

**ENIC NETWORK (COUNCIL OF EUROPE/UNESCO)
NARIC NETWORK (EUROPEAN COMMISSION)**

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Working group on “Global dimension of Recognition”
5th meeting
25 February, 14.30 -17.00
AVEPRO Agency, Via della Conciliazione 5
Rome

**Report of the working group on the
external dimension of the ENIC and
NARIC networks**

Directorate General IV: Education, Culture and Heritage, Youth and Sport
(Directorate of Education and Languages) of the Council of Europe, UNESCO/CEPES and
Directorate General of Education and Culture of the European Commission

Distribution: Working Group

ITEM 11

Report of the working group on the external dimension of the ENIC and NARIC networks

Françoise Profit

The first term of the working group on the external dimension of the ENIC and NARIC networks is now coming to an end. This report gives details of its achievements and sets out some areas of work to be developed in order to further improve intercultural understanding, which is a pre-requisite for the recognition of diplomas.

The report outlines the general context that led to the creation of the working group, the methodology used during its two years of work and the results obtained. It then sets out a number of developments which will help to determine its future action.

I Context

In 2008, a short study showed that mobility, far from just being concentrated in the countries of the ENIC and NARIC networks, is on the increase and includes all of the world's geographical areas.

For several reasons, it is necessary to consider the issue of relations between the ENIC and NARIC networks and other parts of the world that have signed UNESCO conventions on the recognition of diplomas.¹

It has to be said that, while mobility is increasing and becoming global in nature, ENIC and NARIC centres have sometimes been ill-equipped to deal with foreign diplomas issued outside the countries in these networks. It is hard to obtain information on these diplomas and identify a reliable contact point familiar with the issue of the recognition of diplomas, despite the application of UNESCO's international conventions.

Practices used for recognising diplomas from third countries – not member states of the convention on the recognition of qualifications in Europe – are not simple, and they sometimes lack transparency.

During the networks' discussions on substantial differences the issue of the recognition and the fair assessment of diplomas from countries which have not signed the Lisbon Convention emerged.

Several ENIC and NARIC centres, or their governments, have signed bilateral agreements on the recognition of diplomas with countries outside the Europe area.

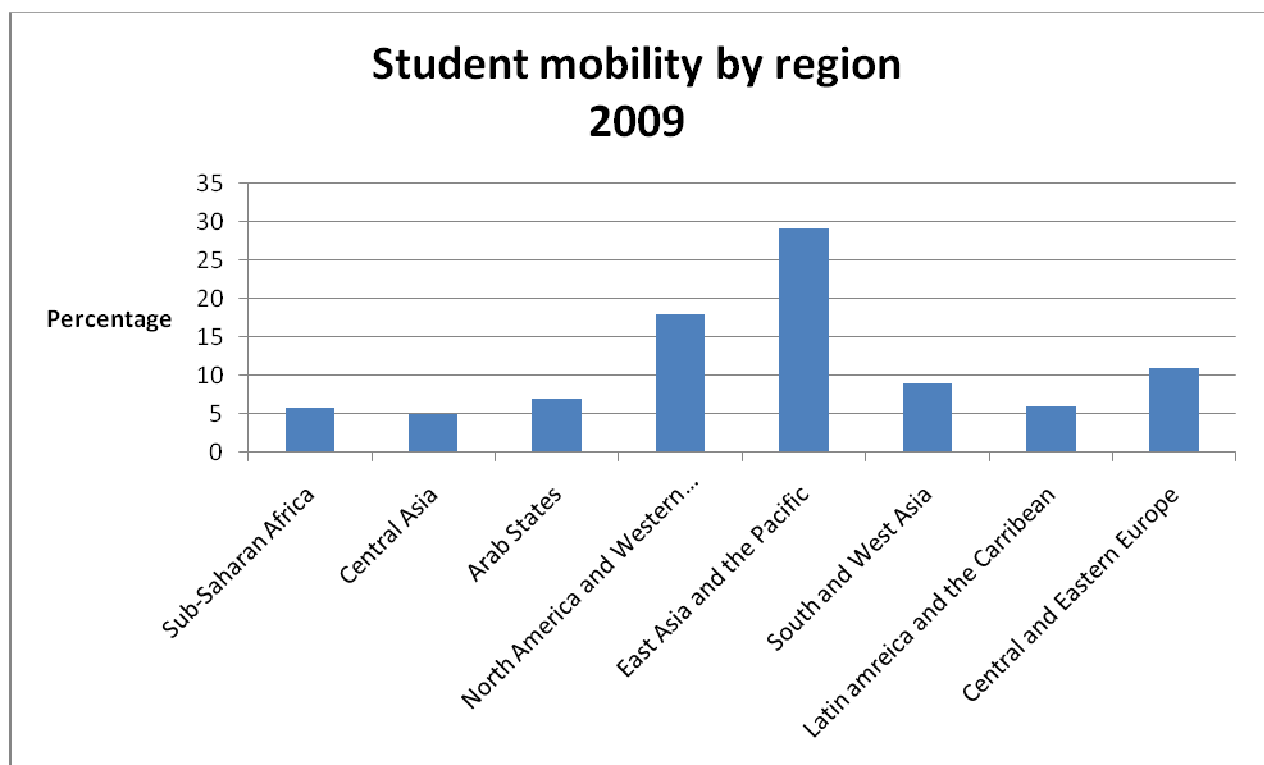
¹ In total there are four UNESCO regional conventions on the recognition of qualifications outside of the Europe Region: the Africa Regional Recognition Convention (1981), the Arab States Regional Recognition Convention (1978); the Asia and Pacific Regional Recognition Convention (1983), the Latin America and the Caribbean Recognition Convention (1974); and one interregional convention - The Mediterranean Inter-Regional Recognition Convention (1976). Further information on these Conventions is available at:

http://portal.unesco.org/education/admin/ev.php?URL_ID=40895&URL_DO=DO_TOPIC&URL_SECTION=201

In December 2005, the MERIC network was established, leading to the creation of four new information centres on the recognition of diplomas in the Mediterranean area.² The meeting of the MERIC network held in Mostar (Bosnia and Herzegovina) in February 2010 led to the establishment of working groups on topics similar to those dealt with in the ENIC and NARIC networks (quality assurance, criteria and procedures, etc.).

In 2007, the Global Education Digest 2006 published by the UNESCO Institute for Statistics stated that the most mobile students are from sub-Saharan Africa. It was also stated that people from the African continent mainly go to study in three countries: France, the United States and Germany.

In the Global Education Digest 2009 published by the UNESCO Institute for Statistics, the breakdown of student mobility by region was as follows:



As a country with an inward flow of student mobility, we need to become familiar with all of these systems, which are undergoing further developments, and to have specific contact points in the various countries.

UNESCO has set up a web portal on higher education institutions across the world, with some extremely useful information for the ENIC and NARIC networks. (<http://www.unesco.org/education/portal/hed-institutions>).

The Bologna Process has established a working group to examine its global dimension with a view to promoting the European Higher Education Area and disseminating information on the main principles of the process in other higher education areas.³ Several countries outside the European Higher Education Area participated as observers in the Bologna Policy Forum in March 2010.⁴

² http://eacea.ec.europa.eu/tempus/tools/documents/bologna_implementation_meda_countries_1005.pdf, especially p. 29-31

³ http://www.ond.vlaanderen.be/hogeronderwijs/bologna/actionlines/global_context.htm

⁴ http://www.ond.vlaanderen.be/hogeronderwijs/bologna/forum2010/Vienna_BPF_Statement.pdf

It was thus necessary to consider developing cooperation with other parts of the world, using the UNESCO regional conventions to identify national contact points responsible for assessing foreign diplomas in other countries, for example.

The creation of a working group focusing on this issue within the ENIC and NARIC networks would make it possible to determine the field of action, make initial contact with representatives of the UNESCO conventions and start opening up towards other parts of the world.

With this in mind, at their meeting in June 2008, the networks decided to set up a working group to report on progress in this area and develop solutions to the problems identified. The working group was established for a two-year term.

II. Methodology

The working group has a representative from each of the following countries: Australia, Croatia, France, Netherlands, Romania and the Vatican. Its secretariat is provided jointly by the Council of Europe, the European Commission and UNESCO and the UNESCO European Centre for Higher Education. The President of the ENIC network also participates in the meetings. France has been selected to chair the working group. The group, which met six times during its term,⁵ sometimes involved the International Association of Universities (IAU) in its work.

At the first meetings, several issues emerged and it was necessary to limit the scope of the work.

For example, it was observed that recognition practices varied, and that tools used for understanding diplomas, such as reference frameworks, were different.

The working group decided that, to begin with, it would not focus on problems related to the relocation of institutions, substantial differences, recognition methodologies, ways of acquiring diplomas, political influence, employability, fair treatment, diploma mills, joint diplomas, dual diplomas and multiple diplomas.

However, we gave our full attention to issues relating to knowledge of education systems, the reliability of sources and contact points.

Three priority areas were thus identified, bearing in mind that the working group's activities were to provide ENIC and NARIC centres with practical assistance.

The work was divided up between the participants. One group set about identifying sources of information on countries not member states of the Lisbon Convention. Another group took responsibility for identifying reliable contact points that are known by the ENIC and NARIC centres but do not belong to the networks, and a final group was asked to conduct a statistical analysis of requests that the ENIC and NARIC networks had received from outside Lisbon Convention countries.

⁵ 10 December 2008 (Brussels), 3 April 2009 (Brussels), 16 June 2009 (Larnaca), 25 November 2009 (Brussels), 25 February 2010 (Rome) and 19 June 2010 (Sèvres).

At the joint meeting of the ENIC and NARIC networks in Larnaca (Cyprus) in June 2009, presentations were made on the progress being made by these three groups.

III. The results

Aside from the three main areas of work, the working group has given constant attention to two points: efforts to find sources of funding and the dissemination of information from this working group, both at the level of the member countries of other UNESCO conventions and among the working groups responsible for monitoring the implementation of the Bologna Process, particularly the groups working on its global dimension and on recognition.

a. List of sources (see Appendix 1)

A summary list of information sources has been drawn up and is available on paper and as a computer file. It includes databases, reports and websites. It has been organised into different regions and countries, and begins with sources covering several countries such as international online databases.

This list, which was completed in 2009, is indicative and not comprehensive. It helps ENIC and NARIC centres to identify a number of essential general and specific sources of information.

b. List of contact points / “resource persons” (see Appendix 2)

An initial list of contacts known within the ENIC and NARIC networks was drawn up.

A second list of “resource persons” identified in the context of the meetings of the various convention processes was drawn up, bearing in mind that the people sent to these meetings by member states of other conventions are often government officials, not specialists who work on recognition on a daily basis.

Once this list was completed, the working group was confronted with the problem of the confidentiality of the names of the people concerned. This is why the list has initially been made anonymous. It corresponds furthermore with the contact points identified in February 2010.

c. Statistical data

To identify the needs of the network more accurately, some statistical data has been gathered.

Initially, a survey was launched in 2009 using the distribution list of the ENIC and NARIC networks. Responses were received from 27 countries. (See Appendix 2)

The aim was to identify the 10 countries not belonging to the Lisbon Convention area for which the ENIC and NARIC centres received the most diplomas, in order to then develop information on these countries.

The data collected was not consistent, as some ENIC/NARIC centres provided statistics for all the countries taken together.

For responses covering all countries, the breakdown of requests was as follows:⁶

1	United Kingdom
2	Russian Federation
3	United States
4	Germany
5	France
6	Ukraine
7	India, Italy, Poland
8	China

The breakdown of requests from countries not member states of the Lisbon Convention was as follows:⁷

1	India
2	China
3	Pakistan
4	Iraq
5	Philippines
6	Nigeria
7	Lebanon, Syria, Venezuela, Argentina

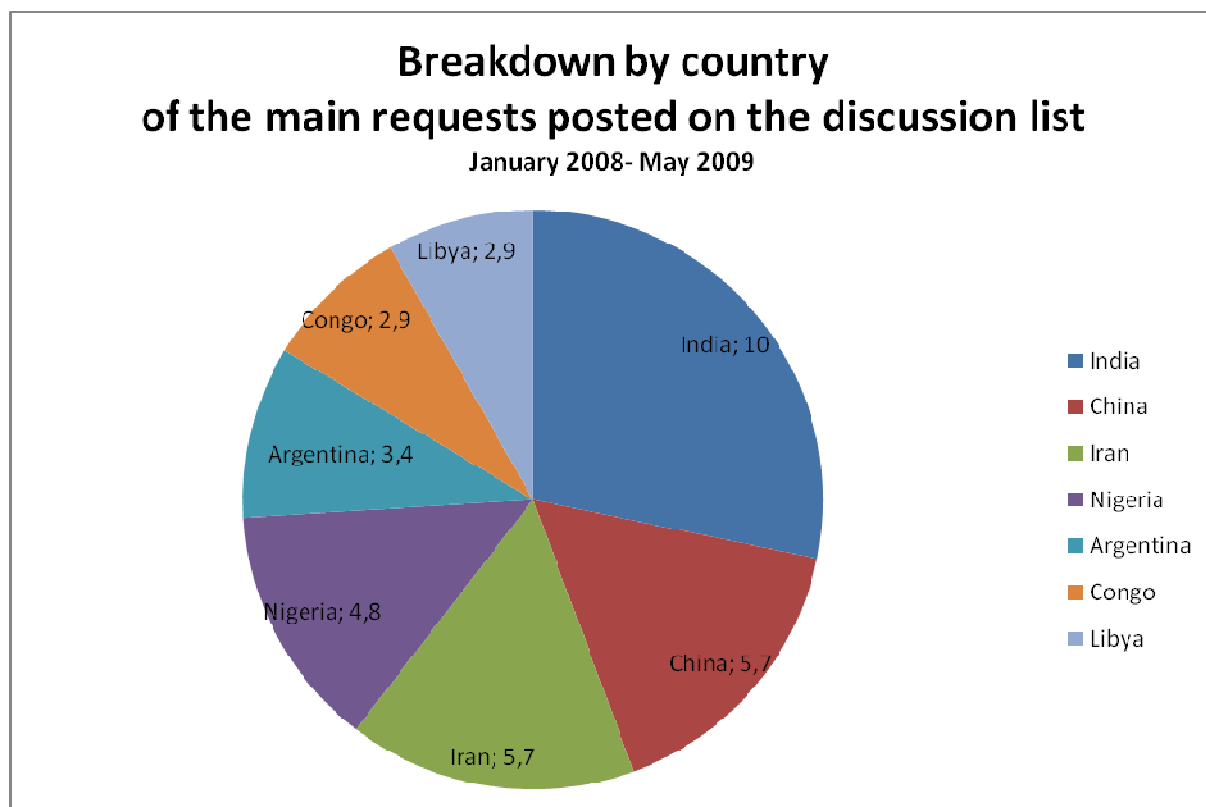
The issue of the language of education in the host country clearly needs to be taken into consideration: Spain, for example, mentions 13 countries, including ten in Latin or Central America. The influence of the region should also be taken into account: New Zealand mentions Australia and the Fiji Islands.

This survey was supplemented by an analysis of archived questions posted on the networks' discussion board from January 2008 to May 2009, in other words about 200 requests. The questions asked concerned 72 different countries.

⁶ 2009 data

⁷ 2009 data

The breakdown of requests for the main countries covered by the questions was as follows:



This breakdown concerns 36% of total requests, with the remaining 64% concerning individual countries.

In 32% of cases, questions concerned the status and recognition of a specific higher education institution. The second most common subject of discussion was diploma characteristics (length of courses, level, conditions of admission). Questions on evaluation and recognition came in third position.

In 41% of cases, the responses to the questions provided a reference or details of a website complementing the information provided.

Lastly, in 2009 the ELCORE group drew up a report on statistics relating to e-mail messages. The largest number of messages received from people in countries outside the ENIC and NARIC networks, was from India (15 in 2007-2008 and 11 in 2008-2009), followed by Pakistan and Algeria.

When all these data are compared, an overall picture of requests received emerges, which shows that India crops up systematically in the statistics, followed by Pakistan and China.

Bearing this data in mind, it was first proposed that, each year, somebody familiar with the recognition of foreign diplomas from a country not belonging to the Lisbon Convention area should present their country's higher education system.

In 2009, in Larnaca, a representative of the Tunisian Ministry reported on recent advances in the Tunisian higher education system, drawing on the Bologna process. A representative of the Indian higher education system will present the Indian system in Sèvres on 21 June 2010.

Conclusions

At the end of this first term, it can but be noted that the working group has now done as much as it can. The willingness of the working group is no longer sufficient. The success of the next stages of the project depends upon strong financial and political backing from international bodies, primarily UNESCO as the authority in charge of the different conventions. Without political impetus from UNESCO as well as the Council of Europe and the European Commission, and without financial support, this work can but remain in its current state.

To move forward and achieve a more ambitious objective than just making observations, it is now necessary to enter into dialogue with the other stakeholders, who can be divided into two complementary groups: the chairs of the UNESCO conventions on the one hand, and recognition specialists from Lisbon Convention non-member states on the other hand.

These two working groups should be able to hold meetings aimed at pursuing the common objective of developing a political and technical dialogue which would further develop foreign diploma recognition practices, facilitate the understanding and transparency of diplomas through constructive dialogue built on trust, and consequently facilitate individual mobility in order to help people both continue their studies and enter the labour market.

The meeting of the convention chairs in Paris on 24 June 2010 should help develop a political dialogue that will enable the different regions to craft practical solutions that they can propose to central governments in order to facilitate the recognition of diplomas from one country to the next.

The purpose of bringing together a group of recognition specialists is to ensure the development of a pragmatic approach to tackling everyday recognition issues, initially on a small scale. This working group needs to be very practical and focus on exchanging information on particular cases, in order to acquire a better insight into one another's practices.

APPENDIX

Appendix 1 : List of sources

Appendix 2 : List of Contact points

Appendix 3 : Survey

ANNEXE 1

List of sources

Working group on “Global dimension of Recognition”

ITEM 6 arising from the 1st meeting, 10 December 2008, Brussels: Review of existing information sources

This document provides a list of useful qualifications recognition information resources to support the recognition work of the ENIC-NARIC. This list is not exhaustive. The sources are categorised according to country coverage.

Multiple country coverage – provides qualification comparability

Publication	Author
Country Education Profiles Online http://aei.gov.au/AEI/CEP/Default.htm	AEI-NOOSR, Australian Government Department of Education, Employment and Workplace Relations
International Comparisons http://www.internationalcomparisons.org.uk/	UK NARIC
Information Repository on International Credentials http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/5218.html	International Qualifications Assessment Service (IQAS) Alberta
Comparative Education Guides (in French) http://www.cicic.ca/676/comparative-education-guides.canada	Centre d’expertise sur les formation acquises hors du Québec (CEFAHQ)
International Qualifications Database http://www.qualificationsrecognition.ie/recognition/int_qual_data_bse/index.html	National Qualifications Authority of Ireland
Electronic Database for Global Education (EDGE) http://aacraoedge.aacrao.org/index.php	AACRAO, USA

Institutional directories

Multiple country coverage

Publication	Author/Publisher
World List of Universities and Other Institutions of Higher Education	UNESCO
International Handbook of Universities	UNESCO
Commonwealth Universities Yearbook	Association of Commonwealth Universities

UNESCO Portal on Higher Education Institutions http://portal.unesco.org/education/en/ev.php-URL_ID=49864&URL_DO=DO_TOPIC&URL_SECTION=201.html	UNESCO
The Europa World of Learning www.worldoflearning.com	Routledge

Single country or regional coverage

Asia

Publication	Author/Publisher
Chinese Universities and Colleges	China Education Association for International Exchange
Universities Handbook India	Association of Indian Universities
Higher Education Institution Directory (Philippines) http://www.ched.gov.ph/	Commission on Higher Education (CHED)
Japan Colleges and Universities http://www.jasso.go.jp/cgi-bin/user/univ_search.cgi	Japan Student Services Organization (JASSO)

Europe

Publication	Author/Publisher
British Qualifications	Kogan Page
Eurybase – This information Database on Education systems in Europe http://eacea.ec.europa.eu/portal/page/portal/Eurydice/Overview/OverviewByCountry	Eurydice

Africa

Publication	Author/Publisher
International Network for Higher Education in Africa Country Profiles http://www.bc.edu/bc_org/avp/soe/cihe/inhea/profiles.htm	The Boston College, Centre for International Higher Education
African Higher Education	Indiana University Press
Guide to Higher Education in Africa	UNESCO

Americas

Publication	Author/Publisher
Accredited Institutions of Postsecondary Education (USA)	American Council on Education
CHEA Databases and Directories (USA) http://www.chea.org/	Council for Higher Education Accreditation
Institution database (Brazil) http://www.educacao superior.inep.gov.br/funcional/busca_instituicao.stm	Brazil Ministry of Education

Country education system information

Publication	Author/Publisher
World Data on Education http://www.ibe.unesco.org/en/services/resources-studies/world-data-on-education.html	UNESCO
International Association of Universities Online Databases http://www.unesco.org/iau/onlinedatabases/index.html	International Association of Universities, UNESCO
WES Regional Education Links http://www.wes.org/ewenr/research.asp	World Education Services
WES Country List http://www.wes.org/ca/wedb/ecountrylist.htm	World Education Services - Canada
Country Archives http://www.inca.org.uk/	Qualifications and Curriculum Authority, UK
Online Guide to Educational Systems Around the World http://www.nafsa.org/publication.sec/epublications/online_guide_to	NAFSA

ANNEXE 2

List of Contact points

ENIC/NARIC Working Group: Recognition in a Global Context

1. GENERAL

The Russian ENIC has compiled a database that includes more than 360 recognition authorities in 133 countries, which they have kindly permitted us to publish here. The database can be found on the home page of the Russian ENIC, and the direct link is: <http://www.russianenic.ru/english/baseorgen/index.html>

2. CONTACT LIST MIDDLE EAST

General

AMIDEAST-membership (www.amideast.org) voor de landen:
Egypt, Jordan, Kuwait, Lebanon, Syria, Iraq, United Arab Emirates

Association of Arab Universities:
URL: <http://www.aaru.edu.jo/>

UNESCO Offices

Egypt:

e-mail address: cairo@unesco.org
Address
8 Abdel-Rahman Fahmy Street, Garden City
11541 Cairo
Egypt

Iran

Address: Bahman Building, Sa'adabad Complex, Darband Sq, Tajrish Sq, Tehran 19894,
Iran
E-mail: tehran@unesco.org

Iraq

National Office for Iraq in the Middle East Cluster
The Office is temporarily based in Amman, Jordan
E-mail address: baghdad@unesco.org
Address:
9, Yacoub Ammari St., Abdoun
P.O. Box 2270 Amman 11181
Jordan

Jordan

National Office to Jordan in the Middle East Cluster

E-mail address: amman@unesco.org
Address
Wadi Saqra Street
P.O. Box 2270 Amman 11181
Jordan

Sudan

National Office for Sudan
E-mail address: khartoum@unesco.org
Address
Al Amarat, Street 29, Villa 36, Block 10, Open Area behind Saudi Embassy (South Gate)
Khartoum
Sudan

Cluster Office to Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates
in the Gulf Cluster

E-mail address: doha@unesco.org
Address
66, Lusail Street - West Bay
P.O. Box 3945 Doha
Qatar

Cluster Office "Maghreb countries" : *Libya, Morocco, Algeria, Tunisia:*
UNESCO OFFICE RABAT
35, Av. du 16 novembre
1777 Rabat, MOROCCO
rabat@unesco.org

Other Contact Organizations

Egypt:
Egyptian Universities Network
URL: www.frcu.eun.eg

Saudi Arabia
Ministry of Higher Education
URL: <http://www.mohe.gov.sa/English/>

Lebanon
Republic of Lebanon
Ministry of Education & Higher Education
DGHE
URL: <http://www.higher-edu.gov.lb>

3. CONTACT LIST ASIA

China

China Academic Degrees & Graduate Education Development Center
URL: <http://www.cdgd.edu.cn>

Information on the higher education system
URL: http://www.moe.edu.cn/english/ministry_f.htm

Indonesia

Directorate General of Higher Education
Ministry of National Education
Jalan Jenderal Sudirman
Jakarta, INDONESIA
URL: <http://www.dikti.go.id>

Malaysia

Ministry of Education, Policy and International Relations Division
URL: <http://www.moe.gov.my/bha/>

Philippines

Commission on Higher Education (CHED)
HEDC Building
C.P Garcia Avenue
U.P. Diliman
Quezon City
e-mail: info@ched.gov.ph

South Korea

Ministry of Education, Science and Technology, International Cooperation Bureau
URL: <http://english.mest.go.kr/main.jsp?idx=0105010101>

Taiwan

Ministry of Education, Bureau of International Cultural & Educational Relations
URL: <http://english.moe.gov.tw/ct.asp?xItem=1330&ctNode=363>

Japan

Ministry of Education, Culture, Sports, Science and Technology (MEXT), International Affairs
URL: <http://www.mext.go.jp/english/kokusai/index.htm>

Vietnam

Ministry of Education and Training (MOET), International Cooperation Department
URL: <http://en.moet.gov.vn/?page=2.2&view=4422>

Thailand

Ministry of Education, Office of the Higher Education Commission, Bureau of Standards and Evaluation.
URL: http://www.inter.mua.go.th/main/page_detail.php?id=2

4. Contact List Africa

GENERAL

Secretary of the Regional Committee for the Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States
Harare, Zimbabwe
Address:
8 Kenilworth Road, Newlands, Harare
P.O. Box HG 435, Highlands, Harare Zimbabwe
URL: <http://www.harare.unesco.org/>
e-mail: harare@unesco.org

UNESCO Offices

Burundi

National Office to Burundi in the Eastern Africa Cluster
e-mail: bujumbura@unesco.org
Address:
78, Chaussé P. L. Rwagasore
B.P. 1490 Bujumbura
Burundi

UNESCO BRED(Bureau Régionale pour l'Education en Afrique)
BRED assume le rôle de représentation de l'UNESCO auprès de six pays (le Cap Vert, la Gambie, la Guinée-Bissau, le Liberia, le Sénégal et la Sierra Leone).
Adresse postale: B.P. 3311, DAKAR, Sénégal
Adresse: 12, avenue L. S. Senghor, DAKAR, Sénégal

Congo Brazzaville

National Office to Congo in the Central and Western Africa Cluster.
E-mail: brazzaville@unesco.org
Address:
134 bd du Maréchal Lyautey
B.P. 90 Brazzaville

Congo

CONGO (Kinshasa,RDC)
National Office to the Democratic Republic of Congo in the Central and Western Africa Cluster.
E-mail: kinshasa@unesco.org
Address :
2, Avenue des Ambassadeurs
Commune de la Gombe Kinshasa
République démocratique du Congo

Gambia

Gambia National Commission for UNESCO
Ministry of Education
Address:
15, Marina Parade
P.O BOX 1133
BANJUL, The Gambia
Email : unescoгам@qanet.gm

Mali

l'UNESCO-Mali

Address:

Immeuble Abdrahamane Chérif

B.P. E 1763

Badalabougou Est

Bamako, Mali

URL: www.unesco.org

Countries

Cameroon

Ministère de l'Education Supérieur

Bureau d'équivalences

Address :

Boulevard Rue de la Réunification

B.P. 1739

Yaounde

Cameroun

e-mail : cel.com@minesup.gov.cm

www.minesup.gov.cm

Gambia

Department of State for Education

Willy Thorpe Place Building

Banjul

Gambia (The)

Guinee Bissau

Ministry of Education

B.P. 353

BISSAU

Sénégal

Ministère de l'Education Nationale

Address :

URL : <http://www.education.gouv.sn/>

Sierra Leone

Ministère de l'Education

New England

FREETOWN

Botswana

Recognition of studies & qualifications:

Ministry of Education and Skills Development

Private Bag 005

Gaborone

Botswana

URL: <http://www.moe.gov.bw/>

e-mail: dspw.registry@gov.bw / dse.registry@gov.bw

Ghana

Ministry of Education, Youth and Sports
PO Box M.45
Accra
Ghana
URL: <http://www.moess.gov.gh/>

Kenya

Commission For Higher Education
P.O.Box 54999-00200
Nairobi,
Kenya
<http://www.che.or.ke/>

Lesotho

Ministry of Education and Training
Address:
Cnr Constitution and Pioneer Road
P.O. Box 47
Maseru
Lesotho
100
URL: <http://www.education.gov.ls>
E-mail: info@education.gov.ls

Liberia

Ministry of Education
P.O. Box 9001
Capitol Hill, Monrovia
Republic of Liberia

Mozambique

Ministério da Educação e Cultura (Ministry of Education and Culture)
www: <http://www.mec.gov.mz>

Namibia

Namibia Qualifications Authority (NQA)
Private Bag 13247
Windhoek 9000
Namibia
URL: <http://www.namqa.org/>

Nigeria

The Federal Ministry Of Education
Federal secretariat
Phase 11
Shehu Shagari Way
Abuja
Nigeria
URL: <http://www.fme.gov.ng/>

South Africa

SAQA
Postnet Suite 248
Private Bag X06
Waterkloof, 0145
South Africa

URL: <http://saqa.org.za/>
e-mail: saqainfo@saqa.org.za

Swaziland
Ministry of Education
PO Box 39
Mbabane
Swaziland
URL: <http://www.gov.sz>

Tanzania
Ministry of Science, Technology and Higher Education
PO Box 2645, Jamhuri Street
Dar es Salaam
Tanzania
URL: <http://www.tanzania.go.tz/science.htm>

Uganda
National Council for Higher Education
PO Box 76
34 Cavers Crescent, Kyambogo
Kampala
Uganda
URL: <http://www.unche.or.ug/>
e-mail: nche@infocom.co.ug

Zambia
Ministry of Education
PO Box 50093
Lusaka
Zambia
URL: <http://www.moe.gov.zm/>

Zimbabwe
Ministry of Higher and Tertiary Education
PO Box UA 275, Union Avenue
Harare
Zimbabwe
URL: <http://www.mhet.ac.zw/>
e-mail: thesecretary@mhet.ac.zw

Other Organizations:

Association of African Universities (AAU), P. O. Box AN5744, Accra-North, Ghana.
Tel: +233-21-774495/761588 Fax:+233-21-774821

Email: info@aau.org

As at November 2008, the AAU has 212 Members from the following 45 African countries:

Algeria	Malawi
Angola	Mali
Benin	Mauritania
Botswana	Mauritius
Burkina Faso	Morocco
Burundi	Mozambique
Cameroon	Namibia
	Niger

Cape Verde	Nigeria
Central African Republic	Reunion Island
Chad	Rwanda
Congo Brazzaville	Senegal
Côte d'Ivoire	Sierra Leone
Democratic Republic of Congo	South Africa
Egypt	Sudan
Eritrea	Swaziland
Ethiopia	Tanzania
Gabon	Togo
Ghana	Tunisia
Kenya	Uganda
Lesotho	Zambia
Liberia	Zimbabwe
Libya	
Madagascar	

5. CONTACT LIST SOUTH CENTRAL ASIA

Bangladesh

Ministry of Education
Bangladesh Secretariat
Bldg. # 6, Floor 17 and 18
Dhaka 1200
Bangladesh
URL: <http://www.moedu.gov.bd/>
e-mail: info@moedu.gov.bd

India

Ministry of Human Resource Development, Department of Higher Education
Government of India
Shastri Bhawan, New Delhi-110 115
URL: <http://www.education.nic.in/secondary.htm>
e-mail: webmaster.edu@nic.in

Nepal

Ministry of Education and Sports
Keshar Mahal, Kathmandu
URL: <http://moe.gov.np/new/>

6. CONTACT LIST LATIN AMERICA

Argentina

Ministerio de Educación, Ciencia y Tecnología - MECyT (Ministry of Education, Science and Technology)

Dirección nacional de Gestión Universitaria

URL: [www: http://www.me.gov.ar](http://www.me.gov.ar)
(trámites y consultas)

Information on higher education system

<http://www.coneau.gov.ar/index.php?item=94&apps=16&id=1338&act=ver&idioma=aa>

Bolivia

Viceministerio de Educación Superior, Ciencia y Tecnología

URL: www.minedu.gov.bo/minedu/

Brazil

Ministerio da Educação

Revalidação de Diplomas (cómo obtener)

Universidades públicas

atendimento.sesu@mec.gov.br

URL: www.mec.br

Chili

Ministerio de Educación (Ministry of Education)

info@mineduc.cl

URL: <http://www.mineduc.cl>

Colombia

Ministerio de Educación Nacional (Ministry of National Education)

Trámites

URL: <http://www.mineduacion.gov.co>

Costa Rica

UP: Information on higher education system

URL:

http://www.sinaes.ac.cr/riacesen/index.php?option=com_content&view=article&id=138&Itemid=175

Cuba

Ministerio de Educación Superior (Ministry of Higher Education)

sitio_mes@reduniv.edu.cu

URL: <http://www.mes.edu.cu>

Information on higher education system

URL: http://www.mes.edu.cu/index.php?option=com_content&task=view&id=60&Itemid=5

Dominican Republic
Secretaría de Estado de educación
Legislación
URL: www.seescyt.gov.do

El Salvador
Ministerio de Educación (Ministry of Education)
Incorporación de títulos de educación superior procedentes del extranjero
educacion@mined.gob.sv
URL: <http://www.mined.gob.sv>

Guatemala
Ministerio de Educación (Ministry of Education)
infor@mineduc.gob.gt
URL: <http://www.mineduc.gob.gt>

Honduras
Secretaría de Educación (Ministry of Education)
Gestiones y trámites
Reconocimiento de títulos obtenidos en el exterior
info@se.gob.hn
URL: <http://www.se.gob.hn>

Nicaragua
Ministerio de Educación, Cultura y Deportes (Ministry of Education, Culture and Sports)
Trámites y servicios: reconocimiento de estudios en el exterior

Paraguay
Ministerio de Educación y Cultura (Ministry of Education and Culture)
URL: www.mec.gov.py

Peru
Ministerio de Educación (Ministry of Education)
www: <http://www.minedu.gob.pe/>
Asamblea Nacional de Rectores
Oficina de certificación y reconocimiento
URL: www.anr.edu.pe

Uruguay
Ministerio de Educación y Cultura
Legalizar certificados de estudios y su presentación en el exterior
URL: <http://www.mec.gub.uy>

Venezuela
Ministerio del Poder Popular para la Educación
Oficina de convenios y cooperación
atenciones@mes.gob.ve
URL: www.mes.gob.ve

ANNEXE 3

Survey

Reconnaissance contexte global 1

	Afrique du Sud 1	Albanie 2	Algérie 2	Allemagne 15	Argentine 3	Autriche 4	Australie 1	Bangladesh 2	Bélarusse 1
Albanie				1.75 %					
Andorre					4 / 2%				
Arménie									
Autriche				20%					
				(1)					
Belgique Francophone			6.24 %						
			(4)						
Canada			7						
Croatie									
Danemark									
Espagne					2400				
					9.02%				
					(3)				
Estonie				2.5%				2.4%	
				(6)				(9)	
Georgie									
Grèce				4 344					
				3,68%					
Hongrie				5% (5)		3% (7)			
Irlande									

	Afrique du Sud 1	Albanie 2	Algérie 2	Allemagne 15	Argentine 3	Autriche 4	Australie 1	Bangladesh 2	Bélarusse 1
Italie		1.67%		4.18% (7)	1.39%	1.99%			
Lettonie				5,60%					
Malta				(6)					
Monténégro		x		x					
Nouvelle Zélande	1656			470/3.8%			451		
	13.3%			(6)			3.6%		
	(3)						(7)		
Norvège									7% (3)
Pays Bas				278					
				2,80%					
Pologne				13% (2)					
Slovénie				36		46			
				5%		6%			
Suède				3.4% (4)					
Roumanie								92 (10A)*	
République Tchèque				6%		3%			
USA				8.656					
				1.5%					
				(10)					

Reconnaissance contexte global 2

	Belgique 4	Bolivie 1	Brésil 2	Bulgarie 4	Canada 5	Ceylan 1	Chili 2	Chine 8	Chypre 1
Albanie				4.5%					
Andorre					3/2%		2/1%		
Arménie									
Autriche									
Belgique Francophone									
Canada							3		
Croatie									
Danemark					10 1,10%				
Espagne		581/0.91% (9,-)	673/1.05% (8,-)				564 0.88% (10/-)		
Estonie							13.7% (2)		
Georgie						2 0,5% (9)		6 1,5%	
Grèce	1 144 0,97%			6 175 5,23%				(4)	
Hongrie									

	Belgique 4	Bolivie 1	Brésil 2	Bulgarie 4	Canada 5	Ceylan 1	Chili 2	Chine 8	Chypre 1
Irlande									
Italie	2.33%		1.67%	1.46%	1.18%				0.84%
Lettonie									
Malta	(10)			(3)				(5)	
Monténégro									
Nouvelle Zélande					235			214	
					1.9% (9)			1.7% (10)	
Norvège								131/ 4.4% (8)	
Pays Bas	539								
	5,40%								
Pologne									
Slovénie									
Suède									
Roumanie								2780/16.42% (1A) (1B)	
République Tchèque									
USA					28.280			67.723	
					4.8%			11.6% (2)	
					(6)				

Reconnaissance contexte global 3

	Colombie 1	Congo 1	Corée 1	Croatie 3	Cuba 1	Egypte 1	Equateur 1	Espagne 4	Estonie 2
Albanie									
Andorre								89/49%	
Arménie									
Autriche				5%					
				(8)					
Belgique Francophone		4.43%							
		(5)							
Canada									
Croatie									
Danemark								12	
								1,40%	
Espagne	4269/ 16.05%				1293		703		
	(1)				4.8%		1.1%		
					(5/6)		(7/10)		
Estonie									
Georgie									
Grèce									
Hongrie									

	Colombie 1	Congo 1	Corée 1	Croatie 3	Cuba 1	Egypte 1	Equateur 1	Espagne 4	Estonie 2
Irlande									
Italie				0.98				7.67% (4)	0.63%
Lettonie									4%
Malta									
Monténégro									
Nouvelle Zélande									
Norvège									
Pays Bas									
Pologne									
Slovénie				120					
				15%					
Suède									
Roumanie						281/ 1,65% (5A)		1596/ 9,42% (5B)	
République Tchèque									
USA			62.392						
			10.7%						
			(3)						

Reconnaissance contexte global 4

	Fidji 1	Finlande 1	France 11	Géorgie 1	Grèce 3	Hongrie 4	Inde 10	Iran 5	Iraq 7	Israël 2
Albanie			1.75%		13.6%	1.75%				
Andorre			41/23%				2/1 %			
Arménie								X	X	
Autriche						10%				
						(5)				
Belgique Francophone			30.99%							
			(1)							
Canada				6			1			
Croatie										
Danemark							12	17	46	
							1,40%	1,90%	5,20%	
Espagne										
Estonie		5.8%					4%			
		(3)					(5)			
Georgie								4	6	
								1,09%	1,5%	
							101	(5)	(3)	
Grèce			5 310							
			4,50%							
Hongrie			2% (10)			1.05%				

	Fidji 1	Finlande 1	France 11	Géorgie 1	Grèce 3	Hongrie 4	Inde 10	Iran 5	Iraq 7	Israël 2
Irlande							6.2% (4)		2% (10)	
Italie			10.14% (2)		2.68% (9)					0.63%
Lettonie				6,60%			4%			
Malta					(8)					
Monténégro										
Nouvelle Zélande	878						977			
	7% (5)						7.8%			
							(4)			
Norvège							92/ 3,18% (10)	166/ 5,67% (5)		
Pays Bas										
Pologne			7% (4)							
Slovénie			20							
			3%							
Suède							3.2% (5)	30% (1)		
Roumanie			371 2,19% (10B)			665/3.92%	614/3,62% (6B)		120 (9A)	125 (8A)
République Tchèque			2%							
USA							83.833			
							14.4%			
							(1)			

Reconnaissance contexte global 5

	Italie 10	Japon 1	Kazakhstan 3	Liban 3	Lettonie 1	Lituanie 1	« Macédoine » 2	Malte 1	Maroc 2
Albanie	28%						7.7%		
Andorre									
Arménie			X		X				
Autriche	10%								
	(4)								
Belgique Francophone	2.41%				7.85%				8.65%
	(9)			(3)					(2)
Canada									8
Croatie									
Danemark									
Espagne	1285								
	2%								
	(-,7)								
Estonie					2.5%				
					(7)				
Georgie	6 248		13						
	5, 29%		3,20%						
			(2)						
Grèce									
Hongrie									

	Italie 10	Japon 1	Kazakhstan 3	Liban 3	Lettonie 1	Lituanie 1	« Macédoine » 2	Malte 1	Maroc 2
Irlande						7.6% (3)			
Italie								0.94%	
Lettonie									
Malta	(7)								
Monténégro	X								
Nouvelle Zélande									
Norvège									
Pays Bas									270
									2,70%
Pologne	2% (10)								
Slovénie	48						60		
	6%						8%		
Suède									
Roumanie	2539/15%			144/6*					
République Tchèque			1%						
USA		35.282							
		6.1%							
		(4)							

Reconnaissance contexte global 6

	Mauritanie 1	Mexique 2	Moldova 2	Népal 1	Nigeria 5	Nouvelle Zélande 1	Ouzbékistan 1	Pakistan 9	Pérou 2
Albanie									
Andorre									
Arménie							X		
Autriche									
Belgique Francophone									
Canada							4		
Croatie									
Danemark								10 1,10%	
Espagne		1074 1.7%							2287 8.5%
		(6/8)							(4)
Estonie									
Georgie	3 0,70%			1 0,25%	4 1,09%		1 0,25%	1 0,25%	
	(7)			(11)	(6)		(13)	(12)	
Grèce									
Hongrie									

	Mauritanie 1	Mexique 2	Moldova 2	Népal 1	Nigeria 5	Nouvelle Zélande 1	Ouzbékistan 1	Pakistan 9	Pérou 2
Irlande					9,3% (2)			2,7% (8)	
Italie			0.87%			0.63%			1.01%
Lettonie					4			5%	
Malta					(4)				
Monténégro									
Nouvelle Zélande									
Norvège								148/5,05% (6)	
Pays Bas					352			240	
					3,60%			2,40%	
Pologne									
Slovénie									
Suède								1.6% (10)	
Roumanie			1739/10,27% (4B)					1.6%	
République Tchèque									
USA		13.826							
		2.4% (7)							

Reconnaissance contexte global 7

	Philippines 6	Pologne 8	Portugal 2	Roumanie 7	Royaume Uni 18	Russie (Fédération de) 18	Saint Siège 1	Serbie 4	Slovénie 1
Albanie		1.75%			1.75%	1.75%			
Andorre			16/9%	3/2%	7/4%				
Arménie									
Autriche		15%			5%	10%			
		(2)			(9)	(6)			
Belgique Francophone		3.2%		3.62%		2.21%			
		(8)		(7)		(10)			
Canada	2					5			
Croatie									
Danemark	25					20			
	2,80%					2,30%			
Espagne				1711	880				
				6.4%	1.4%				
				(-, 5)	(-,9)				
Estonie					2.3%	30.5%			
					(10)	(1)			
Georgie									
Grèce				6 030	64 103	2 130		1 345	
				5,11%	54,32%	1,81%		1,14%	

	Philippines 6	Pologne 8	Portugal 2	Roumanie 7	Royaume Uni 18	Russie (Fédération de) 18	Saint Siège 1	Serbie 4	Slovénie 1
Hongrie				42% (1)	3% (9)	11% (2) G		7% (4) H	
Irlande		22.6% (1)		4.1% (5)	2.9% (7)	2.9% (6)			
Italie		3.17% (8)	0.87%	9.41% (3)	10.66% (1)	0.98%	0.52%		1.57%
Lettonie					3,40%		14%		
Malta					(1)	(2)			
Monténégro						x		x	
Nouvelle Zélande	1845				2493				
	4.8%				20%				
	(2)				(1)				
Norvège	189/6.45% (3)	225/7.68% (2)			138/4.71	475/16.2% (1)			
Pays Bas					941	246			
					9,50%	2,50%			
Pologne					4% (8)	7% (5)			
Slovénie					50			146	
					6%			18%	
Suède	1.5%	4.2% (3)			2.6% (7)	6.1% (2)			
Roumanie	318/ 1.87% (4A)								
République Tchèque		4%			3%	29% + Former Union Soviet : 5%			
USA									

Reconnaissance contexte global 8

	Slovaquie 3	Suède 3	Suisse 1	Syrie 3	Tadjikistan 1	Taiwan 1	République Tchèque 1	Thaïlande 2	Tunisie 1
Albanie									
Andorre									
Arménie				X	X				
Autriche	5%								
	(10)								
Belgique Francophone									3.82%
									(6)
Canada									
Croatie									
Danemark									
Espagne									
Estonie									
Georgie									
			2						
Grèce									

	Slovaquie 3	Suède 3	Suisse 1	Syrie 3	Tadjikistan 1	Taiwan 1	République Tchèque 1	Thaïlande 2	Tunisie 1
Hongrie	3% (8)								
Irlande									
Italie		0.77%	5.87% (5)						
Lettonie		4%							
Malta		(10)							
Monténégro									
Nouvelle Zélande									
Norvège									
Pays Bas									
Pologne	6% (6)						2% (9)		
Slovénie									
Suède								2% (8)	
Roumanie				137 (7)*					
République Tchèque									
USA						29.094		8.886	
						5%		1.5%	
						(5)		(9)	

Reconnaissance contexte global 9

	Turkménistan 2	Turquie 4	Ukraine 11	USA 18	Venezuela 3	Vietnam 1	Autres	Notes
Albanie		7.7%		3.9%			3.2%	
Andorre				4/2%	2/1%		9/5%	A
Arménie								B
Autriche			15%	5%				C
			-3 (7)					
Belgique Francophone								C
Canada								D
Croatie								E
Danemark				30			10	
				3,40%			1,10%	
Espagne					2852/10.7%			F
					(2)			
Estonie			2.5%	4.3%				
			(8)	(4)				
Georgie	1							
	0,25%							
	(10)							
Grèce				7 632				
				6,47%				
Hongrie			8% (3)	5% (6)				

	Turkménistan 2	Turquie 4	Ukraine 11	USA 18	Venezuela 3	Vietnam 1	Autres	Notes
Irlande			2.4% (9)					
Italie		0.66%	0.94%	4.88% (6)	0.52%			
Lettonie			4%					
Malta				-9				I
Monténégro				x			x	
Nouvelle Zélande				398			2842	
				3.2% (8)			22.8%	
Norvège			186/6.35% (4)	119/4.06% (9)				
Pays Bas		262		610				
		2,60%		6,20%				
Pologne			22% (1)	5% (7)				
Slovénie			34	40			200	
			4%	5%			24%	
Suède			1.9% (9)	3.1% (6)				
Roumanie		4683/27,66% (1B)		426 2,51% (8B)		402/2,37% (3A) (9B)		J
République Tchèque			31%	4%				
USA		11.506						
		2%						
		(8)						

Notes

- A. Le premier chiffre est le nombre de cas
- B. le pourcentage total des cas au dehors de la Convention de Lisbonne pour l'Arménie est de – 5%
- C. le nombre entre () est l'indication du rang entre les dix premiers pays
- D. pour un total d'environ 48.000 évaluations pour le Canada ; ordre parmi les 8 premiers pays
- E. pour un total de 4950 demandes, 90% faites par des citoyens croates et 10 % par des ressortissants d'autres pays
- F. sur 26.603 cas, 1^{ier} chiffre nombre de cas suivi du pourcentage puis de l'ordre dans les dix premiers pays hors Lisbonne puis parmi les pays signataires de la Convention
- G. pour la Russie, il s'agit de diplômes de l'URSS délivrés avant 1991
- H. Il s'agit de diplômes délivrés par la Yougoslavie
- I. Rang établi uniquement sur les chiffres du Centre d'information pour l'équivalence de l'Université de Malte
- J. Les (XA) correspondent au rang des pays hors Lisbonne/ les (XB) le classement général pour la Roumanie

Les dix premiers pays mentionnés (tous pays)	Les dix premiers pays mentionnés (pays hors convention de Lisbonne)
1 Royaume Uni	1 Inde
2 Fédération de Russie, USA	2 Pakistan
4 Allemagne	3 Chine
5 France, Inde, Ukraine	4 Iraq
8 Italie	5 Philippines
9 Chine, Pologne	6 Iran, Nigeria, Liban, Syrie, Venezuela, Argentine

Remarques Générales :

- Il n'y a pas d'informations à propos des demandeurs : s'agit il de démarches d'immigration ou de retour ?
 - Ex Croatie : 90% des demandeurs sont croates
- La question de la langue d'enseignement
 - Ex : Espagne : sur 13 pays mentionnés 10 sont des pays d'Amérique centrale ou latine
- La réalité d'une approche régionale :
 - Ex : pour la Nouvelle Zélande : mention de l'Australie et des îles Fidji