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REKTORU PADOME



POLISH NATIONAL AGENCY
FOR ACADEMIC EXCHANGE

Supporting Automatic Recognition of Qualifications at Higher Education Institutions

1 August 2025 – 31 July 2027

SUPPORT-AR PROPOSALS

Proposals for the content plan of training courses for HEIs on the principles of automatic recognition of higher and upper secondary education qualifications

Academic Information Centre (Latvia)

Peer learning activity “Facilitating Implementation of Automatic Recognition of Qualifications at Higher Education Institutions”

Mostar, Bosnia and Herzegovina on 13 October 2026



**Co-funded by
the European Union**

SUPPORT-AR PROJECT TEAM



ENIC and/or NARIC OFFICES

- **Latvia** – Academic Information centre (project coordinator)
- **Bosnia and Herzegovina** – Centre for Information and Recognition of Qualifications in Higher Education
- **France** – France Education international
- **Poland** – Polish National Agency for Academic Exchange

HEIs

- **Croatia** – Algebra Bernays University
- **Latvia** – University of Latvia (member of the FORTHEM Alliance)

HE sector representative

- **Latvia** – Council of Rectors of Latvia (member of the European University Association)

SUPPORT-AR PROJECT OVERVIEW

1 August 2025 – 31 July 2027

Aim: to facilitate the practical implementation of automatic recognition of qualifications at higher education institutions (HEI) by fostering their understanding of and trust in the principles of the automatic recognition of qualifications

Tasks and activities:

- In-depth **analysis of national practices and implementation of automatic recognition of qualifications** in the project partner countries – Latvia, Bosnia and Herzegovina, France, Poland (and Croatia)
- **Proposals** on the trainings of and informative support for HEIs concerning automatic recognition of qualifications
- 1 **peer learning activity** (Mostar), 3 **national workshops** (Latvia, Bosnia and Herzegovina, France) and 1 **conference** (Latvia)

Project webpage:

<https://aic.lv/en/about-aic/project/support-ar-projects>

METHODOLOGY FOR DESIGNING THE PROPOSALS

National country reports (including surveys of HEIs)

Oct 2025 – Mar 2026

Desk study (analysis of documents)

Apr – June 2026

Discussions and events of the project team

Oct 2025 – ...

Drafting the proposals

June – Sep 2026



NATIONAL COUNTRY REPORTS

*Supporting Automatic Recognition of Qualifications at Higher
Education Institutions*

1 August 2025 – 31 July 2027



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COUNTRY REPORT TEMPLATE

Latvia, Bosnia and Herzegovina, France, Poland

1. **Concept and national or regional policy provisions** of automatic recognition of foreign qualifications (national/regional legislation)
2. **National practices** of automatic recognition of foreign qualifications
 - National, regional level or local agreements of automatic recognition
 - ENIC and/or NARIC office's support to providing trainings to HEIs
3. **Databases/information sources** used for credential evaluation by ENIC/NARIC experts
4. **Survey of HEIs** and/or interviews with HEIs on the practices of automatic recognition
5. **Conclusions and recommendations** on the practices of the automatic recognition

Summary on the implementation of AR at HEI level

- Algebra Bernays University
- University of Latvia

Main questions from questionnaire of HEIs

- 1) Is the **term “automatic recognition”** known by the admission personnel at your HEI?
- 2) Does your HEI **apply** automatic recognition practices?
- 3) Does your HEI ensure **training(s)** on recognition and automatic recognition principles of foreign qualifications for new employees?
- 4) To which **type credentials** automatic recognition could be applied?
- 5) What **formal aspects** are considered when evaluating credentials for recognition?
- 6) What **information sources** are used when evaluating credentials for recognition?
- 7) What means of **capacity building** are more suited to gain information on credential evaluation?

NATIONAL FINDINGS (I)

National findings impacting content of the proposals

There are significant differences in how “automatic recognition” is applied across the partner countries

Country	Legislative Status of Automatic Recognition	Primary Regulatory Basis
Poland	Formally implemented via national law (2011/2015)	Act – Law on Higher Education and Science
France	No formal national legal definition; decentralised	Lisbon Recognition Convention (LRC); French Education Code
Croatia	Legally defined as access without a formal procedure	Act on the Recognition and Evaluation of Foreign Educational Qualifications
Bosnia and Herzegovina	No legislative framework for automatic recognition	Bilateral agreements and CIP recommendations
Latvia	Limited to specific agreements (Baltic/Benelux)	Education Law, Cabinet of Ministers Regulations



NATIONAL FINDINGS (II)

National findings impacting content of the proposals

Identified Challenges and Obstacles – based on the survey of HEIs

The reports highlight **several consistent barriers** to the implementation of AR:

- A widespread **failure to distinguish between “access” and “admission”**
- Persistent **scepticism regarding the quality of foreign qualifications**
- High autonomy leads to **inconsistent decisions, across different HEIs**
- Frequent **changes in HEI admission personnel** lead to a loss of institutional knowledge regarding recognition principles



Conceptual guidelines

To achieve consistent implementation of automatic recognition at national level, **following steps** should be undertaken:

- Develop a shared glossary (**standardise terminology**) aligned with the Lisbon Recognition Convention to ensure that all involved stakeholders understand “automatic recognition” as a right to access
- Provide consistent and ongoing **training and informative support** to ensure trusted information is available and accessible
- Promote the use of trusted and reliable information **databases and digital tools** that can reduce the administrative burden on individual institutions and support trust in foreign education systems
- Increase the **advisory role of national ENIC/NARIC offices** to help HEIs balancing their autonomy with national and European coherence



PROPOSALS FOR THE CONTENT PLAN OF TRAINING COURSES FOR HEIS ON THE PRINCIPLES OF AUTOMATIC RECOGNITION

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SCOPE AND AIM OF THE PROPOSALS

Target group of the proposals: ENIC/NARIC offices

Aim of the proposals

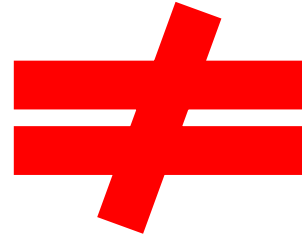
- Develop guidelines and a training content plan for HEIs' representatives
- Strengthen information and practical support for the implementation of AR

Scope of the proposals

- Guide for information dissemination on AR of full foreign formal qualifications
- Promote transparent and consistent recognition criteria across HEIs
- Focus on academic recognition of foreign HE and HE access qualifications

UNDERLYING CONCEPT OF THE GUIDANCE

Decision on automatic
recognition (access)



Decision on
admission

- Automatic recognition does not affect the **autonomy of HEIs**
- HEIs retain the authority to decide whether an applicant is **admitted** to a study programme
- Automatic recognition only determines whether the applicant is **eligible** to be considered for admission

STRUCTURE OF THE PROPOSALS AND KEY ELEMENTS

The proposals include 2 sections

1. Preparing and maintaining informative support

- Communicative and informative strategy
- Development of training materials and resources
- Stakeholder engagement and capacity building

2. Informative support and trainings

- Eligibility for automatic recognition of qualifications
- Criteria for credential assessment of system scope
- Functional differentiation: Access vs. Admission
- National and international level regulations
- Documenting decisions (clear transparent decision process)



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1. PREPARING AND MAINTAINING INFORMATIVE SUPPORT **PREPARATORY PHASE**



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COMMUNICATIVE AND INFORMATIVE STRATEGY

Developing an internal strategy

- Adapt the AR approach to national legislation and higher education traditions
- Identify HEIs' needs for information and preferred communication channels
- Define the format, scope, and frequency of training activities

Establishing internal guidelines and common communication approaches

- Hold regular discussions with credential evaluators and relevant staff
- Ensure a common understanding and consistent approach to AR guidance
- Maintain accessible, up-to-date information for all staff involved

Maintaining and providing up-to-date information

- Provide clear information on national legislation and treaties relevant to recognition of qualifications
- Regularly review and update information on LRC countries
- Include qualification levels and quality assurance arrangements

DEVELOPMENT OF TRAINING MATERIALS AND RESOURCES

Providing publicly accessible information

- Include relevant national legislation and procedures
- Use accessible language and user-friendly materials
- Build on existing guidance and resources where appropriate

Developing and providing information on practical implementation tools

- Provide checklists, guidance notes, examples, and self-assessment tools
- Include step-by-step instructions for applying AR principles
- Support HEIs in translating AR principles into institutional practice

STAKEHOLDER ENGAGEMENT AND CAPACITY BUILDING

Involving HEIs in the preparation phase

- Engage HEIs early in developing information and communication strategies
- Use HEI input to tailor information and training to the national context (qualification types, recognition cases, information needs, and communication channels)

Providing information through various channels

- Use diverse tools and communication channels: online resources, consultations, workshops, webinars, printed materials etc.
- Ensure information is accessible to HEIs with different needs, resources, and levels of experience

Establishing structured feedback mechanisms to identify needs of target groups

- Conduct targeted needs assessments to ensure relevant and practical support
- Collect and analyse HEIs' feedback to identify their needs and challenges
- Use findings to adapt training content and delivery methods

RECOMMENDATIONS FOR PREPARATORY PHASE

Recommendations to the ENIC/NARIC offices:

- Develop an overarching **communicative strategy**
- Maintain **up-to-date information** on relevant national and international regulations on AR of qualifications
- Build and develop **informative and practical tools** for HEIs
- Conduct **regular surveys of HEIs** regarding topics/methods/channels

Define the Strategic Approach

Identify legal requirements and HEI needs to select the most effective communication channels.

Guarantee Data Consistency & Accuracy

Establish internal guidelines and maintain up-to-date records on national legislation and foreign qualifications.

Deploy Practical Guidance Tools

Utilize the EAR-HEI Manual, checklists, and self-assessment notes to simplify complex recognition procedures.

Facilitate Institutional Training

Translate principles into practice through workshops, webinars, and templates tailored for admissions staff.



2. INFORMATIVE SUPPORT AND TRAININGS (CONTENT) DESIGNING PHASE

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DEFINING AR OF QUALIFICATIONS AND ITS KEY CHARACTERISTICS

*The proposals refer to the definition of AR of qualifications from the Council Recommendation (2018)**

Automatic mutual recognition of a qualification:

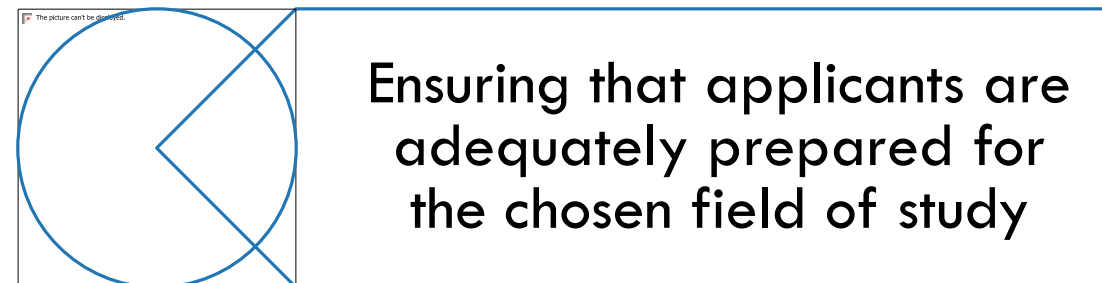
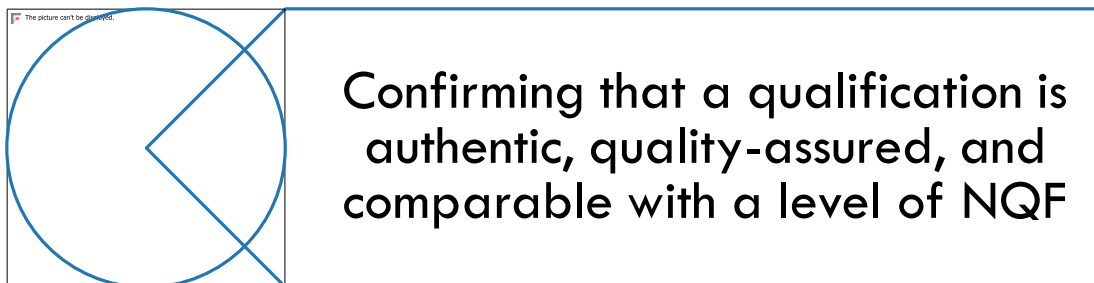
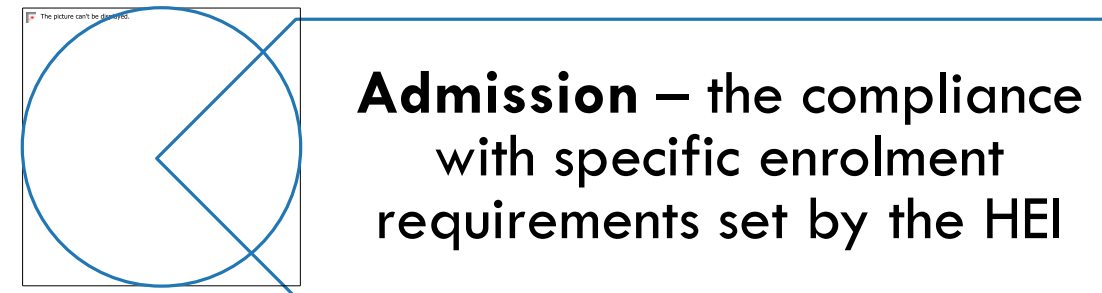
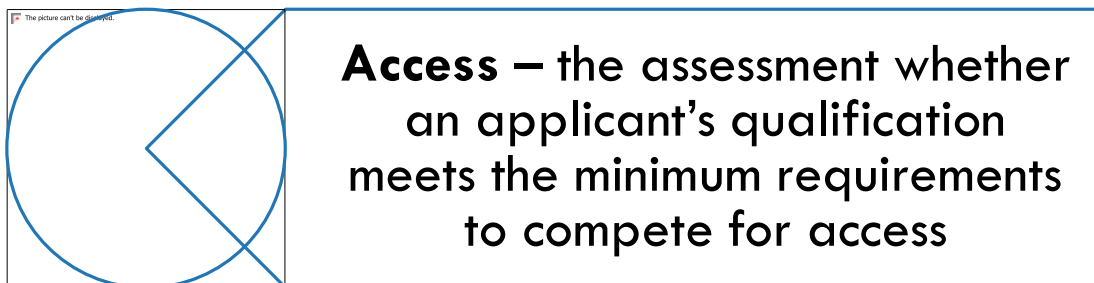
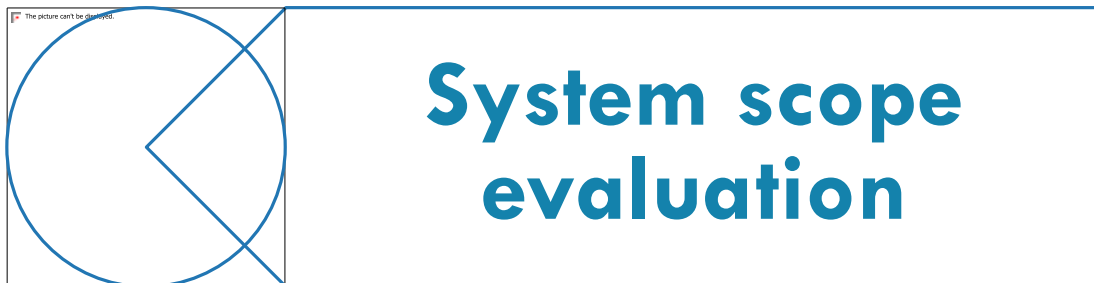
The right for holders of a qualification of a certain level that has been issued by one Member State to be **considered for entry to a higher education programme** in the next level in any other Member State, without having to go through any separate recognition procedure

This **shall not prejudice the right of a higher education institution** or the competent authorities to **set specific evaluation and admission criteria for a specific programme**

It does not prejudice the right to check, if the qualification is **authentic** and, in case of an upper secondary education and training qualification, if it really **gives access to higher education** in the Member State of issuance or, in duly justified cases, if the granted qualification **meets the requirements for accessing** a specific higher education programme in the receiving Member State

* Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (26 November 2018)

CLEAR DIFFERENTIATION



ELIGIBILITY CRITERIA* FOR AR OF QUALIFICATIONS: ISSUING COUNTRY

1. Is the issuing country a signatory of Lisbon Recognition Convention (LRC)? 
2. Is the national qualifications framework of the issuing country referenced to the European Qualifications Framework (EQF)? 
3. Is the quality assurance system of the issuing country based and aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)? 

Criterion does not apply to the HE access qualifications

* Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (26 November 2018)

ELIGIBILITY CRITERIA* FOR AR OF QUALIFICATIONS: **CREDENTIAL**

1.	Verification of authenticity: ■ recognised institution ✓ ■ quality assurance ✓ ■ genuine ✓	✓
2.	Verification of qualification level alignment	✓
3.	Verification of access rights in the country of origin	✓

* European Area of Recognition Manual for Higher Education Institutions ([EAR-HEI Manual](#))

PROGRAMME SCOPE ASSESSMENT

Credential assessment at programme level is a competence of education institution and forms part of the institutional autonomy of higher education institutions

HE programme specific requirements are **outside the scope of the LRC** and may include:

- Subject requirements – specific subjects or credits
- Academic performance – minimum grades or average results
- Entrance assessments – exams, interviews, motivation letters or portfolios
- Language proficiency – required level in the language of instruction

NATIONAL LEGAL FRAMEWORKS IN TRAININGS OF HEIS

Key aspects:

- ✓ Specify whether **decisions on recognition** are authoritative (legally binding), consultative (advisory), or based on methodological guidance
- ✓ Define the **division of responsibilities** between the national ENIC/NARIC offices and individual HEIs
- ✓ Highlight any **bilateral or multilateral agreements** mandating automatic recognition
- ✓ Inform about relevant **legislation, guidelines, or recommendations** impacting automatic recognition and credential evaluation

Training materials should clarify recognition in the national context



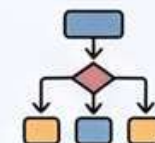
Binding Guidance

Regulations specify guidance is legally binding



Consultative

Guidance is used for consultation and advice



Methodological

Guidance provides a methodological approach

DECISION PATHWAYS

Considering national context and legislation

Request authorised body's evaluation

Positive decision on recognition
(access)

Programme scope evaluation

Decision on admission

Perform AR assessment

System scope assessment

Positive decision on AR
(access)

Programme scope evaluation

Decision on admission

RECOMMENDED MINIMUM CONTENT

1



Definition of the
“automatic recognition”
and its fundamental
principles

2



Eligibility criteria
for the AR of
qualifications

3



Evaluation criteria
for the AR of qualifications

4



Distinction between
recognition
and admission

5



National laws and regulations
stipulating recognition
and AR of qualifications

6



If available: national or regional
recognition guidelines
or manuals

7



Online databases and
information sources used
in credential evaluation

DOCUMENTING DECISIONS ON THE AR OF QUALIFICATIONS

Although the goal of recognition is admission, in case of appeals, process of making a decision should be **clearly and transparently documented**

Separate **two decisions**:

- 1) Recognition of qualification (AR)
- 2) Admission to HE programme

Document the evidence and process used to support each decision on recognition ensuring transparency, consistency and accountability

While applicants provide adequate and correct information, **credential evaluators are responsible for demonstrating non-compliance with requirements**

Automatic recognition of qualifications simplifies the procedure, but **transparent verification and documentation** remain essential

WE KINDLY ASK FOR YOUR FEEDBACK

Support-AR: proposals feedback
survey



Or shortened URL to Google Forms:

ej.uz/mqe55



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SUPPORT-AR PROJECT WEBPAGE:
<https://aic.lv/en/about-aic/project/support-ar-projekts>



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