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Transnational Education

TPG-LRC Plus · 12 November 2026



IES Instituto para o Ensino Superior

The MAReN publication on regulation, quality assurance and information provision in seven countries.

Anabela Martinho | IES / ENIC-NARIC Portugal

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Why this publication?

MAP

Provide a comparative picture of TNE regulation and practice across seven countries.

CONNECT

Bring together regulation, quality assurance, information provision and recognition.

SUPPORT

Help users understand how and to what extent automatic recognition can apply to TNE.

Croatia • France • Greece • Italy • Portugal • Slovenia • Spain

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Built by

MAReN
(contributions)

Croatia - Italy -France
Portugal - Spain

Country-level information collected and validated nationally.

AdReN
(contributions)

Greece - Slovenia
Croatia - Italy
(Building on the earlier Adriatic study)

Why this matters:

The report reflects national legislation and practice as described by the partners closest to each system.

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How the report is organised

01	**Introduction**	Project context, automatic recognition and the link between MAReN and AdReN	p. 5
02	**TNE: concept and guiding principles**	Definitions, types of provision, Lisbon Recognition Convention and quality principles	p. 9
03	**State of play in seven countries**	Country profiles on policy, provision, recognition and information sources	p. 15
04	**Conclusions**	Comparative observations and common information needs	p. 41

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TRANSNATIONAL EDUCATION IN THE ADRIATIC AND MEDITERRANEAN REGIONS

Regulation, quality assurance and information provision in 7 countries

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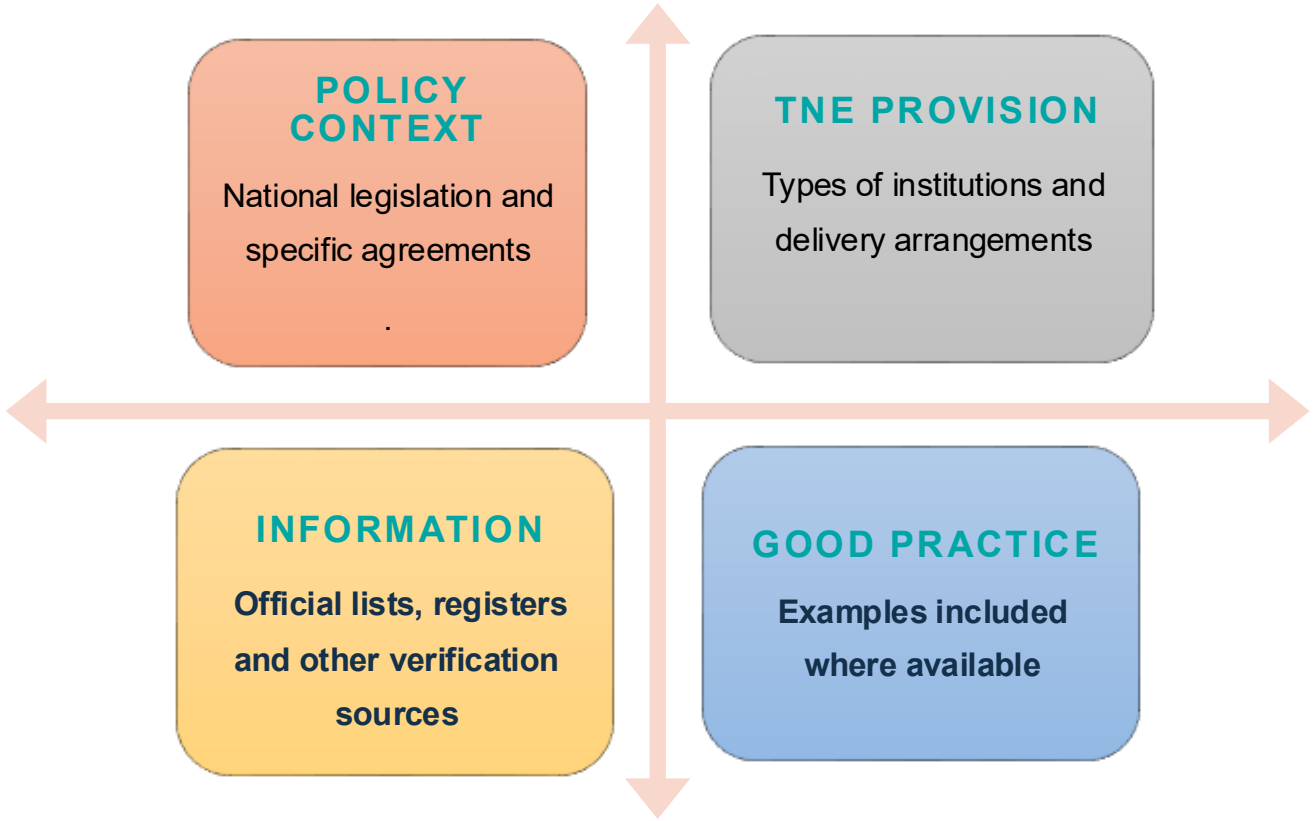
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What does the country-by-country analysis cover?



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How HEIs and ENIC-NARIC centres can use it

For a transnational qualification, establish:

1. Who delivered the programme?
2. Who awarded the qualification?
3. Is the awarding institution recognised?
4. Was the programme authorised and quality assured?
5. To which education system does the qualification belong?

The publication helps users

- identify the relevant national framework
- locate competent authorities and registers
- recognise information gaps
- support consistent, evidence-based decisions

Automatic recognition relies on trusted, verifiable system-level information. It does not remove the need to establish the status of the institution, programme and qualification.

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The Annex: TNE at upper secondary level

Why it matters

Final upper secondary qualifications may give access to higher education and therefore enter directly into admission and recognition practice.

The Annex provides information on

- national legislation on recognition
- types of international / TNE schools
- available lists and national good practices
- qualifications giving access to higher education

Target users: HEIs, ENIC-NARIC centres, recognition authorities and other bodies involved in access qualifications.

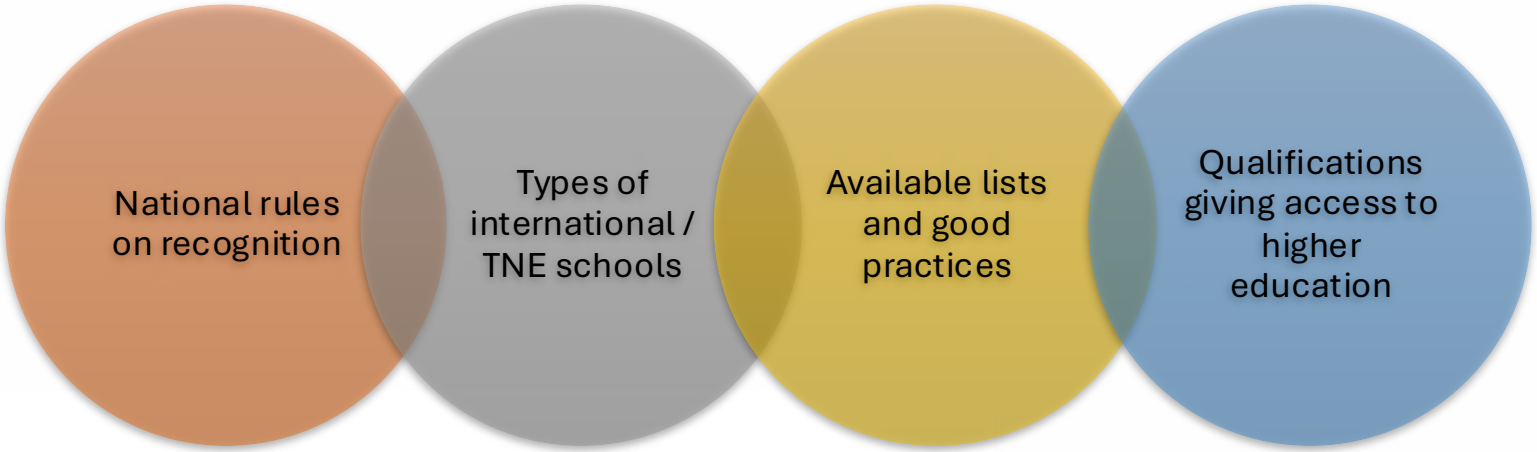
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ANNEX I

TNE at upper secondary education level in 7 countries



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Upper secondary level

7 countries

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A complementary study, published in March 2025

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Three messages to take away

COMPARABILITY

A common structure makes different national approaches easier to understand.

RELIABLE INFORMATION

Recognition decisions depend on current, transparent and verifiable information.

COOPERATION

Partner countries, HEIs and ENIC-NARIC centres turn information into trust.

.



The publication doesn't replace

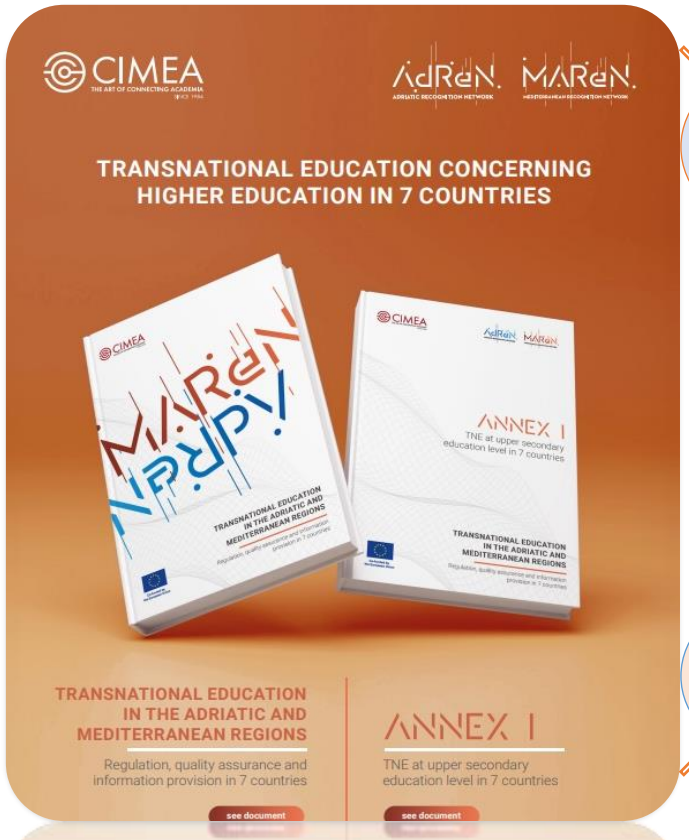
case-by-case analysis

It helps to ask the right questions

identify the right sources and find the right evidence.

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Publications and project resources



AdReN project: https://www.adren.info/adren-project/

MAReN project: https://marenetwork.info/maren-project/

Annex I: https://automaticrecognitionnetworks.info/wp-content/uploads/2025/03/ANNEX_Maren_TNE.pdf

Main publication: https://marenetwork.info/PDF/Transnational-Education-concerning-Higher-Education-in-7-countries.pdf

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Thank you for your attention.

Obrigada.

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