Regional Recognition Conventions

Arab Convention: ICS

Addis Convention: 1st Convention Committee

Tokyo Convention: 1st Meeting of APNIC

Buenos Aires Convention: Entry into Force?
Information on HE Systems, Qualifications and Institutions the key to international Mobility
External QA Mechanisms and Systems

Strengthening quality assurance in higher education in Africa

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

Côte 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.

OFFICIAL UNESCO GLOBAL COVENTION VIDEO: https://www.youtube.com/watch?v=jQUFasEM9Sc
Key Principles of the Global Convention

- Fair, open and transparent practices in the recognition of HE qualifications and qualifications giving access to HE based on the principle of non-discrimination
- Provision of Information on Higher Education systems, institutions and qualifications
- Establishing robust QA structures and mechanisms - both IQA and EQA
- Ratification signals a will to put in place the obligations of the States Party
- Not automatic recognition nor entry to HE or the labour market
- Recognition of Partial Studies
- Recognition of qualifications earned through alternative delivery modalities
- Recognition of certified prior-learning
- Special measures for refugees and displaced persons
NEXT STEPS

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

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
Qualification Passport for Refugees and Vulnerable Migrants /UQP

UNESCO Qualifications Passport for Refugees No 0123
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, Iran
Other achieved qualifications: (2016) Unfinished Bachelor’s Degree in Psychology, Islamic Azad University – Esalamshahr, Iran

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 evaluator from XXXX.
On behalf of the project
Marie Malige
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=KVSIkReb5SE
3rd World Conference on Higher Education
Reinventing the roles and spaces of higher learning for sustainable futures #blueskythinking
September 2021