Brief History

- **1983**: Regional Convention on the Recognition of Studies, Diplomas, and Degrees in Higher Education in Asia and the Pacific signed by 14 countries
- **1985**: October 23 Convention implemented
- **2005**: 8th Regional Committee Meeting in Kunming proposed to revise the Regional Convention
- **2011**: International Conference of States in Tokyo agreed to a the Asia-Pacific Regional Convention on the Recognition of Higher Education Qualifications in Higher Education
- **2012**: It was also agreed that a Toolkit be developed to assist the implementation.
The main goal behind the development of this toolkit is to provide a common reference guide for the Asia-Pacific region with regard to assessing higher education qualifications.
Objectives

- Inform recognition practitioners, policymakers, government officials, higher education institutions & other stakeholders about the Revised Regional Convention
- Present a common language and concept used by academic recognition practitioners to facilitate easier alignment of studies, diplomas, and degrees
- Provide an additional reference on assessment requirements; basic principles related to qualification assessment; partial studies; recognition of qualifications held by refugees, displaced people, and people in similar situations; and implementation mechanisms for making informed decisions
- Facilitate the implementation of regional cooperation regarding the recognition of qualifications in higher education through national, bilateral, sub-regional, and regional mechanisms
What is in this Toolkit?

- **Part 1**: introduction of the UNESCO Regional Convention on the Recognition of Foreign Qualifications in Asia and the Pacific.
- **Part 2**: principles related to assessing qualifications, assessment procedures, and requirements for assessing foreign qualifications.
- **Part 3**: procedures and criteria used for recognising qualifications, including the provision of access to higher education, partial studies, recognising foreign qualifications, and addressing substantial differences.
- **Part 4**: Provides descriptions of the tools required to facilitate the assessment of qualifications such as the National Information Centre and the UNESCO Asia-Pacific Higher Education Qualification Statement.
Key Goals of the Regional Convention

- is a legal framework that provides general guidelines to facilitate the implementation of regional cooperation in recognising qualifications. It aims to:
  - Create conditions to facilitate greater and smoother mobility for educational and cultural exchange
  - Facilitate student and academic mobility
  - Be able to judge the comparability of educational experiences and qualifications
  - Provide Asia-Pacific countries a comparable basis for recognising foreign higher education qualifications whilst incorporating the principles of legally correct, timely, and transparent decisions
Assessment of Qualifications

- Principles related to Assessing Qualifications
- Assessment Procedures
- Requirements for Qualification Assessment by a Competent Recognition Authority
- Information that should be provided to applicants
- Information on Qualifications for which recognition is sought
Procedures

- Assessment Criteria
- Status of an institution
- Assessment of individual qualifications
- Fees
- Translation
Procedures and Criteria for the Recognition of Qualifications

- Recognition that give access to Higher Education
- Recognition of Partial Studies
- Criteria for Assessing Foreign Qualifications
- Assessment of Special Cases (e.g. Refugees)
- Verification of the Authenticity of Documents
- Substantial Differences
- Learning Outcomes
- Qualifications issues several years earlier
- Length of study
- Assessment outcomes
Accreditation and Recognition Tools

- Required information packages
- National Information Centres
- Higher Education Qualification Statement
  - Structure of HEQS
  - Contents of HEQS
Appendix

- Principles of the UNESCO Code of Good Practices in the Provision of Transnational Education

- Principles of Transnational Education
Toolkit Consultation

- Two rounds of consultation were carried out (June and September)
- Comments received back from:
  - China (Overseas Academic Credential Evaluation Centre)
  - Republic of Korea (Korean Council for University Education)
  - Australia (Int Division, Department of Industry, Innovation, Science, Research and Tertiary Education)
  - Holy See
  - Japan, Higher Education Policy
Changes discussed and made at the Nanjing Working Party

- Diploma Supplement vs the Higher Education Qualification Statement
- Non-Traditional Modes
- Assessment Procedures
- Information for Which Qualification is Sought
- Translation
- Partial Studies
- Substantial Differences
- National Information Centre (NIC)
Higher Education Qualification Statement

- Need to change from Diploma Supplement (Lisbon)

- Agreed that it be changed to Higher Education Qualification Statement
Non-Traditional Modes

- Modes discussed
  - job training, self-study, on-line, evening classes, in-service courses for teachers, peer group, professional and vocational training,
- Not all examples are non-traditional modes in their country.
- Suggested that the use of alternative delivery modalities which are recognised in sending countries be used instead for the definition
Assessment Procedures

There was considerable discussion about whether a chapter be included on what it the Competent Recognition Authority (CRA) “what it does not do” or “does not access’

It was agreed not to include this chapter
Information on Qualifications for which Recognition is Sought

- No changes were made to this section
`it was agreed at Translation has to be maintained and implemented according to the requirements of the receiving country.
Recognition of Partial Studies

This was also discussed extensively.

It was agreed that guidelines on the recognition of partial studies for higher education institutions to follow while providing programmes should be included within the toolkit.
The Working Group agreed that a separate meeting on substantial differences be held because the issues and challenges are too huge to cover.
The Working Group asked that member states pursue the establishment of NICs in the region.

There should be a statement on the recognition of partial studies for higher education institutions to follow while providing a programme.
Thanks

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