guidelines for Quality Assurance in the European Higher Education Area | End 2023 | Specific Working Group | Ministry  University |  |  |  |
| Recognition of alternative pathways to higher education | Official instrument or law | Better compliance with the Lisbon Recognition Convention | End 2023 |  | Ministry  University |  |  |  |
| Ensure automatic recognition of academic qualifications and periods of study within the EHEA | Official instrument or law | Better compliance with the Lisbon Recognition Convention | End 2023 |  | Ministry  University |  |  |  |

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# Spain

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
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# Sweden

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

* Automatic Recognition is more or less implemented in Sweden – but there is no formal documentation/agreement regarding automatic recognition between stakeholders.
* To reach out to the HEIs for discussions and information on academic recognition.
* To push recognition-related issues higher on the national policy agenda.
* Information about recognition in Sweden provided online could be better organized.

**Please describe here for your country the progress to be achieved by 2024**

* A formal agreement or documentation on the implementation of Automatic Recognition (AR) in Sweden. As a result of a recently started project including Swedish HEIs, The Association of Swedish Higher Education Institutions (SUHF) and the **Department for Admissions and Student Information (UHR).**
* Stronger cooperation, including on information provision issues, between stakeholders in Sweden involved in recognition (such as dialogue with relevant stakeholders like the national quality assurance authority, higher education institutions and the Swedish Institute SI)
* Improvements to achieve compliance with LRC as a consequence of the participation in the Peer Review project, round 5 (Naric-founded project I-Comply). One possible outcome can be better organized online information in English on recognition and the Swedish system of education for stakeholders in other countries.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

See the table below.

Further actions: Enic-Naric Sweden participates in Erasmus + NARIC projects ONREQ, DigiNET, FraudS+, STACQ 2020-2022. Enic-Naric Sweden collaborates with the other Nordic countries for the implementation of automatic recognition and with a proposal for a revised Reykjavik declaration.

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| Project, meeting with stakeholders, policy papers | **Documentation of the full implementation of Automatic Recognition (AR) in Sweden** | Explicit documentation (agreements with Swedish HEIs) that AR is implemented in Sweden. | 2022 | Support by the Digital Qualifications Assessment Tool (inhouse project); building a Digital Database of Verification sources (inhouse project) | Swedish HEI:s, The Association of Swedish Higher Education Institutions (SUHF) and the **Department for Admissions and Student Information UHR** |  |  |  |
| Meetings, workshop, peer assessments | **Strengthen cooperation between stakeholders in Sweden involved with recognition**  A strengthened national communication about recognition -related issues. | An established dialogue and cooperation in a suitable forum between Enic-Naric Sweden and the Swedish Higher Education Authority (UKÄ) about relevant topics (Substantial differences, QA of recognition procedures in Swedish HEI:s, EQAR/DEQAR etc). In order to achieve compliance with LRC and ESG 1.4. | 2022-2023 |  | The Swedish Higher Education Authority (UKÄ, the Swedish QA authority) |  |  |  |
| Self-assessment, analytics, peer-review, discussions | **Quality Assurance of recognition procedures in Enic-Naric Sweden – through Participation in Peer Review project, round 5. Peer assessment.**  A quality assurance check that recognition procedures in Enic-Naric Sweden are” Lisbon proof”. | Recommendation on improvements to be made to achieve compliance with LRC. | 2022-2023 | Peer Review project, round 5 (Technical Support Team) |  |  |  |  |

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# Switzerland

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

**Definition of microcredentials**

**Please describe here for your country the progress to be achieved by 2024**

In Switzerland it is up to the individual HEI to offer flexible learning pathways. Concerning micro credentials it is important to have a common definition. Progress concerning the recognition of micro credentials

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | Contribution of the action to the implementation of the key commitment | Timeline | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | Provide short explanation  [*to be filled in 2024*] |
| National conference |  |  | Autumn 2022 |  |  |  |  |  |

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# Ukraine

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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**Please describe here for your country the progress to be achieved by 2024**

Click here to enter text.

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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# United Kingdom

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**Please identify here for your country the challenges (if relevant) or describe the situation in the respective key commitment**

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**Please describe here for your country the progress to be achieved by 2024**

1. Meet the obligations of the Lisbon Recognition Convention 2. Provide services to customers and organisations: provide comprehensive and up to date information on the education systems of other countries, and recognition of international qualifications 3. Represent the UK in international forums and active participation in meetings of relevant international organisations and working groups

**Please list the concrete actions you want to undertake to achieve the commitments and the objectives you have set (e.g. normative change, surveys, self-assessment, peer assessment, analysis, workshops, conferences, …)**

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| Action | Outcomes | | Contribution of the action to the implementation of the key commitment | Timeline | | Supporting project?  If yes, which one | Partner(s) from the own country | Partners from the Peer group | | Achieved by 2024 (Yes/No/Partially)  [*to be filled in 2024*] | | Provide short explanation  [*to be filled in 2024*] | |
| * Active participation in network meetings * providing briefing and information on international good practices   + providing information service to individuals and organisations   + To provide, maintain, develop, document and update the tools (databases, publications and information sources) for the provision of professional guidance on the comparability and status of international qualifications in the UK.   + The methodologies, databases and approach for academic, vocational and professional titles will be developed, documented and continually updated and refined.   + To ensure appropriate resource to reflect changes in education and training systems and qualifications worldwide.   + To provide research services offering in depth analysis and benchmarking comparisons of qualifications.   + To ensure appropriate organisational, operational and technological processes and procedures to comply with international good practice. | | Detailed information about the service should be available on a distinct and specific website including an online application process The website availability should aim for:   * Website availability 99% of time, excluding permitted maintenance * Website page download - average page download 5 seconds * Error pages and broken links – less than 0.1%   To deliver:   * Annual members conference * Scheduled e-training seminars / workshops * bespoke seminars / workshops | | |  |  |  |  |  | |  | |  |

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1. 2018 Paris Communiqué - appendix I - Structured peer-based support for the implementation of the Bologna key commitments [↑](#footnote-ref-1)
2. [Bologna Follow Up Group Work Plan 2021-2024](http://www.ehea.info/Upload/BFUG_PT_AD_76_5_Work_Plan_and_TORs_Annex_I.pdf), p. 4. [↑](#footnote-ref-2)
3. Ibidem, p. 6 [↑](#footnote-ref-3)
4. The questionnaires (one for [countries](https://cimea.limequery.org/744281?lang=en) and one for [consultative members](https://cimea.limequery.org/173977?lang=en) and institutions) were sent to the TPG B members on 24th June 2021, the first deadline to submit it was on 23rd July 2021 and then extended until 3rd September 2021. [↑](#footnote-ref-4)