

National commitments on Recognition 2025-2027

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Missing actions from Azerbaijan, Belgium - Flemish Community, Latvia, Luxembourg, North Macedonia, Norway, San Marino, Serbia, Türkiye, Ukraine.

Albania

	Current situation	Key challenges
Recognition	Albania has adopted the Lisbon Recognition Convention by its official approval at the Albanian Parliament in 2010.	Improving the institutional procedures of qualification and study periods recognition by putting in the centre of them the student interests.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Round tables on measures to be taken in view of improving the process of qualification and study period recognition in accordance with LRC.	The round tables contribute to the implementation of the commitment to improve the recognition of qualifications and study periods by aligning national practices with the Lisbon Recognition Convention (LRC). They foster dialogue among key actors to identify gaps, promote good practices, and ensure fair, transparent, and consistent recognition procedures across institutions.	Practical recommendations to enhance recognition procedures. Improved understanding of LRC principles among stakeholders. Identification of steps to streamline recognition processes nationally.	2025-2026	To be achieved in 2027	

Andorra

	Current situation	Key challenges
Recognition	Andorra has signed and ratified the Global Convention on academic recognition. Andorra implements article VII of the Lisbon Recognition Convention related to refugees, displaced and people in a refugee-like situation. Andorra joined the EQPR program of the Council of Europe and participates actively.	When it comes to provide a digital platform for transparency, there are two challenges: - the complexity to design a comprehensive platform. - to have the platform budgeted by the internal technological department. Concerning signing agreements with neighbouring countries on academic automatic recognition, the challenge is to fulfill each countries needs.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
To create a digital platform with relevant information related to listed HEIs, accredited programs and graduates from the Andorran HEIs.	This platform contributes to the transparency of tools to verify the content needed for the recognition process.	To fight against fraud to comply with the commitment: <i>we are committed to countering diploma and accreditation mills, fraudulent qualifications and academic cheating services, made more accessible through developments in the digital field.</i>	December 2026		
Implementation of a 100% digital procedure to apply for academic recognition.	Digital procedures facilitate the task to recognize diplomas by reducing distances, avoiding time for registration, and making office working hours irrelevant.	To make an innovative EHEA. As the communiqué says: <i>We will support higher education institutions in strengthening their contribution to society and their local communities, responding to the Sustainable Development Goals (SDG) and the green transition in the area of higher education, to the ongoing digitalisation and the combination of physical and online learning and teaching.</i>	December 2025		

<p>To sign automatic academic recognition agreements:</p> <ol style="list-style-type: none"> 1.- Iberian Peninsula 2.- MAREN 	<p>An Agreement on automatic academic recognition is a commitment between countries based on trust and on a high knowledge of the qualifications of neighbouring countries. This high level of confidence allows the holders of the qualifications to use the academic rights of the diploma without a resolution of recognition issued by the competent authority of the host country.</p>	<ol style="list-style-type: none"> 1. To foster mobility of students and professionals by signing an agreement on automatic academic recognition between Andorra, Portugal and Spain. 2. To enlarge the area of mobility to the Mediterranean countries. <p>To comply with the commitment: <i>We reaffirm our commitment to making automatic recognition of qualifications and learning periods abroad a reality for all students and graduates</i></p>	<ol style="list-style-type: none"> 1. June 2026 2. December 2026 		
<p>From Microcredentials:</p> <ol style="list-style-type: none"> 1. To design a proposal for a common understanding of the provision of microcredentials in the Ministry. 2. To start conversations with the relevant stakeholders to improve the proposal. 3.- To agree with a code of good practices of microcredentials among stakeholders which includes: definition, purpose, use, format of diploma, quality assurance, relation to the NQF and RPL. 	<p>Microcredentials are currently under the competence of HEIs.</p> <p>The Ministry in charge of higher education wants to promote a code of good practice between the HEIs. Thus, a common understanding and a common use is applied in the society.</p> <p>This action contributes to create a working space to involve stakeholders in the provision of microcredentials.</p>	<p>To move forward together in the implementation of a common understanding of the provision of microcredentials.</p> <p>To comply with the commitment: We commit to fostering flexible learning paths, which need to be flexible, properly delivered, quality assured, and recognised, in all higher education programmes.</p> <p>This also includes the recognition of prior learning, and new forms of education provision, such as micro-credentials.</p>	<ol style="list-style-type: none"> 1. February 2025 2. June 2025 3. June 2026 		

Armenia

	Current situation	Key challenges
Recognition	<p>1.Armenia ratified the LRC in 2005 and committed to harmonize the national legislation with the international act in order to abolish any contradictions. The draft Law on HE that is planned to adopt by the end of 2025 includes an article related to refugees and recognition of their qualifications even in the cases when their education documents are not complete or are missing. Another challenge is related to the access to further studies. Though the Government of Armenia has committed to an open, fair and transparent admission process, the present national legislature does not include principles of the LRC. Also, the admission regulations contradict the principles of the LRC. However, after adoption of the draft law new regulations on admission will be developed.</p> <p>Also, in case of the foreign qualifications the draft law stipulates a request of a comparability statement included in HEIs' admission requirements that should be published in advance in a transparent manner. Armenian ENIC has gained extensive experience in methodology and tools for assessing the refugees' or persons in refugee-like situations that are not able to prove their education and has joined the CoE EQPR from its start. Armenian HEIs were trained by the Armenian ENIC on the methodology and tools for assessing refugees' qualifications.</p> <p>2.Bilateral and multilateral agreements concerning mutual recognition exist with several European and Asian countries and higher education institutions. These agreements are not always in line with the LRC principles and procedures.</p>	<p>The recognition of qualifications is critical for promoting academic and professional mobility, across borders. It also facilitates building trust between countries and HEIs, ensuring universal rights of students.</p> <ul style="list-style-type: none"> • Lack of alignment of the national legislation with the LRC principles. Complex bureaucracy might negatively affect the recognition process by involving multiple administrative steps which can discourage applicants and hinder mobility and internationalization of the education system. • Lack of institutional recognition procedures as well as information how the recognition is done. .Reliance on the decision of the ministry regarding fin case of the foreign qualifications. • Need to revise institutional admission requirements. • Enhancing institutional capacities by developing a recognition methodology and tools as well as practices based on EQPR that will address the recognition issues in institutions with the specific focus on refugees' qualifications. <p>There are certain geopolitical barriers that can affect recognition from certain countries or regions as a result of political considerations, complicating mutual recognition agreements.</p>

	<p>3.The concept of <i>automatic recognition</i> is ‘de facto’ in practice in Armenia. There is no national legislation on automatic recognition and agreements exist with the countries of the Eurasian Economic Union</p> <p>4.So far the concept of <i>microcredentials</i> as it is defined in the EHEA is not embedded in the higher education concept.However the draft law has a definition and presentlu there are several ongoing Erasmus+ projects that are working on development of the legal framework that will insure their quality, transparency of information facilitating their recognition for further studies and employment purposes.</p> <p>5.Vocational qualifications as well as skills and competencies gained outside formal education are not always recognised effectively, despite their relevance in the labor market. Armenia has implemented a national quality assurance framework for higher education in line with the Bologna Process. ANQA is responsible for accreditation and ensuring compliance with quality standards. HEIs are increasingly adopting internal quality assurance mechanisms, and international cooperation is growing. Now, the quality assurance is gradually implemented in the VET sector.</p> <p>6.Armenia, as part of its educational reform and modernization efforts, has <i>embraced TNE</i> as a means to enhance the quality and accessibility of higher education. The country is well-positioned to attract TNE due to its strategic location, historical ties with Europe and the Middle East, and increasing interest in aligning its education system with international standards.</p> <p>7.Digitalisation of recognition process: One of the important steps in the process of evaluation and recognition is checking the authenticity of</p>	<p>Development of institutional recognition procedures that will foster automatic recognition based on trustworthy quality assurance mechanisms. Moreover, provision of adequate and updated information on higher education qualifications is essential.</p> <p>Need for developing framework for provision of micro-credentials, quality assurance and their recog ition including non formal learning.</p> <p>(i)Gaps between educational programs and labor market demands, leading to skills mismatches. (ii)Significant disparities in the quality of education among institutions hindering the overall reputation of the Armenian vocational qualifications.</p> <p>Armenia is making efforts in recognizing vocational qualifications and informal learning through the NQF, RPL mechanisms, and competency-based certification. However, continued efforts are needed to ensure wider implementation and acceptance across industries. Also there is a need for stronger collaboration between employers and educational institutions.</p> <p>Legal and regulatory environment for TNE is still evolving, which can pose challenges for international institutions interested in operating in the country. Armenian is the primary language of instruction in many</p>
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	<p>qualifications. Another important aspect is a growing phenomena of diploma, accreditation and even evaluation mails .</p>	<p>institutions, though English is increasingly being used in TNE programs. Another important aspect is ensuring the quality of TNE programs to ensure academic standards and the credibility of the awarded degrees. While TNE programs can provide access to high-quality education, however their costs may be prohibitive for many Armenian students.</p> <p>Fraudulent qualifications and the difficulty of verifying documents can slow down the recognition process. There is a need to strengthen regulations, increase transparency, and leverage technology in order to help protect the credibility of the country's education system.</p>
<p>Other Bologna Process Commitments/Internationalization and Mobility</p>	<p>(...)</p>	<p>(...)To this end, a number of reforms are being implemented to tackle the following challenges:</p> <ul style="list-style-type: none"> • transfer of academic credits,

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Embedding principles of LRC in the Draft law	Key commitment 2 Ensure full implementation of the LRC principles	Harmonization of the national legislature and LRC	December 2026		
Develop institutional recognition procedures and admission regulations in line with the LRC	Key commitment 2 Armenian recognised HEIs establish institutional recognition procedures and publish information about these procedures. Also, requirement of statement of comparability added to admission requirements.	Enhanced transparency of recognition process and admission requirements	2027		

Develop a new regulation for HEIs	Key commitment 2 Provision of information on educational programmes and qualifications awarded by HEIs as well as information on recognition procedures	Enhanced trust to HEIs, improved guidance on the procedures and criteria for recognition	2027		
Develop procedures for recognition of micro-credentials for further studies and employment.	Key commitment 2 Integration of the concept of micro-credentials into national HE landscape	Regulations on development and implementation of micro-credentials in HE	2026-2027		
Include quality of institutional recognition procedures into the internal quality assurance of HEIs in line with ESG as well as in external quality reviews	Key commitment 2 QA recognition process	Improved quality of recognition procedures in HEIs	2027-2028		
Develop robust frameworks for recognition vocational qualifications and skills acquired also outside traditional education system	Key commitment 2 Improved standards and procedures for validation of nonformal and informal learning	Procedures approved by the government	2027-2028		
Develop digital solutions for recognition process as well as checking authenticity of documents	Key commitment 2 Digitalization of recognition process	Digital databases of qualifications for benchmarking and verification	2027-28		

Austria

	Current situation	Key challenges
Recognition/ RPL	<p>The currently sharply increasing number of assessment applications requires the definition of common national assessment standards for foreign higher education qualifications. These will serve as a basis for (quicker) individual assessments and make an important contribution to quality assurance within ENIC NARIC AUSTRIA.</p> <p>The legal framework for recognition of prior learning has been established. Current focus lies on promoting the commitment for implementation through the Austrian RPL Network as professional network of experts in the field of RPL.</p>	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Development of a national manual with common national assessment standards for foreign higher education qualifications on use by ENIC NARIC Austria	Provide national assessment standards (procedures) for foreign higher education qualifications that are in line with the Lisbon Recognition Convention	Ensure that the assessment practice by ENIC NARIC AUSTRIA continues to be compliant with the Lisbon Recognition Convention	Start of action in Q3/2025		
National RPL Network	The network aims to facilitate the recognition of prior learning through strengthening the development and implementation of quality-assured recognition procedures and the exchange of expertise at national and European level.	- Raised awareness of the benefits of recognition - More opportunities of flexible learning paths for (non- traditional) students - Implementation of recognition procedures at HEI	Ongoing		

Belgium – French Community

	Current situation	Key challenges			
Recognition	<p>The French Community's current legislation on higher education does not require prior recognition of a foreign higher education degree for access to studies at the next level.</p> <p>It does, however, reserve responsibility for admission to study for our higher education institutions.</p> <p>Considering the existence of various specific provisions on automatic recognition (Benelux Decisions M(2015)3 and (2018)1 as well as the Treaty of 14 September 2021 between Benelux and Baltic countries), it is wrongly assumed that automatic recognition of educational qualifications applies only to the countries covered by these provisions (cf. the report COM(2023)91).</p>	<p>The concept of automatic recognition is complex in that it essentially concerns access and not admission. It is important to respect the allocation of competences (especially the right of admission) while ensuring a correct understanding in the same time.</p> <p>In line with the expectations set out in the 2018 Recommendation on automatic recognition (2018/C 444/01), a threefold action is therefore envisaged:</p> <ol style="list-style-type: none"> 1) Communication and awareness-raising activities with higher education institutions of the French Community concerning automatic recognition; 2) A possible pooling of information and current databases available among the different actors in charge of academic recognition (ENIC-NARIC centre, department for the recognition of foreign degrees (professional purposes) of the ministry and competent services inside our higher education institutions (specifically the smallest ones); 3) Careful screening of the current legislation (provisions related to access issues) with a view to possible amendment(s) for clarification. 			
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Communication and awareness-raising activities	Ensuring automatic recognition of EHEA degrees	Better understanding of the notion of automatic recognition	Second semester 2025		
Improve recognition capacities of the higher education institutions in their remit	Ensuring better recognition for fair mobility	Common and up to date databases	End 2026		
Legislation screening	Ensuring automatic recognition of EHEA degrees	Possible amendment(s) for clarification in the framework of access to studies.	Screening : second semester 2025 If modification of the current legislation : End 2026/beginning 2027		

Bosnia and Herzegovina

	Current situation	Key challenges
Recognition	<p>In 2003, Bosnia and Herzegovina signed and ratified the Lisbon Convention on Recognition, which made this international legal act an integral part of the legislation of Bosnia and Herzegovina. The above results in the obligation of the competent educational authorities in Bosnia and Herzegovina to harmonize the legislation at all levels with the Lisbon Convention on Recognition.</p> <p>In Bosnia and Herzegovina, the competent educational authorities have jurisdiction over the recognition of foreign higher education qualifications, which have regulated the recognition procedures by laws on recognition, laws on nostrification and equivalence, laws on higher education and by-laws in an uneven manner and not always in accordance with the Lisbon Convention. In Bosnia and Herzegovina, therefore, a total of 21 institutions currently have the authority to carry out procedures for the recognition of foreign higher education qualifications with the purpose of accessing the unregulated labor market.</p> <p>At the proposal of CIP, in 2020, the Council of Ministers of Bosnia and Herzegovina adopted the Decision on the adoption of the Roadmap for the systematic implementation of the Lisbon Convention on the Recognition of Higher Education Qualifications ("Official Gazette of BiH", number 64/20), which is the basis for harmonizing the regulations of the competent educational authorities in Bosnia and Herzegovina and the full implementation of the Lisbon Convention on Recognition.</p> <p>CIP, as the ENIC center of Bosnia and Herzegovina, acts as an information center, but most competent educational authorities have included CIP in their recognition procedures, asking for CIP's opinion before issuing a decision on recognition.</p> <p>In 2023, CIP implemented the ILIRIC project funded by the Council of Europe, focused on the implementation of the Lisbon Convention on Recognition in Bosnia and Herzegovina. The project produced and presented to the competent educational authorities the Model Law on the Recognition of Foreign Higher Education Qualifications, the accompanying documents of the Lisbon Convention on Recognition were translated into languages in official use in Bosnia and Herzegovina, and copies of the request for initiation of the recognition procedure, the list of documents required for the CIP's opinion and the applicant's statement for verifying the credibility of the qualification were prepared.</p>	<p>Harmonization of legislation in Herzegovina-Neretva Canton, Central Bosnia Canton and Herzegovina-Bosnia County/Canton 10, as the old laws on nostrification and equivalence are still in force, as well as the readiness of other competent educational authorities to fully implement all provisions of the Lisbon Convention on Recognition, including Article 7 of the Lisbon Convention regarding the recognition of qualifications, refugees, displaced persons and persons under subsidiary protection</p> <p>The readiness of the competent educational authorities to implement the results of CIP's ILIRIC project</p> <p>Raising the awareness of all key institutions about recognition, no longer only as a technical issue but as part of reform processes in higher</p>

	On the other hand, in accordance with its competences, the CIP continuously issues recommendations on all key aspects of recognition and since 2013 has issued a total of 13 recommendations with the aim of fully implementing the Lisbon Convention on recognition in Bosnia and Herzegovina.	education in BiH
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The implementation of the Bologna Process commitment in the field of **recognition** at the state level in Bosnia and Herzegovina is supervised and coordinated by the Center for Information and Recognition of Qualifications in Higher Education (ENIC/NARIC).

Main progress to be achieved by 2027 in Bosnia and Herzegovina in the field of recognition is identified by the Centre, based on the detailed action plans given in bellow table.

In accordance with Recommendation on online availability of study programs issued by the Center for Information and Recognition of Qualifications in Higher Education amend internal regulations on academic recognition procedures at higher education institutions in Bosnia and Herzegovina.

Furthermore, recognition of qualifications obtained through joint programs are in line with Recommendations on the recognition of higher education qualifications obtained through joint programs issued by the Center for Information and Recognition of Qualifications in Higher Education.

Recognition authorities are trained to use information tools in recognition procedures in accordance with Recommendation on guidelines for the use of information tools that facilitate the recognition of foreign higher education qualifications issued by the Center for Information and Recognition of Qualifications in Higher Education.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
CIP Recommendation on online availability of study programs	Improvement of academic recognition procedures at higher education institutions in Bosnia and Herzegovina	Amendment of internal regulations on academic recognition procedures at higher education institutions in Bosnia and Herzegovina	June 2025		

CIP Recommendation on guidelines for the use of information tools that facilitate the recognition of foreign higher education qualifications	Strengthening the capacity of recognition authorities in Bosnia and Herzegovina	Recognition authorities trained to use information tools in recognition procedures	June 2025		
CIP Recommendations on the recognition of higher education qualifications obtained through joint programs	Laws of competent educational authorities harmonized with the recommendation	Recognition of qualifications obtained through joint programs	June 2025		

Bulgaria

The preparation of the National Action Plan is based on the 2024 Bologna Process Implementation Report. In the table are pointed out specific figures showing the areas that need further interventions or clarification for the current situation.

	Current situation	Key challenges
Recognition	Figure 2.13: Implementation of Article VII of the LRC at national level, 2022/2023	Legally required (with procedures in place).
	Figure 2.15: Scorecard indicator n°5: System level (automatic) recognition for academic purposes, 2022/2023	Bulgaria applies System level (automatic) recognition for academic purposes, with individual level recognition procedures.

Please summarise here (in a few bullet points) the main progress to be achieved by 2027 in your country, based on the detailed action plans below, including issues such as key regulatory changes or significant new policies foreseen to support the implementation of the Bologna Process commitments.

- Legislative changes and updates are proposed to ensure better functioning Higher Education system also in terms of quality assurance, recognition procedure and social inclusion.
- Transparent, sustainable and international-mobility-eased recognition procedures, designed in line with the LRC, and enhancing communication with other recognition authorities, qualification holders and other stakeholders.
- Structural embedding of recognition and flexible lifelong learning pathways.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Enhancing Bulgaria's contribution to the EHEA priorities by reinforcing the full and effective implementation of the	Commitment in major international formats to full implementation of the LRC,	Strengthened and more transparent recognition practices aligned with the LRC,	2027 and beyond		

principles and procedures of the Lisbon Recognition Convention (LRC), since its signature in 1997 followed by ratification and national implementation in 2000.	building upon it, and based on that, effective contribution to the EHEA priorities.	supporting sustainable implementation of the EHEA priorities.			
Further development of the Integrated Information System of Academic Recognition, accessible by all HEIs, qualification holders and stakeholders since 2013, providing functionalities for full electronic recognition procedures, and a number of publicly accessible registers with recognition decisions, allowing sustainable and transparent implementation of the LRC by all Bulgarian academic recognition authorities and in support to the improved international academic and labour mobility of qualification holders.	The action contributes to the Bologna Process commitments on recognition as a prerequisite for mobility by strengthening the full implementation of the LRC through transparency, digitalisation and sustainable recognition procedures, that enhance trust, cooperation and mobility within the EHEA.	Transparent, sustainable and international-mobility-eased recognition procedures, designed in line with the LRC, and enhancing communication with other recognition authorities, qualification holders and other stakeholders.	2027 and beyond		
Prototyping and testing AI-supported tools and an enhanced comparability module within the Integrated Information System of Academic Recognition, providing structured and reliable information to HEIs, qualification holders and other stakeholders, in support of mutual system-level automatic recognition.	The action supports Bologna Process commitments on recognition, mobility and transparency by enhancing system-level automatic recognition through digitalisation, efficiency of Bologna tools, and AI-supported comparability tools and digitalised recognition processes.	Upgraded functionality of the Integrated Information System of Academic Recognition through the responsible use of AI technologies, improving accessibility, consistency and user support for qualification holders from and beyond EHEA and stakeholders, enabling more efficient and predictable system-level automatic recognition.	2026		

Croatia

	Current situation	Key challenges
Recognition	The Bologna Implementation Report (pp. 70-77) shows that Croatia has implemented the Lisbon Recognition Convention in its legislation, including automatic recognition (in academic recognition for EHEA qualifications) and use of specific tools for refugees' qualifications; implementation of Article VII of the Convention, which requires refugees' qualifications to be assessed even without documentary evidence, is legally binding.	The Bologna Implementation Report (p. 74) notes that the tools for refugees' qualifications - the European Qualification Passport for Refugees and the ENIC-NARIC toolkit - are used occasionally rather than systematically. However, the Ministry finds that tools are always used in such cases, but the number of applications is very low. In the current period, the Ministry finds it necessary to focus on upgrading the system-level automatic recognition of degrees for academic purposes at the national level by the Agency for Science and Higher Education (Central Application Office).
Learning and Teaching	(...)	There are (p. 172) legal restrictions regarding the recognition of prior non-formal and informal learning (RPL cannot be used to access the first cycle, and no full qualification can be achieved solely through RPL)

In recognition, a system of automatic recognition for academic purposes established by the Central Applications Office (Agency for Science and Higher Education) will be fully aligned with the Council Recommendation on Automatic Recognition.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027	Provide short explanation
Centralised system-level automatic recognition of degrees for academic purposes established at the national level by the Agency for Science and Higher Education (Central Application Office)	Achieving uniform automatic recognition at the system level within the procedure for access to the programme of further study in the next level without any additional procedures in HEIs	Full alignment with the Council Recommendation on Automatic Recognition	Academic year 2026/2027		

Cyprus

	Current situation	Key challenges
Recognition	<ul style="list-style-type: none"> Cyprus has ratified the Lisbon Recognition Convention but yet does not have legal requirements for specific recognition procedures for refugees. Recognition of qualifications is largely processed through the Cyprus Council of Recognition of Higher Education Qualifications, but still there is no automatic recognition. 	<ul style="list-style-type: none"> Establishment of legally binding procedures for the recognition of refugees' qualifications, particularly in cases where documentation is missing. Implementation of automatic recognition for most of EHEA qualifications to align with leading EHEA countries.
Other Bologna Process Commitments	<ul style="list-style-type: none"> Increased support for lifelong learning and non-formal learning recognition, aligning with the European Lifelong Learning Strategy 	<ul style="list-style-type: none">

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
Introduce legal requirements for refugee qualification recognition	Compliance with Lisbon Recognition Convention	Established national procedures	2025-2027		
Enhance automatic recognition along with EHEA countries	Facilitate student mobility	Simplify the procedures for Recognition of Higher Education Qualifications	2025-2027		
From Other Bologna Commitments: Formal recognition of prior learning (RPL) from non-formal education	Enhance lifelong learning opportunities	Establishment of a formalized RPL system	2025-2027		

Czech Republic

	Current situation	Key challenges
Recognition	An amendment to the Higher Education Act (Act No. 52/2025 Coll.) was adopted on 1 March 2025, fully implementing the principles of automatic recognition of higher education qualifications.	Implementation of the amendment to the Higher Education Act (Act No. 52/2025 Coll.) into practice.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide a short explanation
Implementation of the amendment to the Higher Education Act (Act No. 52/2025 Coll.) into practice.	Working towards automatic recognition in the EHEA.	Simplification of the procedure and removal of procedural barriers to the recognition of higher education qualifications for the purpose of further studies or professional application.	<p>Phase 1: Methodological trainings- HEIs and relevant official bodies will learn procedures and will treat individual cases in a uniform way. Deadline: May, June 2025 + plus ongoing methodological guidance.</p> <p>Phase 2: Monitoring - Control activity and correction of errors + evidence of statistical data. Deadline: Continuously, intensively from the academic year 2025/2026.</p> <p>Phase 3: Full implementation of automatic recognition. Deadline: Academic year 2026/2027.</p>		

Denmark

	Current situation	Key challenges
Recognition	<p>Denmark has ratified the Lisbon Recognition Convention (LRC) in 2003 and in the same year adopted legislation on recognition for issuing legally binding recognition decisions based on the principles and procedures of the LRC.</p> <p>Full transparency of Danish legislation on recognition, application procedures, principles and procedures of recognition is established on the website of the ENIC-NARIC Office situated within the Danish Agency for Higher Education and Science: www.ufm.dk/ankendelse and www.en.ufm.dk/recognition</p> <p>Denmark has been member of working groups on automatic recognition since 2012 (the Pathfinder group) and is currently member of a NARIC-project on automatic recognition as well as the Council of Europe's Working Group on Automatic Recognition.</p> <p>Automatic recognition in the Nordic countries is legally established in the Reykjavik Declaration: https://www.norden.org/en/declaration/nordic-declaration-recognition-qualifications-concerning-higher-education-reykjavik</p> <p>All Bachelor and access qualifications issued in EHEA-countries are fully recognised in Denmark at degree level.</p> <p>Danish education institutions must follow the legally binding recognition decisions of the Danish ENIC-NARIC Office as published on the website of the Danish ENIC-NARIC, in specific recognition decisions or in hotline answers to Danish institutions.</p> <p>The recognition standards are published in two handbooks on the website:</p> <p>The ENIC-NARIC Office publishes a country handbook with general recognition standards for all higher education qualifications of 39 countries of which 17 countries are members of the EHEA.</p>	<p>Denmark will in the coming years work on establishing full transparency of recognition standards of higher education qualifications from all EHEA countries.</p> <p>This means publishing the general recognition standards of all EHEA degree types thus providing full transparency on recognition standards for all EHEA applicants and securing their eligibility for apply for admission to the next level of study in Denmark.</p> <p>Updating and maintaining the handbooks is resourceful and the inclusion of new countries in the handbooks will take place balanced by the allocated resources to the ENIC-NARIC Office.</p>

	<p>Another handbook on access qualifications covers the general recognition standards of 135 countries, 18 regional education systems and 6 international access qualifications. This handbook supports the admission decisions of the Danish higher education institutions.</p> <p>Update November 2025</p> <p>The ENIC-NARIC Office publishes a country handbook with general recognition standards for all higher education qualifications for 63 countries. In 2024 when Denmark sent in the action plans for the period 2024-2027, 17 EHEA countries were encompassed in the country handbooks.</p> <p>In November 2025 14 EHEA countries have been added to the country handbooks bringing it up to a total of 31 EHEA countries.</p> <p>The aim of the country handbook is to support automatic recognition of all higher education qualifications from EHEA countries by publishing general recognition standards for all higher education degree types within the EHEA. Danish higher education institutions are legally required to follow the general recognition standards set by the Danish Ministry of Higher Education and Science (the Danish ENIC-NARIC Office) in relation to access to higher education in Denmark. This also applies to general upper secondary access qualifications for access to first cycle qualifications.</p> <p>The aim is to have all EHEA-countries included in the country handbooks by the end of spring 2026.</p> <p>Concerning general upper secondary access qualifications for access to first cycle qualifications recognition of all EHEA-countries are included in the handbook on access qualifications outlining the rights to apply for admission to first cycle qualifications in Denmark for all general upper secondary access qualifications in the EHEA.</p>	
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Recognition

- Updating the Ministry's country handbook with public recognition standards for all EHEA countries to support automatic recognition in Denmark.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
<p>Denmark has with the ratification of the Lisbon Convention and the implementation of the Danish legislation on recognition in 2003 fully implemented the Lisbon Recognition Convention and its principles and procedures.</p> <p>Denmark will further develop the public country handbook providing transparency of recognition standards for degree types offered in the member states of EHEA. The aim is to strengthen the implementation of automatic recognition of EHEA qualifications in Denmark.</p>	<p>Denmark is member of the TPG on recognition/ the Lisbon Convention and will support member states in the full implementation of the convention.</p> <p>Denmark will actively support initiatives to progress automatic recognition within EHEA</p>	<p>Strengthening the implementation of automatic recognition.</p> <p>Supporting full implementation of the Lisbon Convention in all member states of the convention.</p>	May 2025		

Estonia

	Current situation	Key challenges
Recognition	<p>Principles of assessment and recognition of foreign qualifications according to the Convention on the Recognition of Qualifications Concerning HE in the European Region (Lisbon Recognition convention) – has been implemented in Government Regulation.</p> <p>Agreement (between the Baltic States) on the automatic recognition of qualifications giving access to higher education and higher education qualifications (entered into force on 7 January 2019).</p> <p>Agreement (between the Baltic States and Benelux countries) on the automatic recognition of higher education qualifications (entered into force in 2024).</p>	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
We commit to implement automatic recognition of higher education qualifications between EHEA countries (countries other than the Baltic and Benelux c.).					
We commit to prepare a micro credentials recognitions system.		Guidelines are set.			2027

Finland

	Current situation	Key challenges
Recognition	Finland has implemented the commitments related to the recognition of qualifications.	Decisions on the recognition of the HEIs are not monitored systematically. Recognition decisions made by higher education institutions are not followed systematically, which might lead to situation that possible problems may remain hidden.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Explore how registration/follow-up of negative recognition decisions by higher education institutions could be implemented.	Ensure good practices of automatic recognition.	Increased knowledge base and transparency for monitoring automatic recognition and supporting mobility.	In 2027		

France

	Current situation	Key challenges
Recognition	<p>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.</p> <p>De facto automatic recognition is a standard practice in HEIs.</p> <p>Article D123-13 of the Education Code stipulates that the diploma supplement must be issued for all courses.</p>	<p>The diploma supplement is not systematically issued for various reasons, mainly technical or administrative.</p> <p>Make progress towards the recognition of alternative pathways.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Maximise the potential of digital technology to facilitate the delivery of the Diploma Supplement.	Support mobility and recognition agenda	Study of possible connections between databases of interest	To be launched		
Recall the obligation concerning the diploma supplement in accordance with the Education Code.	Support mobility and recognition agenda	A communication campaign	Work in progress		
Organise exchanges of practice between HEI admissions officers on mutual automatic recognition.	Support mobility and recognition agenda	Diffusion of best practice	To be launched		
Define national guidelines for the implementation of mutual automatic recognition in order to guarantee the transparency and fairness of decisions.	Support mobility and recognition agenda	Create a best practice guide	To be launched		
Develop a comparative database for use by higher education institutions.	Support mobility and recognition agenda	Study of possible Connections between	To be launched		

		databases			
Organise regular meetings of admissions officers from public universities and study the possibility of creating a dedicated job file.	Support mobility and recognition agenda	Definition of the standards for the job profile	To be launched		
From Facilitating cooperation and mobility with third countries: Evaluate the relevance of creating a template for mutual recognition agreements for qualifications	International cooperation	To be determined	To be launched		

Georgia

	Current situation	Key challenges
Recognition	<p>Currently, the National Center of Educational Quality Enhancement is the only authorized body in Georgia responsible for implementing the recognition process at all levels of education. In 2024, the Center participated in the TST₂ - Supporting the ENIC-NARICs project, undergoing a self-evaluation and peer review process for the ENIC-NARIC Networks. As part of the peer review, one of the key recommendations was to strengthen the role of educational institutions in the recognition process. In response, it is planned to gradually increase the involvement of educational institutions in recognition procedures and, eventually, fully transfer to them the authority to implement the recognition process for education received during the period of study.</p> <p>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 and effective. The National Center of Educational Quality Enhancement is in the process of negotiating with the LEPL - House of Justice to transfer Center's 16 services to more than 160 of their branches, making them more accessible to the public.</p>	<p>The provisions of the Lisbon Recognition Convention are outlined at the legislative level in Georgia. The recognition procedure and relevant criteria are detailed thoroughly. Given emerging challenges, it is appropriate to review the current legislative framework and align it with ongoing developments to enhance compatibility with international practices.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Submission of the applications on the recognition of foreign education and issuance of complete documents will be possible in the offices of the	Advocate the full implementation of LRC	Broadly accessible educational services	2026		

Public Service Hall throughout the whole territory of Georgia					
Establishing the distribution of work and responsibilities among the relevant institutions that have the right knowledge and capacity to carry out recognition procedures	Advocate the full implementation of LRC	The role and functions of educational institutions have increased through the process of recognition	2027		
Review the legislative framework and initiate appropriate changes that will enable the full implementation of the LRC	Advocate the full implementation of LRC	The principles of the Lisbon Recognition Convention are taken into account in legislative norms to the full extent	2027		
From Other Bologna Process commitments: Encouraging international partnerships to support internationalisation and mobility and improve the quality assurance and recognition procedures of the higher education system	As a member of the ENQA, Georgia is committed to aligning its quality assurance frameworks with the best practices. International collaborations will further help ensure that educational institutions meet international standards, boosting the credibility of their programs. Update/revise recognition procedures, ensuring that its degrees are recognized and addressing key challenges in international mobility; Strengthening Global Recognition and Competitiveness These international partnerships will enhance the reputation of Georgian higher education system improving their global	Enhanced Quality Assurance Standards; Updated and Streamlined Recognition Procedures Improved Global Recognition and Competitiveness; Stronger International Partnerships	2025-2027		

	recognition and competitiveness. As a result, Georgian institutions will attract more international students and increase the quality of the educational offerings				
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Germany

	Current situation	Key challenges
ECTS and Qualifications Frameworks Recognition Quality Assurance	Germany is committed to the successful development and innovation of the EHEA and to implementing the measures necessary at the national level. The federal government, the Länder and their higher education institutions have implemented agreed Bologna structures such as the Lisbon Convention, the ECTS-system and its monitoring through external quality assurance as well as automatically awarding graduates the diploma supplement all according to the European Standards and Guidelines. For instance, according to the 2024 National Implementation Report , less than 10 percent of students in Germany are enrolled in single-cycle programmes. Germany has ratified the Lisbon Convention which has been adopted by the Länder in their respective Higher Education Acts. Germany's federal government and the Länder continuously seek to improve recognition practices and maintain quality assurance. By revising the Specimen decree "Musterrechtsverordnung" (MRVO) pursuant to Art. 4, par. 1-4 of the Interstate Study Accreditation Treaty (" Studienakkreditierungsstaatsvertrag "), the Länder have committed to strengthening the European Approach with regard to joint, double and multiple degrees. Additionally, the Länder Higher Education Acts and Länder ordinances ("Landesverordnungen") will be revised on the basis of this Specimen decree.	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Ratifying the Global Convention and supporting higher education institutions in implementing its criteria	Improving recognition (RPL)	Improved RPL practices, implementation of the same criteria for recognition of academic achievements and non-academic prior learning	2025- ongoing		

Providing digital graduation documents (certificates, diplomas, diploma supplements), including common data standards/formats	Digital transition	Improved recognition, simplified submission/transfer to other higher education institutions, employers etc.	2025- ongoing		
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Greece

	Current situation	Key challenges
Recognition	<ul style="list-style-type: none"> • Partial Implementation of Lisbon Recognition Convention (LRC) • Automatic recognition for further studies • Automatic recognition for periods of studies for foreign students • Automatic recognition of qualifications for the recruitment of academic staff • Assessment of qualifications of Refugees through EQPR project (EQPR is a specific international tool developed by the Council of Europe to assess the qualifications of refugees entitled to international protection for which there is insufficient documentation, thus supporting their continued studies, employment and social integration). 	<ul style="list-style-type: none"> • Further implementation of LRC • Automatic recognition report (digital)¹ • Use of AI technology to combat fraud in recognition • Legislative framework to make recognition of qualifications (degrees/periods of studies) by refugees possible (undocumented qualifications) • Raise awareness of the EQPR project among refugees.
Other Bologna Process commitments - Internationalisation and Mobility	Moreover, a registry of recognized diplomas and institutions is created in DOATAP - the Greek ENIC-NARIC, in order to facilitate the recognition of further studies. Combined with mutual bilateral agreements, they pave the way for automatic recognition. More specifically, at national level, Greece has established bilateral and multilateral agreements with several countries in order to promote cultural and educational cooperation, while, at institutional level,	

¹ It is a standardized recognition report that will describe whether the university and study programme in question are officially recognized by the Hellenic Naric-DOATAP (based on National Registries of Recognized Higher Educational Institutes and Academic Degrees). This report will provide a general evaluation of the qualification according to the European Qualifications Framework (EQF). The document will be available for downloading and immediate use for various purposes, (either professional or for further studies). It will be a fundamental tool for both institutions and individuals dealing with recognition of foreign qualifications and is expected to speed up the recognition of qualifications, as well as promote the international academic and student mobility.

	several universities cooperate with foreign institutions, participating in programmes such as Erasmus+ and other European programmes. Finally, Greece has recently signed the Lisbon Convention and has made automatic recognition possible as well as the recognition of periods of study through recent legislative measures and Greek NARIC works closely with its EHEA counterparts.	
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Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Automatic recognition report (digital).	Commitment included in the Tirana communique ²	To improve and speed up the whole recognition process and at the same time streamline the procedure of automatic recognition.	End of 2026		
Setting the framework for the recognition of undocumented refugees' qualifications.	Commitment included in the Tirana communique ³	To facilitate the procedures of recognition for refugees to fairly access the labour market or the higher education institutions of their country of residence.	End of 2026		
More resources for EQPR.	To facilitate recognition of qualifications held by refugees	To intensify and facilitate the procedures for refugees to recognise their qualifications (undocumented) so they can be socially included in their country or residence through structured interviews etc.	Mid 2026		
Use of AI technology to combat fraud in recognition.	Commitment included in the Tirana	To improve the recognition system (with the use of AI technology quality, fairness and transparency)	End of 2026		

² “ ... We ask the BFUG to consider in its work the wider and longer-term impact of the digital transition on higher education in the EHEA, including AI, and in particular with regard to the key commitments and the use of Bologna Process tools ..”

³ “... To support refugees and make best use of their skills and potential, we will intensify our efforts to ensure the recognition of their qualifications and to remove barriers to their enrolment in higher education, including through the use of the guidelines developed by the ENIC-NARIC networks, of the European Qualification Passport for Refugees (EQPR) by the Council of Europe, and of the 2017 Recommendation on Recognition of Qualifications Held by Refugees, Displaced Persons and Persons in a Refugee-like Situation adopted by the Lisbon Recognition Convention Committee ...”

	communiqué ⁴				
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Holy See

The Holy See Higher Education system has its defined identity in the disciplines connected with Christian Revelation and those which serve in a direct way to the Church's evangelising mission (cf. Art. 3 of the [Apostolic Constitution *Veritatis gaudium*](#)). Furthermore, the system extends over 80 countries, within and beyond the EHEA.

Therefore, the situation is very different from that of other EHEA members, and presents particular challenges also with regard to an ever more global approach necessary.

	Current situation	Key challenges
Recognition	Full implementation of all the recognition conventions the Holy See is State Party to, particularly the Lisbon Recognition Convention (LRC) and the Global Convention, but also the Tokyo Convention, the Addis Convention, and the Buenos Aires Convention on Recognition. Partially digitalized recognition procedures. Automatic recognition de facto in place for several countries, in others due to bilateral agreements.	Strengthening the digitalization procedures for recognition without eliminating the added value of the human credential evaluator. Finding shared approaches to alternative learning pathways, including microcredentials, within and beyond the EHEA.

The main progress to be achieved by 2027, based on the detailed action plans below, includes:

- Intensifying synergies with the other macro regions supporting the implementation of the EHEA and Holy See education policies in a global dimension;

⁴ "... we are committed to countering diploma and accreditation mills, fraudulent qualifications and academic cheating services, made more accessible through developments in the digital field. We ask the BFUG to make good use of the work of the ETINED platform and the ENIC-NARIC networks to address these challenges and protect academic integrity ..."

- Fostering and recognising flexible and alternative learning paths with a focus on micro credentials and informal learning, establishing also common standard for their quality assurance;
- Enhancing the process of digitalization, especially related to the Diploma Supplement;

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Work towards the digitalization of the Diploma Supplement and of the procedures for the verification of qualifications	Simplification of the procedures for recognition and verification; strengthening of the interoperability and transparency for recognition	Centrally awarded/stored digital Diploma Supplements with verification features.	First phase (project exploration and initial implementation within the EHEA) until 2027, to be mainstreamed globally by 2030		
Participate at joint endeavours for fostering the recognition of flexible and non-formal learning	Contribute to establish common/shared approaches to recognising alternative learning	Implementation of the Global Convention Operational Guidelines next to the LRC and its subsidiary texts.			

Hungary

	Current situation		Key challenges		
Recognition	<p>Hungary ratified the Lisbon Recognition Convention in 2000 and in 2001 it became part of the Hungarian law. The detailed regulations of recognition are laid down by Act 100 of 2001 on the Recognition of Foreign Certificates and Degrees (hereinafter Act on Recognition). The Act on Recognition is regularly reviewed in order to provide an adequate response to new challenges. Hungarian law has implemented Article VII of the Lisbon Recognition Convention, so recognition of refugees' qualifications is possible even if they do not have the required documentation. This opportunity of recognition is provided for both further education and professional purposes. According to Hungarian law, the secondary school leaving certificates and first- and second-cycle degrees from countries participating in the Bologna Process are automatically recognised without additional recognition procedure for further study purposes. The recognition of the vast majority of third-cycle degrees (doctoral degrees) from countries participating in the Bologna Process is also automatic. In the case of third-cycle degrees (doctoral degrees) not falling under automatic recognition, higher education institutions decide on the basis of the framework of the Lisbon Recognition Convention as well as the Act on Recognition. The Hungarian higher education admission procedure and, as part of it, the academic recognition procedure both have been digitalised for years, and applicants submit their applications for admission and for academic recognition digitally.</p>		<p>Regulations concerning automatic recognition are already in place, however, it is necessary to revise the regulations related to automatic recognition of third-cycle degrees (doctoral degrees) as well as to improve application of automatic recognition for further study purposes at institutional level. Higher education institutions need guidance and more support in form of national seminars as well as the recognition capacities of some institutions should be strengthened. By introducing the concept of learning outcomes as new means of comparing qualifications in the Hungarian law, the recognition of foreign qualifications will be more just and enhanced.</p>		
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Revision of the regulations of the Act on Recognition	Bologna key commitment 2: achieving automatic	Third-cycle degrees (doctoral degrees) awarded by higher education	2025-2026		

concerning automatic recognition of third-cycle degrees (doctoral degrees), and introduction of the legal instrument of a Certificate issued by a central authority in case of automatic equivalence.	recognition	institutions accredited by a quality assurance agency registered in EQAR will be equivalent with Hungarian third-cycle degrees without a recognition procedure. On the request of the holder of a foreign doctoral degree, ENIC/NARIC Hungary will issue a Certificate about the equivalence.			
Amending the Act on Recognition to introduce the concept of learning outcomes as new means of comparing qualifications.	Bologna key commitment 2: establishing the legal framework to allow the implementation of the Lisbon Recognition Convention.	The recognition procedure will be enriched with new means for comparing qualifications, consequently the recognition will be more just.	2025-2026		
Organisation of national seminars on automatic recognition for further study purposes and on recognition of doctoral degrees to higher education institutions.	Bologna key commitment 2: achieving automatic recognition	Dissemination of information and guidance given to higher education institutions will lead to a more consistent institutional practice in the field of recognition including automatic recognition. The co-operation between higher education institutions and ENIC/NARIC Hungary will be strengthened as well.	2025-2027		

Iceland

	Current situation	Key challenges
Recognition	Generally commitments are met but we need more robust procedures for RPL and recognition of microcredentials	Creating consistent procedures for RPL and microcredentials at HE level.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Development of standardised recognition procedures for RPL across all HEIs	Contribution to recognition of RPL	Standardised recognition procedure for RPL across the system	To be completed 2026		
Pilot of recognition procedure for RPL across varied institutions and disciplines.	Contribution to recognition of RPL	Support for the standardised recognition procedure for RPL proposed.	To be completed 2026		

Ireland

	Current situation		Key challenges			
Recognition	<p>Recognition in Ireland is the responsibility of a range of competent authorities (higher education institutions, professional regulatory bodies, employers) in a distributed system and is supported by NARIC Ireland. Over a five-year period, demand on NARIC Ireland's services has increased by over 24%, reflecting a rise in mobility for all purposes and an increasingly diversely qualified labour market. Accordingly, the NARIC database continued to expand, listing 1840 Comparability Statements for new award titles, with the main demand coming from Brazil, India, Ukraine, Spain and the UK.</p> <p>NARIC Ireland collaborates with key stakeholders to develop understanding of and commitment to Automatic Mutual Recognition, the recognition of Micro Credentials and in the development of national approaches to the recognition of qualifications and periods of learning for refugees and displaced people, including through cooperation with the Council of Europe project, the EQPR.</p>		<p>There is currently a lack of national monitoring data on the implementation of the Lisbon Recognition Convention which would serve as a basis to better inform targeted and topic specific collaborative initiatives to build expertise. As part of the implementation of the new International Education Mark, 'TrustEd Ireland', data will be collected through the initial application process, which will facilitate better coordination and enable systematic monitoring for the first time, supporting further developments in the area.</p> <p>Continued systematic engagement is necessary to enable better progress in the automatic mutual recognition of qualifications. The increase in demand for recognition requires greater understanding of efficient procedures and toolkits and of international qualifications and educational systems, including for refugees and displaced people. This means we need to provide an increased range of targeted information and work towards national recognition response systems for particular cohorts.</p> <p>Ireland is actively engaging with sectoral stakeholders in relation to joining two international agreements to further strengthen recognition practices.</p>			
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation	

Treaty on the Automatic Recognition of Higher Education Qualifications (the Benelux-Baltic Treaty)	Supports Thematic Indicator 'achieving automatic recognition'.	Complete national stakeholder consultation on this Treaty. Informed by this consultation, bring a proposal to government for Ireland's accession to the Treaty. Subject to the above, complete the necessary steps for Ireland to become a party to the Treaty to include its full implementation.	2025-27		
UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education	Supports Thematic Indicator 'achieving automatic recognition'.	Complete national stakeholder consultation on this Convention. Informed by this consultation, bring a proposal to government for Ireland's accession to the Convention. Subject to the above, complete the necessary steps for Ireland to become a party to the Convention to include its full implementation.	2025-27		
Enhancement of recognition processes nationally, via: (i) Progression towards the achievement of Automatic Recognition, and (ii) Maximise impact of insights, research and analysis of recognition service engagement	Supports Thematic Indicators: 'achieving automatic recognition', and 'establishing distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures.'	QQI publication of green paper on 'building a culture of recognition'. QQI to publish two trend reports on qualification recognition in Ireland.	2025-2027		

Italy

	Current situation	Key challenges
Recognition	All five elements of the LRC as indicated in the Bologna Implementation Report 2024 are specified in the national legislation. Implementation of art. VII is legally required. As for system-level automatic recognition of qualifications issued in the EHEA, there are no additional recognition procedures. Decision on admission rely on Higher Education Institutions. The current system envisages permanent and recurrent training certificates/diplomas (advanced training courses) as a form of micro-credentials, and micro-credentials have been inserted in the National Qualifications Framework referenced to the EQF.	Support full implementation of automatic recognition at HE Institutions level increasing the ARDI database. Support ethical use of AI, and AI literacy, in recognition processes. Support the culture of data management and data governance and interoperability at institutional level. Establishment of the “Centre for Preventing and Countering Education Fraud” in collaboration with Council of Europe; reinforcing the portal and the national coordination group of Italian HE institutions and relevant stakeholders for the recognition of refugees’ qualifications in application of the article VII (AMIF project).

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Support full implementation of automatic recognition at HE Institutions level increasing the ARDI database.	Implementation of automatic recognition	Projects, webinars, training, peer learning activities targeted in particular to HEIs	By the end of 2026		
Support ethical use of AI, and AI literacy, in recognition processes, in line with the Tirana Communiqué, and with national and major international regulatory framework	Action in line with indications of the Tirana Communiqué	Research and training on the use of artificial intelligence in recognition of qualifications; foster cooperation with other stakeholders already implementing artificial intelligence in the field of higher education.	By the end 2026		

Establishment of the “Centre for Preventing and Countering Education Fraud” in collaboration with Council of Europe.	Action in line with indications of the Tirana Communiqué	Establishment of the Centre	By the end 2026		
Reinforcing the portal and the national coordination group of Italian HE institutions and relevant stakeholders for the recognition of refugees’ qualifications in application of the article VII (AMIF project).	Implementation of Key Commitment 2	Meetings, seminars and training events.			

Kazakhstan

	Current situation	Key challenges
Recognition	Kazakhstan is currently completing the ratification process of the Tokyo Convention on Recognition. The ratification of the Global Convention is planned to follow the ratification of the Tokyo Convention.	Some provisions of the Global Convention require changes to national legislation. Specifically, the ratification of the Global Convention requires amendments to the Republic of Kazakhstan's "Law on Education."

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Implementation of Digital Certificates and Blockchain Technology in the Recognition Process	Support the recognition of qualifications throughout the EHEA by implementing the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) and its principles, while working towards automatic recognition in the EHEA	1.Digital certificates for the recognition of foreign educational documents will be developed. 2. The possibility of instant verification of the authenticity of qualifications. 3. Reduction of the risk of fraud and diploma forgery.	2026		
Work on the ratification of the Global Convention on the Recognition of Qualifications concerning Higher Education, preparing proposals for amendments to the "Law on Education" and other regulatory	It contributes to the expansion of international cooperation and the integration of the national higher education system into the global educational space by aligning the regulatory framework with the provisions of the UNESCO Global Convention, as well as strengthening mechanisms for fair and transparent recognition of qualifications at the international level	a) Adoption of regulatory changes ensuring compatibility of national legislation with the provisions of the UNESCO Global Convention on the Recognition of Qualifications. b) Recognition of diplomas issued by branches of international universities on the territory of Kazakhstan. c) Creation of a National	2027		

acts		Information Center.			
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Liechtenstein

	Current situation	Key challenges
Recognition	The existing laws and regulations proved to be flexible enough to deal with the Lisbon Recognition requirements and its subsidiary texts. Liechtenstein has bilateral recognition agreements with Austria and Switzerland. These agreements are in conformity with the principles of the Lisbon Recognition Convention.	The HEIs have the autonomy with regards to recognition issues thus challenges in regards to control with central regulations may arise.

Actions	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Evaluating the recognition of prior learning and nonformal and informal learning	Increased access to education, improved inclusivity, transparency and trust in qualifications	Development of flexible education pathways, higher retention rates in education, stronger connection between education and employment	2025-2027		

Lithuania

	Current situation	Key challenges
Recognition	<p>Lithuania is signatory of the Lisbon Recognition Convention as of 11 April 1997. Two main types of recognition of qualifications can be distinguished: academic and professional.</p> <p>Academic recognition refers to determining the academic value of a qualification, it is carried out in accordance with the Lisbon Recognition Convention and its subsidiary documents. Academic recognition of foreign qualifications in Lithuania depends on the level of the gained qualification and the purpose of recognition, in Lithuania it is carried out by several institutions:</p> <ul style="list-style-type: none"> • Centre for Quality Assessment in Higher Education (SKVC, Lithuanian ENIC-NARIC) • Higher Education Institutions authorized by the Ministry of Education and Science • The Research Council of Lithuania • Vocational education and training institutions <p>Academic recognition decisions can be appealed.</p> <p>Automatic recognition is possible in cases foreseen by international treaties (automatic recognition of qualifications at NQF/EQF levels 4-8 according to the treaty between Estonia, Latvia and Lithuania; automatic recognition of qualifications at NQF/EQF levels 5-8 according to Baltic-Benelux automatic recognition treaty of higher education qualifications).</p> <p>SKVC processes all applications for academic recognition via the designated IT system EPE which is operational 24/7; recognition statements are issued digitally signed.</p> <p>The system of monitoring of recognition decisions by all institutions performing it is in place. SKVC is tasked with gathering and analysing relevant data and presentation of it to the Ministry of Education, Science and Sports. This contributes to the consistent application of the recognition principles in practice in line with the LRC in the entire education system.</p>	<p>By legislation, automatic recognition is permitted only in case of international treaties concluded; it needs to be broadened to other types of automatic recognition.</p> <p>Recognition of nonformal, lifelong learning-based qualifications through micro credentials is not systemically regulated.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Enabling of broader automatic recognition of foreign academic qualifications.	This action contributes to the Bologna Process objective of fair and transparent recognition of qualifications by strengthening the implementation of the Lisbon Recognition Convention principles.	Legal changes enabling automatic recognition of foreign academic qualifications not only covered by international treaties, but also other types of automatic recognition	Due by 2026 IV quarter		

Luxembourg

	Current situation	Key challenges
Recognition	<p>Luxembourg has incorporated all five principles of the Lisbon Recognition Convention into its national legislation. Concerning Article VII of the LRC, while procedures for refugees and displaced people are not legally mandated, they are nonetheless implemented in practise.</p> <p>Regarding automatic recognition of degrees for academic purposes, Luxembourg maintains a system-level approach of conducting recognition at the system level with a subset of EHEA countries, based on a multilateral agreement (Benelux/Baltics Higher Education Treaty). For degrees from other countries, a separate recognition procedure is applied.</p>	

Malta

	Current situation	Key challenges
Alternative Pathways	In Malta, alternative learning pathways are available through RPL and Validation of Non-Formal and Informal Learning (VNFIL). These initiatives offer individuals the opportunity to have their skills, competences, and knowledge formally recognised, even if acquired outside traditional education settings such as through work experience, voluntary activities, or personal development. Both RPL and VNFIL support the country's commitment to lifelong learning, career mobility, and flexible, inclusive education pathways for all. MFHEA, actively monitors and carries out spot checks on VNFIL providers to ensure that their Internal Quality Assurance (IQA) policies and practices remain in line with national standards and regulations. This continuous oversight helps maintain the integrity, quality, and recognition of alternative learning pathways within Malta's education and qualifications framework.	Raise awareness of RPL benefits, particularly for nontraditional learners, and employers
Distribution of work	Malta works closely with relevant stakeholders and makes a concerted effort to involve them whenever possible, ensuring a collaborative approach in the implementation of the Lisbon Recognition Convention and related initiatives. This is in line with the principles promoted by the EHEA Peer Group B, which encourages inclusive and transparent stakeholder engagement in the recognition process.	Ensuring that participation is not only open to some but to ALL licensed institutions, and that they actively participate.
Refugees (Art VII)	Malta has clear legal procedures in place for credential evaluation held by refugees and displaced persons, even when full documentation is missing – vide Subsidiary Legislation 607.03. This aligns Malta with Article VII of the Lisbon Recognition Convention, and places it among a relatively small number of EHEA countries with such structured provisions — making it a notable strength in Malta's recognition framework.	Difficulties are compounded when undocumented refugees would not have even concluded their programme of studies, or there are also language barrier issues Authentication of documentation under such circumstances is usually almost impossible.
Digital solutions	Many institutions in Malta now offer online application systems for course admissions and document submissions, making processes faster and more efficient. Additionally, ecertificates and diplomas are becoming more common, allowing for the electronic issuance of official documents, ensuring smooth operations. MQRIC also provides digital services to help individuals understand how their foreign qualifications align with the Maltese Framework.	There is a need to formalise the use of diploma supplements, to ensure uniformity, and better graduate tracking.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Promote the use and understanding of Diploma Supplements and Final Certificates with providers.	Facilitates recognition by providing detailed academic and institutional information in a standardized format.	More graduates using the Diploma Supplement, leading to smoother recognition of their qualifications both locally and internationally	2023-2027		
From Other Bologna Process commitments: Create clear guidelines for using alternative assessment methods in recognition procedures.	Ensures that alternative pathways are applied consistently and transparently across different institutions and authorities.	Increased fairness and consistency in recognition processes, allowing refugees to access opportunities based on their actual skills and knowledge.	2023-2027		

Montenegro

	Current situation	Key challenges			
Recognition	There are approximately 60 persons in a refugee-like state. Considering the fact that Montenegrin national legislation does not recognize acquired skills and competences without a document credential corroborating it (Diploma, certificate etc.), alignment of the Law on the Recognition of Foreign Educational Credentials and Qualifications Equivalence with Recommendation on Recognition of Qualifications Held by Refugees, Displaced Persons and Persons in a Refugee-like Situation has been envisaged.	<p>Amendments to the Law on the Recognition of Foreign Educational Credentials and Qualifications Equivalence.</p> <p>Evaluating qualifications which are not corroborated by appropriate documentation (diploma, certificate of graduation and alike).</p> <p>Competencies of the ENIC/NARIC personnel in the process of the evaluation of qualifications which are not corroborated by appropriate documentation.</p> <p>Development of an informative document on the basis of which a qualification held by Refugees, Displaced Persons and Persons in a Refugee-like Situation can be evaluated.</p>			
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Adoption of the Amendments to the Law on the Recognition of Foreign Educational Credentials and Qualifications Equivalence.	<p>Commitment: Compliance with the Lisbon Recognition Convention (LRC) .</p> <p>Refugees, displaced persons and persons in a refugee-like situation will have the possibility to have their qualifications recognized.</p>	With the proposed action, refugees, displaced persons and persons in a refugee-like situation will be integrated in the labor market.	During 2025		
EQPR training sessions.	Equipping ENIC/NARIC staff with adequate skills and competencies required for the proper evaluation of qualifications which are not corroborated by appropriate documentation (diploma, certificate of graduation and alike).	By completing EQPR sessions, ENIC/NARIC staff will be adequately equipped for dealing with aforementioned qualifications.	From 2025		
Informative document on the basis of which a qualification held by Refugees, Displaced Persons and Persons in a	Proper evaluation of qualifications held by refugees.	Adequate recognition and evaluation of qualifications held by refugees, displaced	From 2025		

Refugee-like Situation can be evaluated.		persons and persons in a refugee-like situation.			
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Netherlands

	Current situation		Key challenges		
Recognition	<p>The key commitments related to Recognition are embedded in the Netherlands:</p> <ul style="list-style-type: none"> • Fully implemented the Lisbon Recognition Convention (LRC) • De facto automatic recognition (AR) in place for almost all EHEA countries. • Legally binding AR in place for Benelux-Baltics countries through Multilateral Treaty • Quite diverse admissions requirements for entrance to Bachelor programmes. • Procedures for recognition of refugee qualifications in place, but in practice there are still too many obstacles. 		<ul style="list-style-type: none"> • Providing more transparent information on automatic recognition (AR) • Further implementation of AR in HEI's • Lack of transparency and guidance to applicants and recognition decision makers • Streamlining admissions requirements and bridging mechanisms. 		
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Continue coordination of NARIC projects on AR, thus implementing good practice in AR in NL and EHEA.	Improving AR	Increasing the range of AR being applied in NL and EHEA, while guarding the underlying principles of AR and the Lisbon Recognition Convention.	2025-2027		
Supporting the enlargement of the Benelux/Baltics agreement on AR.	Improving AR	Increasing the range of AR being applied in NL and EHEA, while guarding the underlying principles of AR and the Lisbon Recognition Convention.	2025-2027		
Create more coherence in recognition of secondary education qualifications in NL (and possibly EHEA via NARIC projects).	Better implementation of LRC (access to Bachelor programmes)	Improved admissions procedures, first steps to a system of AR of secondary education qualifications in NL (and possibly EHEA).	2025-2027		
Use the new Recommendation on refugee qualifications by the Council of Europe (to be published in 2025) to streamline national procedures.	Article 7 of the LRC	More transparency on procedures, better alignment of procedures, more guidance for applicants, possible extension of tools (such as the EQPR interview methodology).	2025-2027		

Norway

	Current situation	Key challenges
Recognition	Full compliance. The Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) is embedded in national legislation (cf. §§ 9-3 and 9-7 in Lov om universiteter og høyskoler, LOV-2024-03-08-9).	N/A

Poland

	Current situation	Key challenges
Recognition	<p>Recognition of foreign credentials is divided between NAWA Polish ENIC-NARIC centre (recognition of foreign degrees) and 16 education superintendents (recognition of school leaving certificates). Foreign degrees giving access to further studies or the right to start doctoral proceedings in the country where it was awarded, obtained in any country in the world, automatically give access to second cycle studies third cycle / doctoral studies or the right to start doctoral proceedings in Poland. In case of doubts NAWA can issue a recognition statement. The procedure of issuing recognition statements concerning foreign degrees is based on LRC principles and it is fully digital. Foreign certificates issued in one of the EU, EFTA, OECD countries giving access to higher education in the country where it was issued, IB, EB certificates as well as certificates issued in countries with which Poland has signed an agreement on recognition are automatically recognized and give access to higher education in Poland. Certificates obtained in other countries are recognized by way of decision of the education superintendent (kurator oświaty). The procedure leading to the decision is based on regulation issued in 2015 and the administrative code. It is a paper-based procedure.</p>	<p>Amendment of legislation regarding recognition of school leaving certificates.</p> <p>Training of ENIC-NARIC staff in the field of assessment of school leaving certificates.</p> <p>Digitalisation of the procedure of recognition of school leaving certificates.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Adoption of amendments to the Act – Law on Science and Higher Education and Act on Education System.	<p>Commitment:</p> <p>Establishing the legal framework to allow the implementation of the LRC.</p> <p>Procedure of recognition of certificates giving access to higher education from all countries will be based on the principles of LRC.</p>	Unified and based on LRC principles procedure of recognition of higher education degrees and certificates giving access to higher education.	2025		
Training of ENIC-NARIC staff in the field of assessment of certificates giving access to higher education.	<p>Commitment:</p> <p>Establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures.</p>	Staff of Polish ENIC-NARIC has the necessary knowledge regarding qualifications and secondary school systems and skills necessary to	2025-2026		

	Recogniton of certificates giving access to higher education and higher edcuation degrees will be responsibility of one institution thus the recogntion procedure and outcomes will be more consistent.	assess foreign certificates giving access to higher education.			
Digitalisation of the procedure of recognition of certificates giving access to higher education.	Commitment: Optimising the potential of digital technology for the recognition agenda and the Diploma Supplement. New module dedicated for recognition of certificates giving access to higher education will be added to the SYRENA system (system dedicated to recognition of higher education degrees).	Procedure of recognition of certificates giving access to higher education is fully digital.	2025-2027		

Portugal

Commitment Area	Action ID	Action Description	Contribution to Commitment / Justification	Expected Outcome(s)
Recognition	REC-1	Improve the integrated national system for automatic recognition of qualifications, aligned with the Lisbon Recognition Convention and prepare for adherence to the UNESCO Global Convention.	Ensures coherence with international principles; Promotes transparency, fairness, mobility; Simplifies procedures; Reduces fraud.	Harmonized and clearer recognition procedures; Practical guides and tools for HEIs; Digital system for document authenticity verification; Broader dissemination and use of available databases, such as DEQAR (Database of External Quality Assurance Results), by institutions, agencies and students.

Republic of Moldova

		Current situation	Key challenges			
Recognition		<p>The Republic of Moldova has developed a robust normative framework to support the recognition of diplomas and qualifications. This framework facilitates both the recognition of Moldovan diplomas and qualifications abroad and the recognition of foreign qualifications within Moldova.</p> <p>Since 1999, the Republic of Moldova has been a party to the <i>Convention on the Recognition of Qualifications concerning Higher Education in the European Region</i> (Lisbon Convention, 1997). In 2023, Moldova further strengthened its commitment to international recognition by ratifying the <i>Global Convention on the Recognition of Qualifications concerning Higher Education</i>.</p> <p>The processes of recognition are facilitated by a series of international memberships and affiliations. The Republic of Moldova has been a full member of the Bologna Process/European Higher Education Area since 2005, marking the beginning of its efforts to align its educational and training systems with European policies and values.</p> <p>Moldova is also an active member of several key networks and initiatives, including:</p> <ul style="list-style-type: none"> • The European Network of Information Centres and National Academic Recognition Information Centres (ENIC-NARIC); • The Euroguidance Network; • The National Europass Centres; <p>The European Qualifications Framework (EQF) National Coordination Points.</p>	<p>To align regulatory framework regarding the recognition of qualifications with the treaties provisions: development and adaptation of tools and mechanisms for the validation and recognition of qualifications obtained in various learning contexts, systems and National Qualification Frameworks, in compliance with EU Recommendations and Council of Europe recommendations concerning refugees – EQPR (European Qualification Passport for Refugees)</p>			
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation	
1. Drafting of the Law regarding the recognition of professional qualifications, with a view to the transposition of Directive (EU) 2005/36/EC of the European Parliament and of the Council of September 7, 2005 regarding the	Support the recognition of qualifications throughout the EHEA by implementing the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention)	<p>Republic of Moldova will focus on amending specific legal and regulatory acts:</p> <ol style="list-style-type: none"> 1. Regulation on the recognition and equivalence of educational documents and qualifications obtained abroad; 2. Methodology on the recognition and equivalence of periods of study completed abroad for the continuation of studies in 	2025	yes		

recognition of professional qualifications	and its principles, while working towards automatic recognition in the EHEA	vocational and technical education and training institutions in the Republic of Moldova; 3. Methodology on the recognition and equivalence of periods of study completed abroad for the continuation of studies in higher education institutions in the Republic of Moldova.			
2. Acknowledgment and the equivalence of study documents and qualifications obtained abroad in order to ensure access to further studies and employment in the labor field	Making automatic recognition of qualifications and learning periods abroad a reality for all students and graduates, welcome the revision of the European Area of Recognition (EAR) Manual and the use of other tools developed by the ENIC-NARIC networks	To develop Methodology for recognition and equivalence of study documents and qualifications obtained abroad in order to ensure access to further studies and employment in the labor field	2025-2026	Yes	
3. Evaluation of the quality of the process of recognition and equivalence of qualifications obtained abroad to be carried out by higher education institutions in order to ensure the uniform application of the provisions of the national and international regulatory framework in the field	Support the recognition of qualifications throughout the EHEA by implementing the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) and its principles, while working towards automatic recognition in the EHEA	3 centers evaluated Elaborated report Recommendations developed/disseminated	2025	yes	

<p>4. Strengthening the capacities and ensuring the visibility of the ENIC Moldova National Contact Point</p>	<p>Making automatic recognition of qualifications and learning periods abroad a reality for all students and graduates, welcome the revision of the European Area of Recognition (EAR) Manual and the use of other tools developed by the ENIC-NARIC networks</p>	<p>To elaborate/update the information on the educational system and the national qualifications system on the ENIC-NARIC network page in order to align EU requirements regarding the transparency of national</p>	<p>2025-2027</p>	<p>Yes</p>	
<p>5. Strengthening the capacities and ensuring the visibility of the National Euroguidance Point</p>	<p>Making automatic recognition of qualifications and learning periods abroad a reality for all students and graduates, welcome the revision of the European Area of Recognition (EAR) Manual and the use of other tools developed by the ENIC-NARIC networks</p>	<p>To post information regarding education and training opportunities; To validate the learning outcomes and career guidance; To identify the institutions/entities in the field of career consolidation and guidance; To create of the National Network of practitioners from Career Guidance Centers within higher education and professional technical institutions; To create the country profile on the Euroguidance web page - relevant information developed/placed.</p>	<p>2025-2027</p>	<p>yes</p>	
<p>6. Strengthening the capacities and ensuring the visibility of the National Coordination/Contact Point for the Recognition of Qualifications in the context of the commitments of the Republic of Moldova by signing international treaties</p>	<p>Making automatic recognition of qualifications and learning periods abroad a reality for all students and graduates, welcome the revision of the European Area of Recognition (EAR) Manual and the use of other tools developed by the ENIC-NARIC networks</p>	<p>PNC visible from the official page of MEC / SI RNC</p>	<p>2025-2027</p>	<p>yes</p>	

Romania

	Current situation			Key challenges	
Recognition	<p>In line with the new Higher Education Law no. 199/2023, the recognition in Romania is currently carried out in accordance with the principles of the Lisbon Recognition Convention, which are specified in the national legislation, including article VII.</p> <p>The Romanian ENIC-NARIC also implemented European Qualifications Passport for Refugees to facilitate recognition of refugees' qualifications in line with article VII (Order of the Minister of Education and Scientific Research no. 5508/2024 regarding the approval of the Methodology for the recognition of bachelor's, master's or postgraduate study documents issued by accredited higher education institutions abroad).</p> <p>The national legal framework that allows for automatic recognition of qualifications (system level recognition for academic purposes) is Higher Education Law no. 199/2023, specifically Article 5 paragraph (4) point i). Automatic recognition is possible for degrees obtained in the EU, EEA and Swiss Confederation.</p> <p>The same principle is applicable to a series of prestigious universities from the EHEA and other countries, established and approved by Order of the Ministry of Education no. 4002/2024 approving the list of prestigious universities in other states.</p> <p>Within this framework, Romania has also developed mutual agreements with several EHEA countries, such as Ukraine, Republic of Moldova in order to facilitate automatic recognition of qualifications through system level recognition of qualifications.</p>			<p>The recognition of qualifications and work experience for refugees still present challenges, particularly in cases of insufficient documentation of their credentials. There is a need to further assist higher education institutions in developing sustainable assessment procedures of the insufficiently documented qualifications in order to ensure a reliable recognition process.</p>	
Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027 (Yes/No/Partially)	Provide short explanation
Improve the assessment of the qualifications of refugees, displaced persons and persons in a refugee-like situation with incomplete or no documents.	Develop guidelines to broaden tools and mechanisms for sustainable assessment procedures of the qualifications of refugees, displaced persons and persons in a refugee-like situation with incomplete or no documents.	Guidelines for the assessment of qualifications for refugees, displaced persons and persons in a refugee-like situation with incomplete or no documents to further assist higher education institutions in developing sustainable assessment procedures for these types of qualifications	2027		

Slovak Republic

	Current situation	Key challenges
Recognition	Automatic recognition was introduced from 2025 for EU and bilateral agreement countries. Fast-track recognition of the level of higher education is available for other countries (based on LRC, GRC); digital application is also available. National system is in place for displaced persons who cannot provide their credentials.	Expansion of automatic recognition, expansion of digitalization of processes and systems.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
2.1 Expansion of the automatic system to all EHEA countries (with the expected document on automatic recognition within EHEA, we will be preparing to introduce the automatic recognition system to EHEA countries. We may wait for the adoption of the document to include its conditions and contents.)	Contributes towards achieving automatic recognition	Similarly to EU and bilateral countries, holders of EHEA upper secondary and higher Education qualifications will be able to download a digital recognition statement that presents the automatic recognition system.	by the end of 2027		
2.2 Introduction of digital system of verifying Slovak diplomas	Optimizing the potential of digital technology; impact of digital transition on higher education in the EHEA, including AI, and regarding the key commitments and the use of Bologna Process tools: Contributes to Articles VIII and IX of the Lisbon Recognition Convention offering increased transparency and authentication of domestic qualifications.	Increased trustworthiness, applicant can share the link to the verification electronically instead of working with paper documents, notarized copies. Expected decrease in apostille/ superlegalization and verification requests from foreign recognition centres.	by the end of 2026		-

<p>2.3 Making the training of new credential evaluators standardized and more effective, establishing the distribution of work and responsibilities among the competent institutions that have the right knowledge and capacity to carry out recognition procedures</p>	<p>Contributes to ensuring a fair recognition process.</p>	<p>Introducing resources and activities for training of credential evaluators</p>	<p>continuously</p>		
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Slovenia

	Current situation	Key challenges
Recognition	<p>Four of the five Lisbon Recognition Convention (LRC) principles are included in national legislation (BPIR 2024 ref.: 2.12)</p> <p>System-level automatic recognition of degrees for academic purposes is not implemented (BPIR 2024 ref.: 2.15)</p>	<p>Timely adoption of the change to the Assessment and Recognition of Education Act (ARE Act) in order to achieve full compliance with the BPIR indicator.</p> <p>Set up a functioning database of recognized education for higher education institutions (HEI) within the national records and analytical information system of higher education in the Republic of Slovenia (national information system), based on the pending revision of the HE Act. An important challenge will be ensuring that the functionality and use of this database evolve in a way that enables progress toward system-level automatic recognition. This will require shared information about foreign qualifications regarding the level, authenticity, accreditation and access to further education. It will furthermore require access to verified recognition decisions and their reuse at HEIs.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Change the ARE Act with regards to achieving full compliance with LRC	2.12: Principles of the Lisbon Recognition Convention in national legislation – full compliance	Amended ARE Act	November 2025		
Initial step towards the implementation of system-level automatic recognition of degrees for academic purposes – set up a functioning database of recognized education for HEIs	2.15: System level (automatic) recognition for academic purposes – partial compliance	Revised HE Act	September 2025		

Spain

	Current situation	Key challenges
Recognition	<p>Ministerial order of 24 of October to speed up recognition of third country nationals settled in Spain. As well as AR for UE qualifications holders Spain has recently joined the EQPR initiative There are Ministerial Orders for recognition of refugees from Afghanistan and Ukraine to facilitate their processes of recognition. We are currently exploring entering in the GLOBAL RECOGNITION CONVENTION Spain has signed agreements with France, Italy, Germany, China, Chile, Colombia and Argentina. Some of these agreements are being revisited and updated to improve their implementation. We are working on the elaboration of other agreements:</p> <ul style="list-style-type: none"> - Automatic academic recognition agreement with Andorra and Portugal - Participation in the Baltic-Benelux agreement for automatic recognition - To advance in the development and recognition of a Vocational Training European Diploma/degree (TBC) <p>Spain participates in the OOTS project.</p>	<ul style="list-style-type: none"> - To mitigate the delay in the recognition processes To elaborate a common action protocol in collaboration with universities through the CRUE

- To present the guidelines for the elaboration of the Diploma Supplement for third cycle studies used by Spanish HEIS
- To advance in the development and recognition of a Vocational Training European Diploma/Degree (TBC)
- To sign an automatic academic recognition agreement with Andorra and Portugal
- To participate in the Baltic-Benelux agreement for automatic recognition and to have some progress with another agreement within the MAREN region.
- To explore the possibilities of entering the Global Recognition Convention.
- To activate and modify already existing agreements with Latin-American Countries for recognition purposes.
- To seek full implementation of the EQPR and get universities involved in this initiative with the possible elaboration of a common protocol for refugees.
- To implement the SDG and OOTS into the processes of recognition to speed them up and avoid unnecessary administrative burden for the applicants through digital means.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No / Partially)	Provide short explanation
Signing an automatic academic recognition agreement with Andorra and Portugal	Facilitate the AR of diplomas from these countries	AR for diplomas from these countries	4 Q of 2025		

Participation in the Baltic-Benelux agreement for automatic recognition and to have some progress with other agreements with the MAREN region countries.	Facilitate the AR of diplomas from these countries	AR for diplomas from these countries	2025-2027		
Activation and modification of already existing agreements with Latin-American Countries	Facilitate the AR of diplomas from these countries	AR for diplomas from these countries	2025-2027		
Possibility of entering/ratifying the Global Recognition Convention	Strengthening international cooperation in higher education	Improve international cooperation for the recognition of qualifications	2026-2027		
Implementation of the EQPR and get universities involved in this initiative with the possible elaboration of a common protocol for refugees	Facilitate the access both to further education and the labour market for holders of this document	Improve the understanding of the qualifications of these citizens that will allow them better opportunities to pursue further education and integrate in the labour market	2026		
Implementation in the OOTS in the application for the recognition process.	This action will provide a digital solution to Portability of credentials eliminating administrative burden for the applicants	Speed up processes Avoid fraud	2026-2027		

Sweden

	Current situation	Key challenges
Recognition	<p>Legal framework: The principles of the Lisbon Recognition Convention (LRC) are implemented in the national HE legislation.</p> <p>Alternative pathways: RPL is implemented in the national legislation (valideringsförordningen [2022:1549]). Various initiatives have been implemented for the dissemination of good practices in relation to RPL.</p> <p>Digital technology for recognition: BT (Qualification Assessment Tool, QAT), NARIC-portal, LinkLib, Digital Diploma Supplement (DS) and Diplomas.</p> <p>Distribution of work and responsibilities among the competent institutions: Cooperation and distribution of work and responsibilities are functioning. Work together with competent authorities to evaluate foreign degrees when it comes to support in recognition issues.</p> <p>Automatic recognition: De-facto Automatic Recognition (AR). The Association of Swedish Higher Education Institutions (SUHF) has issued a recommendation to Swedish HEIs, based on the European recommendations on AR. De-facto implementation is guaranteed foremost by the fact that admission to HEIs (first and second cycle) is coordinated in a common, digital process where most of the HEIs are included, to facilitate access at system level.</p> <p>Recognition of qualifications held by refugees: ENIC-NARIC Sweden issues a Background paper according to the LRC, article 7 in cases where applicants can not provide full documentation.</p>	Continue improving the communication with the higher education institutions.

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation [
UHR will work on the project “Spotlight on Recognition Self-Assessment tool” together with Swedish HEIs.	Implementing the LRC, spreading the use of The European Recognition Manual for Higher Education Institutions (EAR-HEI).	Quality assurance and enhancement of recognition processes at the participating HEIs			
UHR will continue the dialogue with Swedish HEIs regarding DS for joint degrees.	Implementing common practice regarding DS and joint degrees (an important transparency tool for recognition).	Improved support/guidelines to HEIs regarding DS for joint degrees.			

Switzerland

	Current situation	Key challenges
Recognition	<p><i>While the legal provisions entirely permit the recognition of non-formal and informal prior learning, the recognition procedures lie with the individual HEI. For the time being, there is no shared common standard among HEI. This also applies to joint and double degrees.</i></p> <p>Recognition of prior learning Non-formal and informal learning outcomes are only selectively and inconsistently recognised in Swiss higher education. There is a divide in practice between language regions. Since 2014, several universities of teacher education have signed an agreement on the harmonisation of crediting modalities for non-formal or informal learning in regards to the coordinated implementation of intercantonal regulation on the recognition of teaching diplomas.</p> <p>Common agreement on Joint- and Double Degrees There are currently no common up-to-date provisions on joint and double degree programs in Switzerland. A checklist on a common understanding has been published in 2010. Considering recent developments surrounding the European Universities Initiatives, an update would be welcomed.</p>	<p>While several institutions in the French speaking cantons know procedures to credit and recognise non-formal and informal learning outcomes (HES-SO, HEP Vaud, UNIGE), the German speaking institutions have so far little options for and experience with recognition of non-formal and informal learning.</p> <p>In the context of European Universities initiatives, questions arise concerning the regulations of joint and double degrees. An amendment to the ordinance on coordination of teaching is planned.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
Recognition of prior learning Promote a more coherent and coordinated approach to the recognition of non-formal and informal learning across the country	Promotion of life-long learning and enhancement of flexibility	More clearly defined processes of recognition of prior learning Wider availability of recognition possibilities	2025-2027		
Common agreement on Joint- and Double Degrees Amendment to the ordinance on coordination of teaching in higher education in particular to include joint and double degrees	Enhanced student mobility and internationalisation. Safeguarding of quality assurance in double and joint degrees	Updated ordinance on coordination of teaching in higher education	2025-2027		

Türkiye

	Current situation	Key challenges
Recognition	<ul style="list-style-type: none">• Principles of the Lisbon Recognition Convention in national legislation (All five LRC principles specified in national legislation)• Implementation of Article VII of the LRC at national level (Legally required)• System level (automatic) recognition for academic purpose (Automatic recognition is in place)	

United Kingdom

	Current situation	Key challenges
Recognition	UK ENIC manages the recognition of international qualifications, supporting mobility and international collaboration.	

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
UK ENIC continues to collaborate on several projects with other ENIC-NARICs including on: <ul style="list-style-type: none"> - Automatic recognition. - Best practice sharing on qualification recognition. - Ways to recognise e-learning and micro-credentials. 	Improved recognition processes and effective evaluation of a wider number of qualifications.	Improved recognition processes.	Ongoing		

United Kingdom-- Scotland

	Current situation	Key challenges
Recognition	<p>The United Kingdom (England, Wales, Northern Ireland and Scotland) does not legislate in this area as institutions are autonomous bodies, and for principles to be specified in national legislation may be considered a violation of autonomy.</p> <p>The UK's ENIC/NARIC, now known as UK ENIC, operates to facilitate formal recognition judgements for the UK. UK ENIC offers impartial, trusted judgement on international qualifications. Their services make sure that the skills and qualifications of individuals coming to work, study or settle in the UK are recognized at the correct level.</p> <p>The Scottish Government recently passed The Recognition of Overseas Qualifications (Charges) (Scotland) Regulations 2025. This legislation was created to close a legislative gap created by the introduction of the Recognition of Overseas qualifications (Charges) (England and Wales and Northern Ireland) Regulations 2025, which revoked an earlier regulation that extended across the whole of the UK. Increased articulation, a learner's movement into a second year of a degree with a Higher National Certificate (HNC) or into a third year of a degree with a Higher National Diploma (HND) gained at a college, was identified by the Commission of Fair Access to Higher Education in Scotland's final report 'A Blueprint for Fairness (2016) as a means to widen access to university. Scotland's National Articulation Forum, convened by Universities Scotland and Colleges Scotland with supporting from the Scottish Funding Council. The Forum's final report set out a series of recommendations, which are being progressed by the newly formed Joint Articulation Group, brought together by Universities Scotland and Colleges Scotland.</p>	<p>Concerns about legislation violating institutional autonomy, plus the devolved nature of higher education policymaking across the four UK nations.</p> <p>As a result of institutional autonomy, recognition of credit is solely the decision of the provider, so cannot be mandated. This can lead to inconsistent application of existing guidance, impacting learners.</p>

Action	Contribution of the action to the implementation of the commitment	Expected outcome(s)	Timeline	Achieved in 2027(Yes/No/Partially)	Provide short explanation
As part of the new Tertiary Quality Enhancement Framework, QAA will deliver, in partnership with College Development Network (CDN), 'Supporting Diverse Learner Journeys', the first topic of Scotland's Tertiary Enhancement Programme (STEP).	The current STEP topic will produce a broad range of research and project work to support diverse learner journeys, including those who use flexible and open learning pathways.	This topic will support diverse learner journeys by <ul style="list-style-type: none"> •Supporting transitions and navigating pathways; •Strengthening community and belonging; •Developing skills and capabilities for learning; and, •Delivering tailored, targeted and personalised support 	'Supporting Diverse Learner Journeys' will run from 2024-2028.		
In 2024, the Scottish Government commissioned the Scottish Credit and Qualifications Framework Partnership to scope a future national system to recognition of prior learning (RPL). This would seek to put in place a national level approach to RPL, addressing ongoing issues of inconsistent application of existing available guidance by employers and education institutions. The scoping exercise has been evaluated, and we hope to progress this work in 2025/26.	This work will contribute to consistent recognition of education and skills.	Specific outcomes will be agreed as the national system is developed. However, in the long term there should be both social and economic gains to ensuring individuals' skills and education are recognised.	This will be confirmed if the programme proceeds (a Ministerial decision is pending).		