RECOGNITION OF FOREIGN[1] QUALIFICATIONS FOR MOBILITY AND LIFELONG LEARNING. SELF-ASSESSMENT TOOL

Instructions:
Mark the appropriate coloured circle: Green = yes/to a significant extent; Amber = more or less/partially; Red = no/needs to be initiated

QUESTIONS	RATING	COMMENTS
Recognition of foreign credentials/diplomas / qualifications: scope, applicants, applicants in your country context		
Scope of recognition of foreign qualifications		
• Is academic and professional recognition of foreign qualifications defined in legislation or regulated?	Green / Amber / Red	In what legislation? What are the main purposes of recognition of foreign qualifications defined in the legislation?
• Is integration of (returning) migrants and refugees an explicit purpose of recognition of foreign diplomas and qualifications?	Green / Amber / Red	Does recognition deal with diplomas / qualifications of all sub-sectors? Professional recognition deals with regulated professions.
Applications		
• Recognition of full degrees, using the Diploma Supplement and the QF-EHEA	Green / Amber / Red	
• Recognition of qualifications, for allowing entry or re-entry into higher education (with the possibility to grant dispensation of the programme)	Green / Amber / Red	
• Recognition of short study periods performed elsewhere, using e.g. through ECTS	Green / Amber / Red	Which of these categories is most common in your country?
• Recognition of qualifications from vocational education and training institutions (all levels of qualification)	Green / Amber / Red	
• Recognition of professional qualifications for regulated professions	Green / Amber / Red	
• Recognition of qualifications for other employment purposes	Green / Amber / Red	
• Recognition of learning outcomes from open education resources e.g., learning online and other forms of learning outside of the formal systems	Green / Amber / Red	

[1] Including qualifications held by citizens of foreign countries or held by citizens of your country who return from abroad

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QUESTIONS	RATING	COMMENTS
Applicants Are the following categories of persons/institutions applying for recognition of foreign qualifications in your country?		Who are the most frequent applicants? Are there emerging (new, growing) categories of applicants? Which? How important is the share / number of refugees and migrants applying to recognition of diplomas / qualifications (all sub-sectors)?
• University students or applicants to higher education institutions / programmes	🔴 🟠 🟢	
• Students of general education or their families	🔴 🟠 🟢	
• Students of vocational education and training	🔴 🟠 🟢	
• Education and training institutions	🔴 🟠 🟢	
• Enterprises	🔴 🟠 🟢	
• (Returning) migrants; refugees	🔴 🟠 🟢	
• Foreign citizens: please specify what category	🔴 🟠 🟢	

For reflection
• Are recognition practices in your country sufficiently dynamic and able to adapt to new needs and trends in the world of qualifications and learning (ex.: more requests for recognising foreign professional qualifications, applications from migrants, refugees, etc).

QUESTIONS	RATING			COMMENTS
Current practice of recognition of foreign qualifications: in higher education, general education and VET, and for other forms of learning and acquisition of qualifications				
Current practice on recognition, access and quality				
• Is there a general framework for recognition of foreign qualifications regardless of the sub-sector of education, training or type of qualification?	🟢	🟠	🔴	Such a framework could include principles, approach, procedures; quality assurance; information and support for users / applicants; data collection and monitoring of recognition; appeals procedures. Which are the relevant institutions?
In higher education				
• Is recognition of qualifications implemented fully in accordance with the E-Manual of the European Area of Recognition (EAR)?	🟢	🟠	🔴	Which institution(s) are responsible for recognition?
• Are ENIC and HEIs cooperating effectively?	🟢	🟠	🔴	
• Is alternative recognition[2] – and the right to appeal – used commonly cases of possible alternative recognition and of appeal addressed and solved efficiently?	🟢	🟠	🔴	
In general education				
• Is there is a specific institution in charge of recognition of foreign general education diplomas?	🟢	🟠	🔴	Which institution(s) are in charge of recognition of general education qualifications?
• Is recognition decentralised at the level of education providers?	🟢	🟠	🔴	

[2] Alternative recognition may include:
(i) recognition of the foreign qualification as comparable to a qualification of the host country, but not to that indicated by the applicant;
(ii) partial recognition of the foreign qualification;
(iii) full or partial recognition of the foreign qualification subject to the applicant successfully taking additional examinations or aptitude tests;
(iv) full or partial recognition of the foreign qualification at the end of a probationary period, possibly subject to specified conditions.

Source: Council of Europe/ UNESCO, Revised recommendation on criteria and procedures for the assessment of foreign qualifications, 2010.

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QUESTIONS	RATING	COMMENTS
In Vocational education and training[3]		
• Is there is a specific institution in charge of recognition of foreign VET qualifications?	🟢 🟠 🔴	Which institution(s) are in charge of vocational qualifications?
• Is recognition decentralised at the level of education providers?	🟢 🟠 🔴	
Other contexts (other types of qualifications, special situations)[4]		
• Are there specific procedures to recognise foreign qualifications of this category (see definition in footnote 2)?	🟢 🟠 🔴	Indicate which types of qualifications, such as: international; sectoral or professional; linked with large corporations; linked with specific social activities; others.
• Is it clear which institution(s) is (are) in charge of recognition of diplomas outside formal general education, VET and higher education?	🟢 🟠 🔴	Which institution(s)?
For reflection • Are current practises of recognition of diplomas / qualifications in the different sub-sectors quality-assured, effective and coherent? • Do your institutions in charge of recognition of foreign qualifications gather relevant data and analyse main trends, problems and emerging needs?		

3   All levels of formal VET in your country

4   This refers to qualifications awarded outside of the formal education and training system: e.g. international qualifications, including sectoral or professional qualifications, qualifications from international corporations and organisations.

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QUESTIONS	RATING	COMMENTS
Regulated professions[5] and recognition of foreign professional qualifications		
• Is the legal and regulatory framework for the exercise of regulated professions well-established and transparent for the wider public, the economic sectors and the education and training providers?	🔴 🟠 🟢	What is the definition of "regulated professions" in your country? Which are the regulated professions in the country? Which are the institutions in charge of recognition of professional qualifications?
• Is it easy to identify the appropriate institution(s) in charge of recognition of professional qualifications?	🔴 🟠 🟢	Are the relevant sectoral / professional bodies actively involved in the regulatory framework / mechanisms?
• Is there is a common framework for recognition of professional qualifications?	🔴 🟠 🟢	
• Is there is a single database / list of regulated professions that is regularly updated and easily accessible to users?	🔴 🟠 🟢	
• Are there specific international / bilateral agreements on this matter – in application?	🔴 🟠 🟢	
• Are there mechanisms for automatic recognition for (some) regulated professions?	🔴 🟠 🟢	Automatic recognition: which professions? What agreements are there, and with which countries
• Is there cooperation with the EU (and its institutions) on these matters, in form of projects, exchanges and networks, capacity building and others?	🔴 🟠 🟢	
• Is data on recognition of professional qualifications collected, analysed and reported on a regular basis?	🔴 🟠 🟢	

For reflection
- How does your framework of regulated professions evolve and how does it impact mobility of learners and workers? Is regulation having a negative impact of professional mobility? Are too many professions regulated, or is more regulation needed to strengthen trust in professionals.
- Do the education and training institutions comply with minimum training requirements for regulated professions?
- Most Eastern Partnership countries may face certain skill shortages for qualified workers as they have aging populations or want/need to expand jobs in certain key sectors. Is your country open to international cooperation to ease recognition and/or to deregulate some regulated professions or reform the Tariff Qualification System?

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5 There are essentially two ways to regulate professions: the use of specific titles is controlled (for instance, the title Certified Translator), but one can practise without other restrictions, or the practice of the profession is restricted (for instance, Medical Doctor, or Engineer): it is legally forbidden to practise the profession unless specific requirements are met. Additionally, even if an occupation is not formally regulated, there may still be restrictions to employment, in that employers may impose specific requirements, like membership in a professional association, or having certain academic credentials.

QUESTIONS	RATING	COMMENTS
Transparency tools and recognition of foreign qualifications: NQFs; use of learning outcomes; credit systems; diploma and certificate supplement; quality assurance (QA) framework and procedures		
• Do credential evaluators adequately and consistently use the information available on the NQF of the country issuing the diploma and check whether it is referenced with the EQF and/or QF-EHEA, if applicable?	🔴 🟠 🟢	
• Is information on QA systems of the country issuing the qualification used in recognition processes?	🔴 🟠 🟢	
• Is information on credits and credit systems used in recognition procedures / practice?	🔴 🟠 🟢	
• Is information about national qualifications shared and presented in a transparent way with recognition bodies abroad and are recognition bodies abroad informed about new developments?	🔴 🟠 🟢	
• Are applicants discouraged from misrepresenting qualifications / committing fraud?	🔴 🟠 🟢	
• Are cases of systematic fraud and misrepresentation of qualifications identified effectively and addressed immediately using existing procedures?	🔴 🟠 🟢	
• Do evaluators have access to credible information on non-authorised institutions / diploma mills and cases of fraud and misrepresentation of qualifications?	🔴 🟠 🟢	
• Are recognition bodies in my country planning to join the Groningen Declaration for digital student data exchange?	🔴 🟠 🟢	

For reflection

- Can recognition practice support better use of QA mechanisms, and demonstrate the benefits of the various transparency tools?
- Which important elements of transparency are not yet in place / not used?

QUESTIONS	RATING	COMMENTS
Addressing challenges in recognition of foreign qualifications: application of procedures; red tape; cost; transparency / information; institutional capacity		
• Are recognition processes relatively affordable, with transparent procedures that are easy to use by applicants?	🟢 🟠 🔴	Are there important specificities / challenges related with recognition of diplomas / qualifications from certain countries? Which countries?
• Can candidates for recognition monitor progress of their applications online and receive tailored feedback and support from a helpdesk?	🟢 🟠 🔴	
• Are there time-bound standards for processing applications?	🟢 🟠 🔴	
• Are incomplete / stalled / failed recognition processes monitored so that they don't create a large stock of unsuccessful applications and affect the effectiveness of the recognition system / practice.	🟢 🟠 🔴	
• Are the human, technical, and financial capacity of the recognition body or bodies and centres considered adequate and sufficient?	🟢 🟠 🔴	
• Are credential evaluators properly trained and kept up to date with new developments	🟢 🟠 🔴	

For reflection

• What are the main challenges and difficulties faced by applicants from your country in recognition processes abroad?
• And by applicants in your country (foreigners and national citizens)?
• What important shortcomings in terms of capacity and administration adversely affect recognition practice and outcomes?
• Is the practical application of all recognition procedures generally considered efficient, fair and proportional by applicants, credential evaluators, and relevant institutions?

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QUESTIONS	RATING	COMMENTS
International cooperation facilitating recognition of foreign qualifications		
• Are bilateral agreements on recognition signed and operational with the most relevant countries?	🔴 🟠 🟢	With which countries?
• Are the arrangements on recognition of foreign qualifications under the Lisbon Recognition Convention applied effectively?	🔴 🟠 🟢	
• Are there clear processes for dealing with the recognition of undocumented qualifications of migrants and refugees?	🔴 🟠 🟢	
• Are new important aspects of a globalised education and training market e.g. international qualifications provided through internet and/or through training providers located in your country sufficiently addressed in recognition conventions and procedures signed by your country?	🔴 🟠 🟢	
• Do you have sufficient access to international information systems on qualifications, institutions and quality assurance practises to support the credibility and efficiency of recognition of qualifications?	🔴 🟠 🟢	

For reflection

• How does the country participate and contribute to new global developments related with recognition of foreign diplomas and qualifications?

PRIORITIES AND ROADMAP

KEY PRIORITIES	
1	
2	
3	
4	
5	

ROADMAP – BURNING ISSUES	WHAT	WHEN	WHO	FUNDS
1				
2				
3				
4				
5				
COMMENTS				