



UNESCO HIGHER EDUCATION 20-21

Regional
Conventions



Lisbon
Convention

CIQG 2020
Peter J. Wells
Chief,
Higher Education

IQA

WCHE
III



UNESCO
Chairs



EQA

Policy
Reviews

Global
Convention

UNESCO
Qualifications
Passport



Regional Recognition Conventions



Arab Convention: ICS

Tokyo Convention:
1st Meeting of APNIC

Addis Convention:
1st Convention Committee

Buenos Aires Convention:
Entry into Force?

Information on HE Systems, Qualifications and Institutions the key to international Mobility

Accessibility A- | A | A+ | A

enic-naric.net

gateway to recognition of academic and professional qualifications



[Contact details - Restricted Area](#)

Search in the site:

Start searching

You need information on recognition issues as

Higher Education Institution

More details

Credential evaluator

More details

Employer

More details

[home](#) > You need information on recognition issues as > Individual wishing to study/work abroad

Individual wishing to study/work abroad

I want to study abroad

I need to have my qualification(s) evaluated

I need Academic recognition

- Assess
- Facilitate
- Appeal

Institutions (HEIs):

- Recognised HEIs
- Unrecognised HEIs (Diploma mills)

I want to learn more:

The Lisbon Recognition Convention
The Bologna Process

I want to work abroad

I need to have my qualification(s) evaluated

I need Professional recognition

- Assess
- Facilitate
- Appeal

Regulated professions

Non-regulated professions

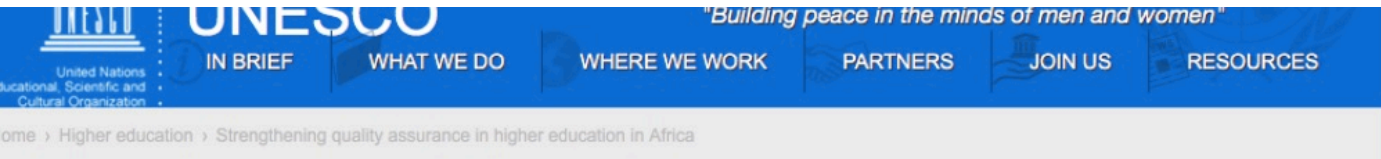
EU Directive on the recognition of professional qualifications (2005/36)

EU National contact points for professional recognition

SELECT A COUNTRY

- Albania
- Andorra
- Armenia
- Australia
- Austria
- Azerbaijan
- Belarus
- Belgium
- Bosnia and Herzegovina
- Bulgaria
- Canada
- Croatia
- Cyprus
- Czech Republic
- Denmark
- Estonia
- Finland
- France
- Georgia
- Germany
- Greece
- Holy See
- Hungary
- Iceland
- Ireland

External QA Mechanisms and Systems



Strengthening quality assurance in higher education in Africa



UNESCO-Shenzhen Municipality Government Funds-in-Trust Project

Further development of higher education in Africa hinges on building on the momentum surrounding quality assurance by establishing systems at national, sub-regional and regional levels. The primary challenges lie in funding and technical expertise to conduct quality assurance activities for evaluation, accreditation, and recognition of higher education programmes and institutions. To address these critical issues, UNESCO and the Shenzhen Municipal Government in China initiated the project "Strengthening Quality Assurance in Higher

Policy reviews and quality assurance in higher education

Higher Education

10 Member States: Côte d'Ivoire, Egypt, Gambia, Malawi, Mali, Namibia, Niger, Senegal, Togo, and Zambia.

<https://en.unesco.org/themes/higher-education/quality-assurance-africa>

Internal QA Policies and Procedures

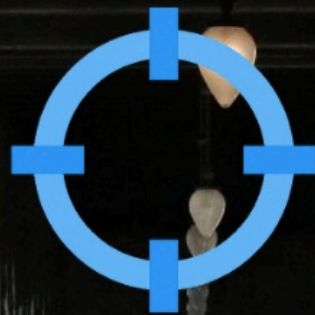


Higher Technical Education in Africa

For a Technical and Innovative Workforce

Cote d'Ivoire, Ethiopia, Senegal,
Tanzania, Togo, and Uganda

Technical Support for HE System and Institutional Reforms



HE Policy and System Reviews

Armenia, Belize, Niger, Uganda, Zambia,
Mozambique

International University Cooperation on Research, Study Programmes and Global Citizenship

UNITWIN/UNESCO Chairs Programme



750 Chairs
and
Networks
Globally

International
cooperation in
learning, teaching,
learning and
researcher to realize
the SDGs

Launched in 1992, the UNITWIN/UNESCO Chairs Programme, which involves over 700 institutions in 116 countries, promotes international inter-university cooperation and networking to enhance institutional capacities through knowledge sharing and collaborative work. The programme supports the establishment of UNESCO Chairs and UNITWIN Networks in key priority areas related to UNESCO's fields of competence – i.e. in education, the natural and social sciences, culture and communication.

<https://en.unesco.org/unitwin-unesco-chairs-programme>

Why a Global Recognition Convention...?



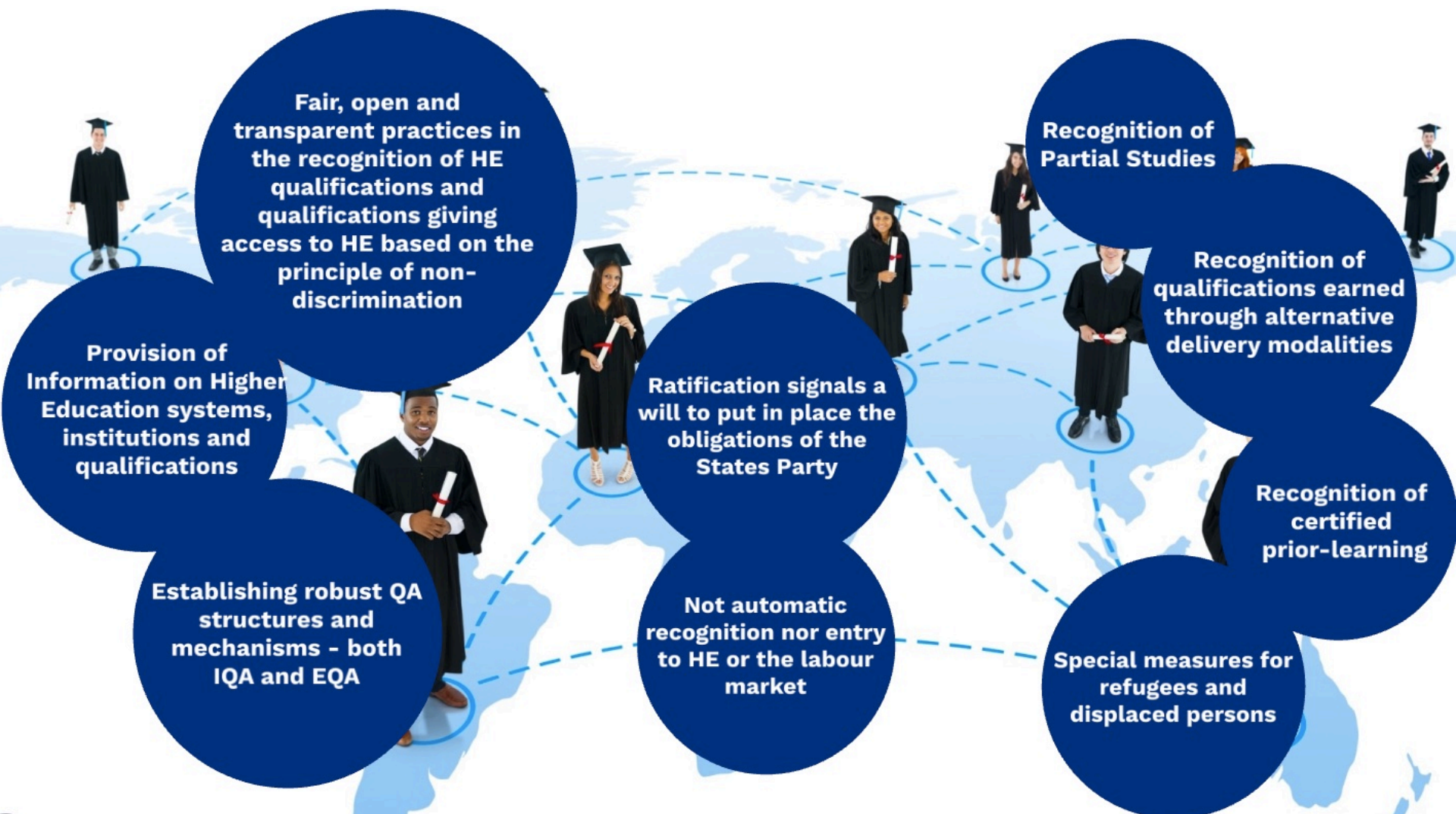


The world's student population is more internationally mobile than it has ever been.

In 2015: 4.6 million students went abroad to study equal to 1 in every 40 students globally.

In 2025: This number is predicted to double.

Key Principles of the Global Convention



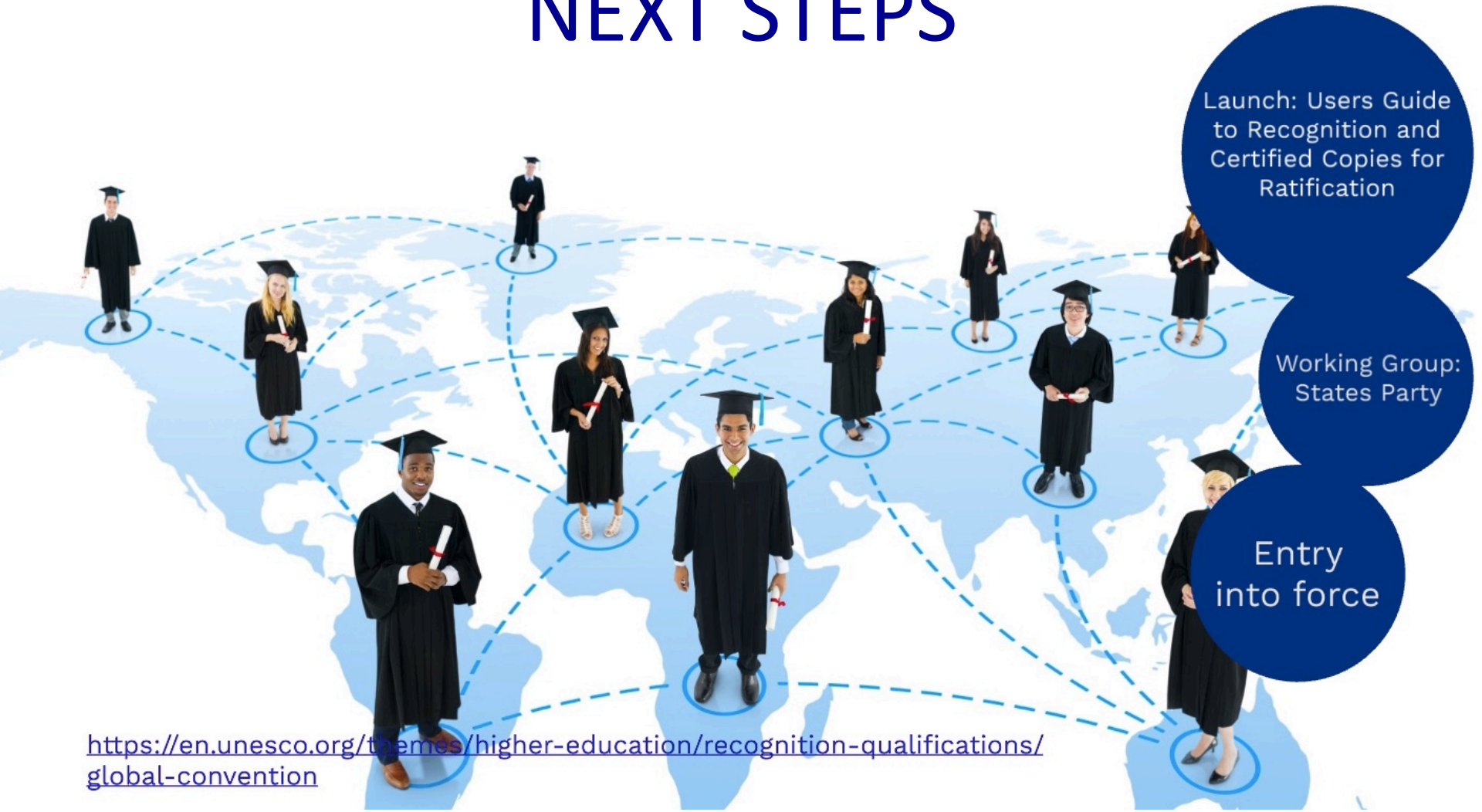
NEXT STEPS

Launch: Users Guide to Recognition and Certified Copies for Ratification

Working Group: States Party

Entry into force

<https://en.unesco.org/themes/higher-education/recognition-qualifications/global-convention>



UNESCO Qualifications Passport for Refugees and Vulnerable Migrants (UQP)



Qualification Passport for Refugees and Vulnerable Migrants /UQP



Global Convention on the Recognition of Higher Education Qualifications

Article VII. Recognition of Partial Studies and Qualifications held by Refugees and Displaced Persons Each Party shall take necessary and feasible steps within its education system and in conformity with its constitutional, legislative, and regulatory provisions to develop reasonable procedures designed to assess fairly and efficiently whether refugees and displaced persons fulfil the relevant requirements for access to higher education, to further higher education programmes or to seek employment opportunities, including in cases where the partial studies, prior learning or qualifications obtained in another country cannot be proven through documentary evidence.

Launch of the UQP at the UN General Assembly in New York 2019



Qualification Passport for Refugees and Vulnerable Migrants /UQP

High-level event on UNESCO Qualifications Passport for Refugees and Vulnerable Migrants

26th September 2019, UNGA, NY

“Refugees usually flee leaving everything behind, but what they don’t leave behind is knowledge, everything they gained through education”

- Stefania Giannini, Assistant Director-General, UNESCO

“There is nothing more valuable than an education”

- Kelly T Clement, Deputy High Commissioner, UNCHR



UNESCO Qualifications Passport for Refugees No 0123¹
Assessment Part

Issued: **XX.XX.2019**

Valid through: **XX.XX.2024**

Personal information

Surname: **ABC**

Given names: **XYZ**

Date of birth: **XX.XX.XXXXX**

Place of birth: **Afghanistan**

Nationality: **Afghanistan**

Assessed qualifications

Highest achieved qualification: **(2013) Pre-University Certificate (with Kankoor), Ministry of Education, Iran²**

Other achieved qualifications: **(2016) Unfinished Bachelor's Degree in Psychology, Islamic Azad University – Eslamshahr, Iran³**

Additional relevant information from the applicant

Languages: **Dari, Farsi (native speaker), Farsi (language of instruction), English, Greek, German (language course)**

Interview and documentation assessment is conducted by credential evaluators from **XXXX⁴**.

On behalf of the project

Marina Malgina
 Evaluation coordinator

Credential evaluator

Credential evaluator

For more information about the status of this document:

Qualifications Passport components

The Qualifications Passport is:

- Standardised document
- Relevant information: highest achieved qualification, other qualifications, language experience, work experience, membership in professional organisations
- Easy to understand presentation of the information

First UQPs issued to Refugees at the Solwezi Settlement in Zambia - November 2019



Timothee Yanda Tshilumbu
Medical Doctor (DRC)

Official UNESCO UQP Video: <https://www.youtube.com/watch?v=KVS1kReb5SE>



3rd World Conference on Higher Education

Reinventing the roles and spaces of higher learning
for sustainable futures #blueskythinking

September 2021