

IO2_A3
Common Framework System of Procedures for
the Recognition of Study Titles and of the Professional Qualifications
of the asylum seekers refugees

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"Guidelines for the work inclusion of the refugees and the asylum seekers"
Re.Inclusion

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FIRST SECTION
Part n° 1
Definition and handbook

Part n° 1 - Definition and handbook

1.1 Introduction

The report of the Common Framework System of Procedures for the Recognition of Study Titles and Professional Qualifications of the asylum seekers refugees has the function of gathering information about the common procedures in Europe usable for the recognition of migrant's titles and qualifications and in particular, of seekers or holders of international protection. These procedures were identified by the different organizations that are part of that Re.Inclusion project. The following report is the conclusion of these research activities carried out by all the partners in the different countries: United Kingdom, Italy, Germany, Lithuania, Spain and Greece.

The aim of this report is to ease the consultation to the existing system and to illustrate in the first place the definitions of recognition and the normative reference framework, the acknowledgement paths, the regulated professions and the competent Ministries and also the network resources.

Furthermore this report includes the description of different procedures in each partner country in addition to the normative framework the detailed information in terms of implementation tools resources. In addition to the country reports the following report contents a comparison of the different procedures in the different countries and will point out commonalities as well as main differences. You will find each country report in the annex.

1.2 Definition of recognition

A foreign qualification or study title is not automatically **recognized** in Europe. It means that it has not a legal value, so it need to send to Italian authorities the official request of legal recognition in order to use it.

If a foreign person wants to use his study title in order to do a job, take part to an open competitive exam or continue his training path, he must ask for the **recognition**.

1.3 Analysis and comparison of Procedures for the recognition of qualification of the refugees

The structure of the following comparison follows the structure of the table of contents of each single country report of the procedures of the recognition of study titles and qualifications. The first part of the first section describes the legal framework of the recognition of study titles and professional qualifications. Central is the comparison between the participating countries. The detailed information can be found in the country reports.

The second part of the first section describes the individual Procedures for recognition of Professional Titles as well as Study Titles and for Obtaining Permission to Practice in (Regulated) Professions in every country. It also contains the visualization of the concrete procedures.

The second section of the report contains the Framework of best procedures, individuated thanks the the researches conducted in each involved country, and the final summary.

1.3.1 Legal Framework for the Regulations of Professions and Study Titles

The legal framework for the regulations of professions and study titles differ between the European countries. In general for EU citizens the rules differ from the rules for citizens of non-EU-member countries. The new EU Directive on the Recognition of Professional Qualifications came into force in 2005. It provides that the Member States of the EU recognize each other's vocational qualifications as being equivalent and grant people pursuing these professions free access to the domestic labour market. Regarding the rules and regulations for professions and study titles for citizens of third countries national law applies. Hence the regulations differ greatly in the respective countries.

The relevant information for refugees and practitioners who work with refugees is to point out not the details of every law but the importance of laws and regulations in general. In many countries of origin of the refugee's laws and regulations of professions and study titles are less frequent or lacking law enforcement, e.g. opening a business can be much easier than in European countries. Practitioners should provide relevant information about the laws and restrictions in the case of the asylum seeker and his field of profession. This is also very important because these laws and restrictions are the reason why procedures may take longer and waiting periods are necessary. Especially the issue of language is the reason why it takes time to start to work in a profession. Most professions and also entering the school and higher education system demands specific language skills in the language of the country of residence.

1.3.2 Outline of the Education and Higher Education System and Vocational Training

The schools systems of the different countries differ greatly. In countries like Germany where the education system is mostly regulated not by national but by federal law even school systems in between the country differ. Similar structures of separated school systems can be found in the UK where Scotland, Wales, England and North Ireland have different regulations and responsible authorities that determine the structure of the school system. In every participating country you not only have the right to education but the duty to provide education. In some countries this is implemented in general compulsory schooling, in other countries state-schooling and home schooling are equally possible. These regulations also hold true for children of asylum seekers or migrants. For migrants and asylum seekers of age the procedure to enter the school system is different in each country.

One of the less commonalities between all the participating countries is the standardized bachelor and master system at universities. To enter the higher education system and to continue or start studying at a University asylum seekers, migrants from Non-EU-Countries as well as EU-citizens have to contact the University itself as it is the competent authority that decides on the equivalence of study titles and credit points. Even though there is a common Bachelor and Master system, the universities and their thematic focuses in subjects differ. Hence which credit points of former classes can be taken in account is the matter of the relevant University.

Especially noticeable within the country reports was the outlining of the different vocational trainings. In every participating country different vocational training programmes on different levels on education are existent. This plays a great role when it comes to the work inclusion of refugees and asylum seekers as in most cases their educational background refers often to practical skills and experience. Vocational

training programmes are a great opportunity to get practical skills certificated and to enter the labour market.

For example, Spain, the UK and Greece have vocational trainings on initial, intermediate and advanced levels. Lithuania has 74 different vocational education and training institutions. Germany has a dual school-based vocational training that can lead to further trainings that allows you to start your own business or to train trainees. The importance of education, that leads to practical qualifications and skills, increases.

1.3.3 Administrative Structures for the regulation of Professions and Study Titles

In Germany and Spain there is a decentralised education system. This means there are different authorities on national level that decide on the general educational policy and authorities on local level that build the executive and administrative competences. In Spain the competent authority on national level is the Ministry of Education, Culture and Sport, and the autonomous communities with their departments for education, as well as the respective universities. In Germany you will find different institutions for different professions, e.g. Chambers of Crafts, Ministry of Education and Cultural Affairs of each federal state etc.

In the UK the decentralised education system is made up of the different parts of the UK, such as England, Scotland, Northern Ireland and Wales. For example there are two different degree-awarding bodies of higher education the FQHEIS for Scotland and the FHEQ for the other parts of the UK.

In Lithuania the recognition of regulated professions is coordinated by the Ministry of Social Security and Labour. The recognition of school certificates is issued by schools and universities are responsible for the recognition of diplomas. The Qualification and Vocational Education and Training Development Centre is responsible for managing Lithuanian qualification system.

In Greece the Ministry of Education, Research and Religious Affairs is responsible of the management and supervision of primary, secondary, and higher education. However, the managerial administration is exercised at regional level by the regional Education Directorates. The National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) is responsible for the certification of graduates of the initial vocational training and continuing vocational training and certification of qualifications.

For refugees it is important to gain an overview over the educational system and over the responsible ministries for recognition of professions and study titles. This is best obtained through a simplified visualisation of the information in form of a graphic flow chart.

1.3.4 Protected professional Titles and Recognition Provisions

In Germany, Greece, and the UK there are many regulated professions that require specific qualifications. It is crucial to provide these qualifications in order to practice in these professions. Furthermore, most of these professions require higher educational degrees. For specific information on a list of regulated professions see the respective country reports. Self-employment in these countries is only possible under strict regulations and for certain non-regulated professions.

In Lithuania and Spain there are less regulated professions. Nonetheless, the same requirements for qualification are crucial for work allowance.

It is important to provide migrants and asylum seekers with information about the difference between a regulated profession and a non-regulated profession. It is necessary to point out that this is a matter of standard and level of education that is required to practice in this profession. The information should contain a list of professions that require proof of qualifications to practice or to start a business.

1.3.5 Characteristics of formal qualifications, labour market experiences, informal skills, and soft skills

For refugees, asylum seekers and migrants it is important to know how formal qualifications, labour market experiences, informal skills (such as language proficiency, productivity etc.) and soft skills are formatted in an application. It can be noted that official certificates have to be attached to the application in every country.

On a European level two initiatives of the European commission exist to make qualifications comparable between European countries. The European Qualification Framework (EQF) can be used to identify the level of formal education of the applicant. The European Credit System for Vocational Education and Training (ECVET) shall become a system that compares the level of vocational trainings across European countries.

Lithuania, the UK, Germany and Greece use a national variation of the EQF European Qualification Framework. On the website of the EQF system there is a tool to compare levels of formal education in different countries, however, the web tools is not particularly useful. In some countries, for example Germany, the national variation of the EQF has not been well-established yet.

Labour market experiences are usually certificated by a reference letter written by the employer.

Furthermore, informal and soft skills are reported as being highly valued by employers and play an increasing role in the application process in all countries.

1.3.6 Existing Regulations and Opportunities for the Recognition of Informal Skills and Competences and Work Experience

The recognition of informal skills involves the identification and documentation of what someone knows or can do. It also involves the validation that the person satisfies certain requirements or standards and the awarding of a recognised certification or qualification.

The national variation of the EQF in the UK, Lithuania and Greece provide possibilities that allow you to get your informal skills and competences assessed. However, that does not hold true for Germany. In Germany there is the possibility to formalize your informal qualifications you got through work experience. If you have worked in Professions that requires vocational apprenticeship you can apply at the responsible authority to take part in the final exam as an external student. Therefore you need to work in the profession 1,5 times the duration of the actual training.

Spain has an IT-tool called ACCREDITA which can be accessed through the TodoFP web portal. This tool allows an evaluation and accreditation process leading to the award of a vocational training qualification or a certificate of professional experience. In case of insufficient professional competences, existing competences can be partly accredited and further training provided. This is only relevant for refugees who have got a residence permit.

1.3.7 National Practices concerning Other Forms of Recognition of Professional Qualifications (e.g. Reference Letters, Skills Passes)

Professional qualification recognition needs to follow formal channels and there are no provisions for the recognition of reference letters or skills passes as proof of qualification in the respective countries. However, reference letters and skill passes can be handed in as additional information to the official title, in this they do not have a value of their own but can work to have an advantage over other employees.

In Germany there is a network of competence centres in the 16 federal states called IQ (Integration through Qualification). These competences centres offer counselling for credentials recognition and skills advancement and develop as well as implement the necessary bridge training to attain full recognition of foreign qualifications. Beyond that these centres are dedicated to migrant-specific concerns at the federal level. They provide expert advice and assistance to the regional networks. These centres develop training schemes, instruments, and policy recommendations for integrating migrants into the labour market.

1.3.8 Contact Points and Access for Refugees to Acquire Information about the Existing System and Procedures in Respective Country

For information on the contact points see the respective country reports and the chapter on the overview over procedures within the respective countries and chapter where contact points and dresses are listed.

1.3.9 NGO's Work and Role in the Field

In different countries NGO's play different roles. For example in Lithuania where only a small number of refugees seek for asylum there are only two NGOs and just few volunteers. In this case the NGO's may play a great role but only for a few refugees and migrants. Whereas in Spain the NGO's work as first contact point with the legal procedures and requirements after the state institutions take over. So it is expected that the official structure of the procedure of social and work inclusion of migrants and asylum seekers is dependend on NGO's work in the field. These NGO's play a great role and in some cases are the only contact persons for migrants and refugees. In the UK there are several NGOs working with migrants. On the other hand, in Greece and Germany the NGO's and voluntary work in general play an important role in the field of social and work inclusion of refugees and migrants. Especially in Germany, where there is a lack of qualified employees many NGOs evolve out of interest of the economic sector to fasten the work inclusion of refugees.

FIRST SECTION

Part n° 2

Description of research analysis in each Partner Country



2.1 Analysis of Framework system Procedures for the recognition of qualifications

2.1.1 Framework System Procedures for the recognition of qualifications in ITALY

Legal framework for the regulations of professions and study titles

Nowadays, in legal framework we can find:

- Laws concerning the realization of European Directives in the field of mutual recognition within the member countries of qualification and work experiences and study titles obtained in the origin country;
- bilateral agreements between European countries in the field of mutual recognition of study or professional qualifications;
- national laws in the field of recognition of foreign qualifications.

International Regulation

International governmental organizations, according to their specific institutional tasks, adopted different laws addressed to the international recognition of study and professional qualifications.

In 1997 year, European Council and Unesco¹ approved the Agreement about the recognition of high Education qualifications in European Region² (Lisbon Treaty)

European Union adopted the Directives³ addressed to the realization of free circulation of professionals and their mutual recognition of professional qualification.

- European Council - Unesco
- Lisbon Treaty⁴
- European Union
- Directives about the recognition of professional qualifications⁵

Concerning the International Protection regulars, art. 27 of European **Directive 2004/83/CE** establishes that Member Countries must guarantee the equal treatment among refugees and asylum seekers and citizens in the framework of in force procedures concerning the recognition of foreign diploma, qualifications and titles.

European Directive 2011/95/UE art. 28 confirms this duty.

Art. VII of Lisbon Treaty refers the procedures of recognition of refugees' and asylum seekers' qualifications and it establishes that:

"Each Country, within its educational system and according to its constitutional and juridical regulations, shall adopt all possible and reasonable measures in order to elaborate procedures that aim at evaluate in an equal and efficient way if refugees and similar have the needed requirements to have access to high education, training programmes or jobs, even if the study titles granted by the Country of origin can't be demonstrated with official documents".

The Lisbon Treaty is the only International Deed with a binding power for all signatory Countries.

¹ <http://en.unesco.org/>

² http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2257Conven_cf2.htm

³ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/1479Dirett_cf2.htm

⁴ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2257Conven_cf2.htm

⁵ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/1479Dirett_cf2.htm



Italian Regulations

Study titles or professional qualifications obtained abroad are not valid in Italy, except for the cases the Italian laws foresee.

All information about the reference Italian and international Regulations are available on Ministry of Education, University and Research's website⁶

Italy adopted a legal system addressed to the recognition of academic titles and professional qualifications obtained abroad.

This system includes the Regulation for the realization of European Directives⁷ and for the laws adjustment, the bilateral agreements⁸ between Italy and foreign countries in the field of mutual recognition of study title, Italian regulations for the recognition of foreign study titles and qualifications.

- Realization of European Directives⁹
- Bilateral Agreements¹⁰
- Italian regulations¹¹

Lisbon Treaty was ratified in Italy thanks to the Law n. 148/2002.

The art. 26 of Legislative Decree 251/2007 (and modifications foreseen by Legislative Decree 18/2014) establishes that "*The holders of refugee status or subsidiary protection have the same provisions concerning the recognition of diplomas, certificates and other foreign titles for Italian citizens*" (paragraph 3).

Concerning the recognition of professional qualifications, diploma, certificates and other titles that refugees or asylum seekers obtained abroad, the Italian regulations foresee that "*the public bodies in charge shall find adequate evaluation, validation and accreditation system, in order to allow the recognition according to art. 49 of President of Republic Decree 31/08/1999 n. 394. The evaluation has to be done even if the country of origin of the applicant of recognition doesn't provide official certifications, if the applicant proves that it's not possible to obtain the certifications*". (paragraph 3-bis)¹²

General Management offices for student, development and internationalization of high education, invited all Italian high education institutions " to insure the recognition of study periods or paths realized abroad and foreign study titles, in order to give to the foreign people the possibility to have access to high education, university and obtain Italian academic titles (art. 2 Law 148/2002)" and "to realized all needed efforts in order to create national procedures and systems with the aim to evaluate refugees and asylum seekers' qualifications even if they have not enough documents to prove them".

⁶ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0360Normat/index_cf2.htm

⁷ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2259Attuaz_cf2.htm

⁸ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2258Accord_cf2.htm

⁹ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2259Attuaz_cf2.htm

¹⁰ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2258Accord_cf2.htm

¹¹ http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2260Normat_cf2.htm

¹² To examine in depth, please see the [section dedicated to the recognition of holders of international protection's study titles](#)



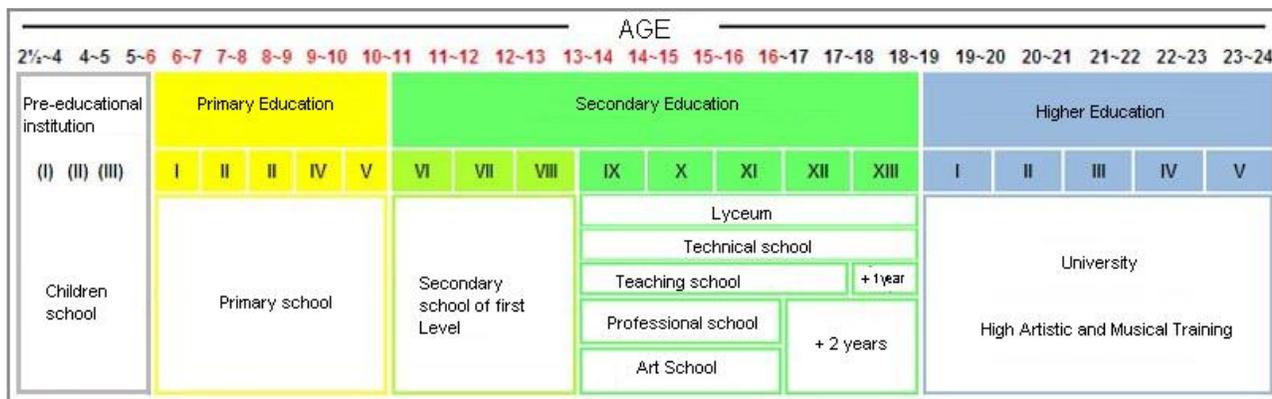
Besides, it invites the high education institutions "to use the experiences of **ENIC-NARIC**¹³ and the international **good practices**.

It happened within the "Procedures for the access of foreign visa applying students to high education 2016-2017" and according to the existing laws and procedures concerning the academic titles recognition established by Italian high education institutions (art. 2 Law 148/2002)¹⁴

Outline of the vocational training and higher education system

Foreign citizens that want to do a regulated profession in Italy, continue their training path or take part to public exams, must have a study title or a professional qualification with legal value in Italy. For this reason, if they have a foreign title, could activate a formal recognition procedure even if it's not compulsory for all professions.

Our education system is the following:



¹³ <http://www.enic-naric.net/italy.aspx>

¹⁴ http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2547Ratifi.htm



Administrative Structure for the regulation of professions and study titles

Definition of recognition

A foreign qualification or study title is not automatically **recognized** in Italy. It means that it has not a legal value, so it need to send to Italian authorities the official request of legal recognition in order to use it.

If a foreign person wants to use his study title in order to do a job, take part to an open competitive exam or continue his training path, he must ask for the **recognition**.

For this reason, it's very important to understand the meaning of each **word**. The following words are usually used as synonymous, but they refer different juridical situations:

- School or academic "**Equipollenza**": it's the equivalence between a study title obtained abroad and a specific study title existing in the Italian educational framework; it's the widest recognition because it's valid in all situations
- "**Equivalenza**" is the declaration of recognition of a foreign study title and it allows to European citizens to take part to an open competitive exam. In order to obtain it, it needs to send an official request linked to the specific public announcement, and so the declaration of value is valid only for the aims of that specific public announcement
- "**Riconoscimento**" is a comparison of level between a foreign study title and an Italian one and it's used just for specific aims (continuation of school, access to job etc.)

In order to ask for recognition of a study title, it needs to ask for the **Legalisation of the Title** and the **Declaration of value**.

Legalisation of the Title

Study Title is an official document. Some national regulations foresee that the official documents must be legalized in order to insure their authenticity.

Go to

National Authorities in charge where the study title was delivered are responsible for the Legalization.

Declaration of Value

Declaration of value is an official document, that describes a specific qualification granted by a foreign educational institution. It's written in Italian and it includes **all information about the study title obtained** abroad and about its value in the Country where the people obtained it. It's Issued by Italian Diplomatic Representation (Embassy / Consulate) in charge where the people obtained the title.



Declaration of value doesn't give a legal recognition to the study title, but it's very important because it's needed within the **procedures of recognition of foreign study title**.¹⁵

Declaration of value is not the legal translation of title, that is the sworn translation done by a professional translator (which insures the fidelity to the original text) , or by other people and then legalized by the Consulate.

Declaration of value is an official document that includes the following data:

- Holder's surname, name, data and place of birth;
- Public authority in charge in the Country where the person obtained the title;
- Data of Study Title;
- Official registration number;
- Name of the institution school or university that granted the study title;
- Field, specialization;
- Duration of the course;
- General average of the final exam;
- Evaluation system in the Country where the person obtained the title;
- Reference career / profession (in case of recognition of professional qualification)

Needed documents

The needed documents change according the bilateral agreements that the Country of origin stipulated with Italy. For this reason, it's very important to go to the Italian Diplomatic Representations in charge where the people obtained the title in order to ask for all information.

In all cases, it needs:

- original or authenticate copy of study title
- legal translation in Italian of the study title

Go to

In order to obtain the Declaration of value and ask for the needed documents, people have to go to the Italian Consulate in charge of the Country of origin.

What is recognized:

- Diploma of Secondary school of first level
- Diploma of High Secondary school
- University Degree / Academic or Conservatory Diploma
- PhD
- Professional qualifications

¹⁵ <http://www.comune.modena.it/europedirect/europa-in-diretta-1/vivere-in-italia/riconoscimento-titoli-di-studio/riconoscimento-titoli-di-studio-stranieri-in-italia>



Protected professional titles and recognition provisions

In order to practice a not regulated profession (professions that don't need specific legal requirements), a person has just to demonstrate his experiences and competences. But, also in these cases, it could be useful to obtain the recognition of his study title or professional qualification. On the contrary, in order to practice a regulated profession (medical professions, teachers, lawyers, accountants, psychologists etc.) the official recognition of study title is compulsory.

The **official recognition** is based on a **comparative logic**: the study or professional path did abroad is compared with a similar Italian one and authorities in charge establish similarities and differences. Sometimes the recognition is immediately effective, sometimes it needs further measures in order to bridge the gap between two paths and sometimes the study title or the professional qualification is not recognized.

Refugees usually can't ask for the documents to their national authorities (included Consulates abroad) because they have a well-founded fear of persecution. This situation could cause a lot of problems within the administrative procedures that force the refugees to demonstrate their personal training path, through documents and titles granted by the authorities in charge in their Country of origin. The lacking of these documents could impede the realization of a fundamental right.

In order to face to this problem, in accordance with **Geneva Convention**,¹⁶ the Country that hosts the refugee must help in during the administrative procedures, with the production of documents and certificates that are usually granted by the authorities in charge in his Country of origin. Sometimes, also protection seekers or humanitarian of subsidiary protection holders can obtain this help.

The Geneva Convention foresees that:

Art. 25 Administrative assistance:

1. When the exercise of a right by a refugee would normally require the assistance of authorities of a foreign country to whom he cannot have recourse, the Contracting States in whose territory he is residing shall arrange that such assistance be afforded to him by their own authorities or by an international authority.
2. The authority or authorities mentioned in paragraph 1 shall deliver or cause to be delivered under their supervision to refugees such documents or certifications as would normally be delivered to aliens by or through their national authorities.
3. Documents or certifications so delivered shall stand in the stead of the official instruments delivered to aliens by or through their national authorities, and shall be given credence in the absence of proof to the contrary.

¹⁶ https://www.unhcr.it/wp-content/uploads/2016/01/Convenzione_Ginevra_1951.pdf



The procedure concerning the recognition of a study title obtained abroad is very complicated and could involve a lot of Bodies, according to the typology of study title and the aims of recognition. One of the most frequent problem refers the impossibility for a refugee to obtain his diploma, certificates and all needed documents referring his study path. For this reason, **Legislative Decree 18/2014** (in accordance with the **European Directive 2011/95/UE**)¹⁷ introduced a new law that foresees the creation of a study title recognition without original documents. Paragraph 3-bis of art. 26 Legislative Decree 251/2007¹⁸ (and modifications of Legislative Decree 18/2014), foresees that "the public bodies in charge shall find adequate **evaluation, validation and accreditation** system, in order to allow the recognition according to art. 49 of President of Republic Decree 31/08/1999 n. 394¹⁹. The evaluation has to be done **even if the country of origin of the applicant of recognition doesn't provide official certifications**, if the applicant proves that **it's not possible to obtain the certifications**".

When the applicant has the **original documents**, the procedure foresees in any cases the production of a further document called "**Declaration of value**", that certifies the value of the title obtained abroad and that is issued by Italian Diplomatic Representation (Embassy / Consulate) in charge where the people obtained the title.

Administrative assistance is insured thanks to the procedure "**Declaration on value on site**". Minister of Foreign Trade helps the international protection seekers with the aim to obtain the Declaration of value on site. **Office VII of DGSP (General Management for Promotion of Country System)** asks for the declaration of value instead of the applicant and then send by mail the request to the applicant.

Needed documents: original study title; copy of documents certify the qualification of International Protection holder; applicant' general data (address, telephone number etc.).

Delivery address: Ministero degli Affari Esteri – DGSP (Direzione Generale per la Promozione del Sistema Paese) – Ufficio VII, piazzale della Farnesina 1, 00135 Roma. Telephone 06/36912760, e-mail pierpaolo.savio@esteri.it.

Procedures for recognition of professional titles as well as study titles and for obtaining permission to practice in (regulated) professions

Recognition of final qualification obtained in secondary school or equalized ones (1st and 2nd level)

The procedures concerning the final qualifications obtained in secondary schools of 1st and 2nd level refer the schools that many years ago were called "Scuole medie" and "Scuole superiori". The main goal of these procedures is the obtainment of "**Equipollenza**" of study titles.

Public Authorities that deal in the field of recognition of final titles that refugees and Asylum seekers obtained abroad in secondary schools of 1st and 2nd level are:

- Ministry of Foreign Affairs²⁰
- Provincial Scholastic Offices²¹

¹⁷ <http://www.programmaintegra.it/wp/wp-content/uploads/2014/03/Decreto-legislativo.pdf>

¹⁸ <http://www.tuttostranieri.it/forum/index.php?topic=8703.0>

¹⁹ http://www.esteri.it/mae/normative/normativa_consolare/visti/dpr394_1999modificato.pdf

²⁰ <http://www.esteri.it/mae/it/>



MAE receives the applications with all attached documents and send them to Italian Diplomatic Representation in charge where the people obtained the title. It grants the Declaration of Value on site.

USP collects the documents foreseen by MIUR. Sometimes, it needs to pass supplementary exams in order to obtain the recognition of Equipollenza.

In order to obtain the Equipollenza of a secondary school title, it needs to follow these steps:

- Ministry of Foreign Affairs
- Provincial Scholastic Offices
- Supplementary Exams

Declaration of value on site is the first needed document in order to apply for the recognition of study titles and professional qualifications. To obtain it, refugees can ask for the help of MAE, and, in particular way, they can use the services provided by General Management for Promotion of Country System, Office VII - Inter-University cooperation, scholarships and study titles.

This office, instead of the applicant, asks for the Declaration of Value to Italian Diplomatic Representation in charge where the people obtained the title.

Office VII collects all needed documents and send them by mail to Italian Diplomatic Representation in charge. It, thanks to confidential investigations, realizes all needed verifications in order to issue the Declaration of Value. If the investigations have a positive result, Italian Diplomatic Representation grants the Declaration of Value and send again all documents to MAE.

Needed documents in order to ask for the Declaration of Value:

- documents that certify the status;
- original study title (or copy, but it's the original is better)
- study title translation (it's not compulsory)
- potential mandate

Everyone can translate the title; applicant also can do it and then register it in an Italian Courthouse (sworn translation), without the help of an official translator. In this way, he can reduce procedure's costs.

MAE will give back the documents to the applicant, by hand or mail.

When an applicant receive the declaration of value, he has to go to:

- Provincial USP, in order to obtain the Equipollenza of study titles obtained in secondary schools of 1st level (ex "Scuole medie");
- Any USP, in order to obtain the Equipollenza of study titles obtained in secondary schools of 2nd level (High school diploma).

²¹ http://hubmiur.pubblica.istruzione.it/web/istruzione/siti_csa



MIUR needs the following documents:

1. Application form
2. Original of study title, with Declaration of Value
3. Applicant's Study Path, where he has to precise the scholastic years and the main subjects of training. This Curriculum must include the positive results of final exams and possible work experiences connected to the reference study title.
4. List of Training subjects. If school doesn't issue the certification, Italian Diplomatic Representation in charge can collect information on site about the training programs.
5. Any other documents (original or copy) that the applicant thinks could be useful in order to prove the information declared in his applicant's study path

All documents written in foreign languages must be sent with an Italian Translation. Translation must be certified by Italian Diplomatic Authority in charge where the applicant obtained the title or sworn by an Italian Courthouse.

Copies of documents could be authenticated by the Italian Diplomatic Authority in charge where the applicant obtained the title or in Italy by a Notary, Clerk of the Court, or in an Italian Municipality office.

When USP collects the documents, it finds an Italian School that can evaluate the title in order to give the recognition. This Italian School has to be similar to the Foreign School that granted the title.

Within 90 days, documentation is evaluated.

At the end of the evaluation process it's possible:

- to obtain the total Equipollenza, that is the full recognition of the foreign title according to an Italian one
- to obtain the partial Equipollenza. In this case, the applicant must pass supplementary tests (exams, interviews etc..) in order to obtain the full recognition.

USP issues the Recognition Decree after 90 days since the application data and after the School's evaluation-

For further information, please contact:

Ministero dell'Istruzione, dell'Università e della Ricerca
DG per gli Ordinamenti Scolastici e per l'Autonomia Scolastica
Ufficio VI - 06/58492090; 06/58493632



Recognition of Academic Titles

According to Art. 2 of Law n. 11/07/2002²², Universities are responsible for recognition of paths of studies developed abroad and for foreign study titles needed to have access to high school, to continue University or to obtain Italian academic titles.

Requirements

In order to apply for the recognition of an academic study title, it needs that:

- the foreign study title refers an University or other similar institutions
- the foreign study title is official
- the foreign study title is a final certification of 1st, 2nd or 3rd level (bachelor-level, master level or more)
- in Italy it exists a similar study title

Documents

Italian Universities can work in this field with autonomy. It means that each University can decide the documents that the applicant must produce in order to obtain the recognition.

The required documents usually are:

- Original of Degree, with the detailed list of passed exams
- Study program
- Legalization of study title (produced by competent body in the Country of origin)
- Official translation in Italian language of Degree and Study program (produced by Diplomatic Representation in charge in the Country of origin)
- Declaration of value (produced by Diplomatic Representation in charge in the Country of origin)

Access to University (First level courses)

a) Procedure of evaluation of final titles obtained in a foreign high school in order to have access to First Level Courses (First level Degree or Academic Diploma)

This procedure doesn't transform a foreign high school title in an Italian one, but it allow the access to First level courses if the foreign title has **all** the following characteristics:

- the foreign high school title is official in the foreign educational system
- the foreign high school title allows abroad the access to first level courses (ex. University)
- the foreign high school title has been obtained after 12 years if school
- if foreseen, the access to First Level Courses needs a preliminary test

Sometimes, the recognition of foreign high school title needs specific requirements. The list of these added titles and requirements is available in the Annex 1²³ of Procedures for the access of foreign students to High Education 2016-2017²⁴.

Information about courses and needed documents are provided by Italian Institutions of Higher Education²⁵

²² http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2547Ratifi.htm

²³ http://www.studiare-in-italia.it/studentistranieri/moduli/Allegato1_rev_2016.pdf

²⁴ <http://www.studiare-in-italia.it/studentistranieri/>

²⁵ <http://www.universitaly.it/index.php/maps/>

Continuation of studies (Second and Third Level Courses)

a) Procedure of evaluation of final titles obtained in a foreign first and second level school in order to have access to Second Level Courses (Ex. Master's Degree) or Third Level Courses (PhD)

This procedure doesn't transform a foreign study title in an Italian one, but it allow the access to Second or Third level courses if the foreign title has **all** the following characteristics:

- the foreign First or Second Level title is official in the foreign educational system
- the foreign First or Second Level title allows abroad the access to Second or Third level courses
- the foreign First or Second Level title has the same characteristics of the similar Italian one (ex. academic requirements, research elements etc.)

These requirements refer all students with a foreign title, regardless their nationality. They refer both qualification granted in European Union Countries and in Not-European Union Countries.

Information about courses and needed documents are provided by Italian Institutions of Higher Education.

Italian University study title ("Equipollenza")

a) Procedure of evaluation of final titles obtained in a foreign first and second level school in order to obtain the correspondent Italian final certification.

This procedure has the aim to **grant an Italian study title**, with a legal value in our Country.

Many years ago, this procedure was called "**equipollenza**", but with the Law 148/2002 this word disappeared. Besides, art. 9 of Law 148/2002 abrogated the old procedure of "Equipollenza".

The evaluation of a foreign study title can produce different results:

- a) the grant of the correspondent Italian title without the need to pass other exams or produce final papers; this procedure is called "**direct recognition**" or "direct equipollenza" (very rare cases);
- b) the request to pass other exams or obtain further or produce final papers in order to complete the foreign study path and make it similar the correspondent Italian one; this procedure is called "**reduction of courses**"

In order to evaluate the request of recognition, foreign title must have all the following characteristics:

- the foreign First or Second Level title is official in the foreign educational system
- the foreign First or Second Level title allows abroad the access to Second or Third level courses
- the foreign First or Second Level title has the same characteristics of the similar Italian one (ex. academic requirements, research elements etc.)
- it needs that in Italy it exists a study title that can be compared with the foreign one, for typology and main subjects



These requirements refer all students with a foreign title, regardless their nationality. They refer both qualification granted in European Union Countries and in Not-European Union Countries.

Information about courses and needed documents are provided by Italian Institutions of Higher Education.

"Equipollenza" of a PhD

Sometimes, PhD granted by foreign Universities can be recognized in Italy according to the art. 74 of Presidential Decree n. 382/80. Recognition of PhD is not regulated by the Law 148/2002 because the competent body is Ministry of Education, University and Research, with the contribution of CUN (National University Council²⁶).

In order to obtain information about the requirements needed to have access to this procedure of recognition and about the needed documents that have to be attached to the application, it needs to contact the competent Ministerial office:

Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR)
Direzione Generale per lo Studente, lo sviluppo e l'internazionalizzazione della formazione superiore –
Uff. VI
Via Michele Carcani, 61 – 00153 Roma
e-mail: dgsinfs.ufficio6@miur.it
tel. +39 06.58497061

In order to download the application form and obtain further information, it's possible to check MIUR website at the following page:

http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/bc950609-e26d-4ca1-b222-ac8bdbe5dda0/Equipollenza_Dottorato_ricerca_dpr382.pdf

Correspondence table among Italian and foreign academic positions

Ministerial Decree n. 662²⁷ 1st September 2016 defines the correspondences among Italian and foreign academic positions: the Correspondence table²⁸, that is part of the Decree, is available at this link: http://attiministeriali.miur.it/media/303091/allegato_dm_662.pdf

Go to

The holder of a foreign academic title has to go to University that activated a similar study path.

In order to search for the study paths activate by Italian University, it's possible to consult the Database of Italian Universities created by Ministry of University and Research.

The database is available at this link: <http://cercauniversita.cineca.it/>

It also possible to go to.

²⁶ <https://www.cun.it/homepage/>

²⁷ <http://attiministeriali.miur.it/anno-2016/settembre/dm-01092016.aspx>

²⁸ http://attiministeriali.miur.it/media/303091/allegato_dm_662.pdf



CIMEA

Centro Informazioni Mobilità e Equivalenze Accademiche

via XXI Aprile n. 36 00162 Roma tel. 06 - 86321281

cimea@fondazionerui.it

<http://www.cimea.it/>

Legislative references: [Legge 11 luglio 2002 n. 148](#)

The recognition for not academic aims

In order to take part to a public exam, in Italy, it doesn't need to ask for the "equipollenza" of a study title because it's possible to apply for a sort of "temporary recognition". It's a *specific* decree that allows the temporary equivalence between a foreign study title and an Italian one; this temporary equivalence allows to take part to the public exam indicated in the application form or to do other activities that needs the recognition of a study title, but don't refer the continuation of a study path.

The competent organizations in the field of recognition (for not academic aims) of foreign study titles obtained by **International protection holders** are:

1. Foreign Affairs Ministry. It receives the documents sent by the applicant and send them to the Italian Diplomatic Representation in charge in the Country that granted the title. The Diplomatic Representation produces the Declaration of Value on site.
2. MIUR receives the documents and gives its opinion about the requests of recognition for not academic aims. This opinion is binding if the recognition involves public bodies (for example for public exams), while it's not binding if the recognition involves private organizations (for example for private recruitments of employers).
3. Public Function Department of Public Administration and Innovation receives applicant's documents, check MIUR's opinion and produced the Decree of recognition (if the evaluation is positive).

Procedure to obtain the recognition for not academic aims

In order to obtain the recognition for not academic aims, it needs 2 steps, that involve Foreign Affairs Ministry and Public Function Department of Public Administration.

In order to obtain the Declaration of value, the applicant has to produce the formal request of recognition of study title and professional qualifications. International protection holders can ask for the help and support of MAE, and in particular way they can use the services provided by General Direction of Promotion of Country System²⁹, Office VII - Inter-University Cooperation, scholarships and study titles.

This office asks the Declaration of Value to the Italian Diplomatic Representation in charge in the Country that granted the title. So they send the request of recognition in place of the real applicant. This office collects all needed documents and send them to the Italian Diplomatic Representation in

²⁹ <http://www.esteri.it/mae/it/ministero/struttura/dgpromozionesistemapaese/>



charge in the Country that granted the title. The Diplomatic Representation does private investigations in order to verify all information useful for the production of the Declaration of value. If the result of this investigation is positive, it produces the Declaration of Value and send all documents to MAE.

Needed documents in order to obtain the declaration of value.

- Documents that certifies the status of International protection holder
- Study title in original (if the applicant attaches to the application form a copy of the study title, the obtainment of the Declaration of Value is more difficult)
- Translation of study title (not compulsory)
- Potential mandate

Everyone can translate the title; applicant also can do it and then register it in an Italian Courthouse (sworn translation), without the help of an official translator. In this way, he can reduce procedure's costs.

MAE, then, sends all documents to applicant.

When the applicant obtains the Declaration of value, he has to go to:

1. MIUR
2. Public Function Department of Public Administration

MIUR asks for the following documents:

- Application form with all requested data and information (available on MIUR website)
- Identity card
- Documents that certify the status of International protection holder
- Potential mandate
- Study title in original, with Declaration of Value
- Authentic copy of study programmes, that certify all practical and theoretical activities done
- Public announcement of reference

Public Function Department of Public Administration asks for the following documents:

- Application form with all requested data and information (available on Public Function Department of Public Administration website)
- Identity card
- Documents that certify the status of International protection holder
- Public announcement of reference

All documents written in foreign languages have to be translated in Italian. Translation must be

- certified by the Diplomatic Representation in charge in the Country that granted the title
or
- sworn by an Italian Courthouse



Everyone can translate the title; applicant also can do it and then register it in an Italian Courthouse (sworn translation), without the help of an official translator. In this way, he can reduce procedure's costs.

Copies of documents can be authenticated by the Diplomatic Representation in charge in the Country that granted the title or by a notary, by the clerk of the court or by the employers of Italian Municipalities.

When MIUR receive the documents, it evaluates them. This evaluation can be:

- binding, if the announcement of reference is delivered by a public body
- not binding, if the announcement of reference is delivered by a private organization

When the Public Function Department of Public Administration receives MIUR's evaluation (within 2 months since the request), it produces the Decree of recognition.

If the applicant is asking for the recognition of a University study title, he has to go to the Office IX of DG for University, Student and University student's right. If the applicant is asking for the recognition of a study title obtained in a School of 2nd level, the reference office is the Office IV of Education Department - DG School System.

Existing regulations and opportunities for the recognition of informal skills and competences and work experience

In Italy, professions can be divided into 2 categories:

- not-regulated professions
- regulated professions

Not regulated professions can be practiced without a specific study title.

These professions can be practiced by people that have an Italian study title or a foreign one.

A person that owns a foreign study title and want to practice a not regulated profession in Italy doesn't need the legal or formal recognition in order to have access to the Italian job market.

Examples of not regulated professions refer the following fields: advertising, communication, arts and music (set designer, actor, dancer, singer, composer, orchestra director, performer, designer, stylist, painter, film director, sculptor etc.), linguistic mediation (interpreters and translators), marketing and many others.

When a person searches for a job in the field of not regulated profession, it could be useful to give to the employer the study title with attached a document that describes the characteristics of foreign title: it should make easier for the employer the understanding of the study title.

Regulated professions can be practiced according to the provisions of national laws.

In order to practice regulated professions, national laws establish the needed study title, the following compulsory training steps (ex. internship, public exam etc.) and the general professional ethics rules.



National laws protect the practice of these professions and establish that only some people can be qualified in order to work in these fields.

People who own a **foreign professional title** must obtain the recognition of that title by the competent Italian Authority in order to practice the correspondent profession.

A **Professional title** is a legal title needed in order to practice a profession. This title is usually obtained at the end of a **study path**, or a **qualification path**: for example social assistant, doctor, lawyer, teacher etc.

A **professional qualification** certifies the possession of specific standard of knowledge, skills and competences obtained thanks to a study path or a work experience. In Italy, professional qualifications refer the following fields: craftsmanship, trade, industry (for example beautician, hairdresser, mechanic, shop keeper)

In order to obtain the recognition of professional qualifications, **Not-UE citizens** have to follow the following steps and provide the following documents:

- To show the study title: when the study title is requested, it has to be shown in original, it has to be officially granted by the training centre and it has to be delivered attached with a list of studied subjects. The **Declaration of value** has to be delivered with the title. In the Declaration of value, all criteria foreseen for the access to the profession in the origin country have to be described;
- To provide documents that can prove the **work experiences done**;
- To provide certification that prove the "**authorization to practice**" produced by the local Authorities competent in the country of origin;
- To produce an **official translation** of all document written in original language and **legalization**;
- To provide documents that can prove that an official request of recognition of professional qualification has been sent to the **competent Ministry**³⁰;
- **To check all documents (investigation phase)**;
- **Service Conference** receives the application. It is a public organization composed by all public administrations competent in the field of recognition of qualification and professional titles. It does an evaluation of all requests of recognition. The involvement of the Service conference can be avoided if Ministry received requests of recognition that are similar to previews ones. In this case, Ministry can do an evaluation by itself.
- Within 4 months since the request, Service Conference or Ministry must produce an evaluation, that can be:
 - immediate recognition
 - recognition with requested added measures
 - rejection

³⁰http://www.integrazionemigranti.gov.it/Attualita/Approfondimenti/approfondimento/Pagine/ministeri_competenti.aspx



UE citizens must follow the same step, but they can substitute Declaration of Value for **Declaration of conformity to European regulation**, produced by competent body in the Country of origin for the reference profession.

For UE citizens the recognition of professional qualifications obtained in an European Country is a right, and so the recognition process can't finish with a rejection. It can only finish with an immediate recognition or with the request of added documents or measures.

Besides, if some documents can be produced in **copy**, UE citizens can send a **self certification**.

since 17/01/2014, in the field of recognition of professional qualifications, UE citizens must follow the European Directive 2013/55/CE, that modified the Directive 2005/36/CE (in Italy Legislative Decree 206/2007).

For further information, visit the Website of **European Politics Department**³¹.

When a person obtains the recognition of professional qualification, he has to verify if the reference profession foresees a register (for example lawyers). If yes, he has to go to the Official Professional Rank in order to apply for the **registration** and become qualified to practice the profession.

The registration in the Rank usually needs some tests or exams.

Recognition decree **falls** if:

- if the registration is not done within 2 years since the recognition
- If it doesn't exist an Official Professional Rank, when the applicant doesn't practice the profession for 2 years

The recognition for the enrolment at a professional training course

The prior equivalence of the acquired qualifications is not necessary to keep on studying, for example if somebody wants to enrol at a professional training course, at higher education school or at university. However, it is compulsory to produce information and documents in order for the title to be recognised by the educational authority for the enrolment.

For further information, the [Care centre for the recognition of professional qualifications](http://www.politicheeuropee.it/attivita/19656/riconoscimento-qualifiche-professionali) at the Department for the European Politics of the Presidency of the Council of ministers (Tel. 06 67795322 – 5210; e-mail: centroassistenzaqualifiche@politicheeuropee.it) and the following website:

<http://www.politicheeuropee.it/attivita/19656/riconoscimento-qualifiche-professionali>

For information about the recognition of foreign qualifications in Italy, address to the authorities in charge or to the care centre for the recognition of professional qualifications. CIMEA is not responsible for those procedures, hence it will not answer to questions regarding the recognition of professional qualifications.

³¹ www.politicheeuropee.it/



Ministries in charge and regulated professions

The Ministries involved in the recognition of foreign professional qualifications are: Ministry of Health – Health care professions and human resources directorate general of the national health service

<http://www.salute.gov.it/ProfessioniSanitariePubblico/>

OFFICE VII – Recognition of qualifications in medicine, specialized medicine, pharmacy, dentistry, specialised dentistry, veterinary medicine, psychology, psychotherapy.

OFFICE IV – Recognition of qualifications in nursing, paediatric nursing, health companion, child-welfare, obstetrics, physiotherapy, X-ray technology, lab technology, audiometry, dietetic, professional education, dental hygiene, podiatry, speech therapy, pathophysiology, cardiovascular perfusion, occupational therapy, prevention in workplaces, psychometrics for growing children, massages, head lifeguard in hydrotherapy establishment, optics, dental technology, health assistance.

NB: **Éupolis Lombardia**³² has been authorised by Regione Lombardia to carry out the judicial inquiry, on behalf of the Ministry of Health, for the recognition in Italy of the qualifications regarding the professions of:

- Nurse
- Obstetrician
- Radiology health technician

Ministry of Education, University and Research

<http://hubmiur.pubblica.istruzione.it/web/istruzione/riconoscimento-professione-docente>

<http://hubmiur.pubblica.istruzione.it/web/universita/riconoscimento-professioni-area-architettura>

Education system and school autonomy directorate general

For the professions of: preschool teacher, primary school teacher, upper and lower secondary school teacher, administrative staff, school technician, school assistant.

Directorate general for University, Student and Right to Education

For the professions of: architect, architectural and environmental goods curator, oenologist, landscaper, researcher (in Universities and research institutes).

Ministry of Justice – Civil justice directorate general

https://www.giustizia.it/giustizia/it/mg_2_4_1.wp

³²<http://www.eupolis.regione.lombardia.it/cs/Satellite?c=Page&childpagename=Regione/MILayout&cid=1213582250335&p=1213582250335&pagename=RGNWrapper>



National practice concerning other forms of recognition of professional qualifications

Procedures for the focused recognition: Concept of focused recognition

The concept of focused recognition of a foreign qualification has been introduced in Italy thanks to the ratification of **Lisbon Convention**³⁵, through the [Law 11 July 2002, n. 148](#)³⁶.

Therefore, before starting any evaluative procedures, it is extremely important to acknowledge the aim and the reason why the procedure of recognition has been required. Moreover, it is essential to consider the different procedures currently existing in our system and the authorities in charge of those fulfillments.

What is the recognition of a foreign qualification requested for?

The answer to this question will immediately specify the most suitable procedure and the authority in charge of its implementation: without this prior information, both the authority and the person who holds a foreign qualification will risk not to obtain any useful results. Additionally, they will waste time in implementing longer procedures, which could lead the recognition request to failure.

³⁵ <http://www.cimea.it/it/servizi/convenzione-di-lisbona/convenzione-di-lisbona-1.aspx>

³⁶ http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2547Ratifi.htm

Procedures for focused recognitions

CATEGORY	AIM OF THE RECOGNITION	AUTHORITY IN CHARGE	LEGISLATIVE REFERENCE
Academic recognition	Access to a course/Progression of studies	Universities and Institutions for high education in Music and Arts	Article 2 Law 148/2002
	Course abbreviation/Recognition of a study period/Recognition of credits		
	Acquiring the corresponding Italian qualification (equivalence)		
	PhD equivalence	Ministry of Education, University and Research (MIUR)	Article 74 DPR 382/80
Non academic recognition	Access to public calls	Presidency of the Council of Ministers - Department of Public Function - Office P.P.A.	Article 38 Law 165/2001 and Article 2 DPR 189/2009
	Award of points for the definition of the final ranking for public calls/Career progression within public administration	Ministry of Education, University and Research (MIUR) through the application addressed to the administration in charge	Article 3 DPR 189/2009
	Social security schemes/Redemption of a study period		
	Enrolling at Job Centres		
	Access to internships or traineeships after acquired a qualification		
	Award of grants and other benefits	Administration in charge	Article 4 DPR 189/2009
Evaluation of qualifications and European certifications	Administration in charge, with the legal advice of the Ministry of Education, University and Research (MIUR)	Article 12 Law 29/2006	
Professional recognition	Practice of a regulated profession (e.g. Chemist, Doctor, Psychologist, Engineer, etc.):	Ministry monitoring professions (e.g. Health, Justice, etc.)	Directive 2005/36/CE and Directive 2013/55/EU
	Access to the labour market for non regulated professions	Employer	Not applicable

<http://www.cimea.it/it/servizi/procedure-di-riconoscimento-dei-titoli/procedure-di-riconoscimento-dei-titoli-overview.aspx>

NB: Our system has still the cultural influence of the concept of “equivalence”, as the only possibility for the recognition of the foreign qualification. In this respect, the Law 148/2002 doesn’t use that word anymore and, as a consequence of article 9, the previous equivalence procedure has been abrogated.



Examples of "Good practices" in the field of recognition" of study title and professional qualifications

1. Project University without Boundaries (UNINETTUNO)

Nowadays immigration emergency has been spreading more and more, involving Arabic countries, Sub-saharian African countries and all Europe, as hostland. For this reason, the **International Telematic University UNINETTUNO** has created an Internet portal, **Education without Boundaries** www.istruzioneesenzaconfini.it.

Uninettuno is the only university in the world where teaching and learning programs are organized in five different languages (Italian, French, English, Arabic and Greek). There are thousands of students coming from more than 140 different countries and the teachers teach in many universities all over the world. The use of technology has promoted the creation of a large network of people who share and exchange knowledge. This powerful network, together with teachers coming from the Arabic world, from the University of Syria, Egypt, Jordan, Lebanon, Tunisia and Morocco, have developed a virtual space for higher education and the transmission of knowledge in the Euro-Mediterranean area. Thanks to this international experience, UNINETTUNO has used internationalization as a practical tool for cooperation. Hence, this work has easily led to the creation of **Education without Boundaries** www.istruzioneesenzaconfini.it, in order to allow refugees and immigrants to have access to the University from all over the world.

This tool allows the recognition of qualifications that refugees and immigrants have already acquired in their countries, together with the recognition of their professional skills in order to make easier the access to educational institutions, schools and universities in the host countries.

It is the first **telematic desk** in the world which has been created in English, French, Italian and Arabic for the refugees, in order to: make easier the integration at different levels into formative institutions in the Euro-Mediterranean area, focusing particularly on universities and professional qualification courses; promote the study of the host-languages; spread Arabic language and culture courses among people from the host countries; transfer information about the access to health services; promote legal acknowledge about rights and duties of hosts and guests. **“Education without Boundaries”** www.istruzioneesenzaconfini.it has already given some results.

His name is **Harout**, he is the first Syrian refugee in Lebanon who has enrolled on the degree course in Informatic engineering organized by the International Telematic University UNINETTUNO, thanks to one of the 50 scholarships addressed to refugee students. Even in this period full of fear at international level, the main aim is to promote and support the academic track of refugees in order to make work inclusion easier in the host countries. New technologie, especially the **E-Learning** method, can improve the reception of refugees. The idea is to create a specific organization for reception procedures, which should include a qualified education, focused on the development of professional skills through the e-learning approach of a new university model. Thanks to a strong network, in this



university of the XXI century people coming from all over the world can study and learn without space or time limits.

Harout is thirty years old, he was born in the city of Aleppo, where he has obtained the bachelor's degree in chemistry. At the moment, he is a political refugee in Lebanon and, hopefully, if there will be again peace in his country, he will manage to make his dream come true: he will finish his studies and he will get an academic certification valid also in Europe.

Besides Harout, the 60% of the people enrolled on the portal “Education without Boundaries” are Syrian refugees living in Germany. As Harout, they have searched on the net the way to continue their studies in order to get a qualification, even if they are not living anymore in their countries and they are refugees.

Education without Boundaries is developing a big laboratory for real integration in order to give value to immigration, dialogue, the peaceful coexistence among different communities and international cooperation.

In order to implement this project, the International Telematic University UNINETTUNO is joining its experience in e-learning with “UNITI PER UNIRE” (*united to join*), an international movement dealing with migration and integration. Together, they offer to foreigners the right tools to acquire those skills which are fundamental to actively participate to social, economic and cultural life in the host countries.

“**Uniti per unire**”, through AMSI, has implemented a procedure for the recognition of studies started abroad for many health and healthcare professionals, who are now working in the most important national healthcare facilities. In turn, UNINETTUNO has implemented a similar procedure for the recognition of studies for thousands of foreign students, in order for them to obtain qualifications valid in some European countries and in the Arabic world.

By continuing this policy, UNINETTUNO and “Uniti per Unire” have been working for over 20 years on integration and inclusion.

The Portal

Besides the information about the project and their partners, on the portal “Education without Boundaries”, there is the access to the following areas³⁷:

- The Project
- Recognition of academic qualifications
- Recognition of professional skills
- Language teaching
 - I am learning Italian – The treasure of the letters
 - I am learning Arabic – The treasure of the letters
- Health services;
- Mutual rights and duties;
- Communication area.

³⁷ <http://www.istruzioneenzaconfini.it/it/il-progetto.aspx>



Recognition of academic qualifications for refugees who don't have certifications

Refugees who want to start the procedure of recognition of their academic qualifications but cannot present any certifications can apply for the recognition, attaching the following documents:

1. Identity card or any document which could certify the international protection;
2. A self-certification about:
 - a. Obtained academic qualifications;
 - b. Attainment year;
 - c. Country where the attended university is located;
 - d. Programs of the completed examinations;
 - e. List of the completed examinations with their marks;
 - f. Final mark;
 - g. For those who haven't completed their studies yet:
 - I. Year of university enrolment
 - II. Course of study
 - III. Completed examinations
 - IV. Training credits linked to the examinations (if applicable).

There will be some Committees composed of professors coming from different majors. They will be in charge of the comparison between the local and foreign programs for each examination and course of study.

At the end of this analysis, they will produce a declaration of recognition, which certifies the validity of the qualification, or indicates a list of the conditional advancements to undertake in order to obtain the academic qualification at the university of the host country.

The students will be able to enrol on universities, only after the evaluation of the Committees, according to specific examinations which will verify knowledge and skills declared on refugees' self-certifications.

In this area there are the following information tools³⁸:

[Form for personal data](#)

[Form for information about high school diploma](#)

[Form for information about degree certification](#)

[Form for information about not completed course of study](#)

Recognition of professional skills

The service for the recognition of professional skills is addressed to immigrants and refugees in order to support their inclusion in the labour market.

³⁸<http://www.istruzioneenzaconfini.it/it/riconoscimenti.aspx>



The form about education and training and the one about professional skills make immigrants and refugees collect their educational and professional experiences according to a European standard: **EuroPass – European Passport of Skills**.³⁹

According to the different kinds of profession, there will be specific scientific-technical committees composed of experts in each professional sector, who will be in charge of the recognition procedure of professional skills.

Therefore, the different scientific-technical committees will analyse the data collected by University For Refugees in order to verify them, through organizing individual meetings and checking academic qualifications, certifications and professional experiences of the applicants.

The recognised professional skills will be figured out within the **EQF - European Qualification Framework**.⁴⁰

After data elaboration and analysis, the committee in charge will sign a **Certification of skills**, a pass for the labour market for immigrants and refugees.

In this area there are the following information tools⁴¹:

[Form for personal data](#)

[Form for information about education and training](#)

[Form for information about professional skills](#)

2. CIMEA

The “procedures for the visa applicant foreign students who want to have access to 2016-2017 college courses” ask them: «to go through recognition procedures for ‘study periods abroad and foreign academic qualifications, in order to have access to Italian colleges or universities’» and «to make any necessary efforts in order to implement internal procedures aimed to evaluate the qualifications obtained by refugees and people with a subsidiary protection, even in those cases where there are not all the documents proving the obtained qualifications». Additionally, these procedures ask the institutions «to take advantage of the experience of ENIC-NARIC centres and the good practices at international level».

CIMEA – Centre for information about Mobility and Academic Equivalences has been working since 1984 on information and consultation about the procedures for the recognition of academic qualifications and the topics linked to higher education both in the Italian and the international system.

In accordance with Lisbon Convention, the main aim of CIMEA is to promote academic mobility, spreading knowledge about the basic elements of the Italian and the international education systems.

CIMEA has an international information centre and data-bases specialised on foreign education systems, academic qualifications in each country and local laws about education and training. On average, every year CIMEA answers by e-mail free of charge to about 10.000 questions on the

³⁹ <https://europass.cedefop.europa.eu/it>

⁴⁰ https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97

⁴¹ <http://www.istruzionesenzaconfini.it/it/riconoscimento-competenze-professionali.aspx>



evaluation and the recognition of academic qualifications, replying to Italian and foreign universities, university students, professors and scholars, international organizations, ministries, research authorities and public Italian and foreign institutions, enterprises and associations, European and Italian citizens, but also people coming from all over the world.

Main institutional roles

Since 1986 CIMEA has been named by the Ministry of Public Education as the official Italian centre within the European network of **NARIC - National Academic Recognition Information Centres**⁴² and the UNESCO network **ENIC - European National Information Centres**⁴³.

According to article IX.2 of the Convention on the recognition of academic qualifications related to higher education in Europe (generally called Lisbon Convention), the Ministry of Education, University and Research - MIUR has conferred responsibility to CIMEA for the task of implementing activities as an **information national centre**⁴⁴ about the procedures for the recognition of academic qualifications valid in Italy, the Italian higher education system and the qualifications actually existing at national level. On behalf of MIUR, since 1993 CIMEA has been sponsoring institution of the **Eurostudent poll**⁴⁵ in Italy and it has been also the Italian representative of the **European Eurostudent network**.⁴⁶

CIMEA play also the role of **Italian national contact point**⁴⁷ for the European program Erasmus Mundus.

Since 2012 CIMEA has cooperated to the work of **National Correspondents for Qualifications Frameworks (QF-EHEA)**,⁴⁸ representing Italy at the Council of Europe through the management of the **Italian Qualifications Frameworks - QTI**.⁴⁹

In 2009 MIUR elected CIMEA Italian representative of the **Information and Promotion Network (IPN)**⁵⁰ of Bologna Process, within the network supported by European Commission for European Promotion and Mobility Agencies.

CIMEA is member of the **Working group on the Recognition of qualifications held by refugees, displaced persons and persons in a refugees-like situation**, at the Council of Europe.

In conclusion, CIMEA participates to the works of Bologna Process and the European Space for Higher Education, both at national and international level, in cooperation with the activities of the national group **Experts in Bologna Process** and the initiatives supported by **Bologna Follow-up Group (BFUG)**.

CIMEA'S INICIATIVES

⁴² <http://www.enic-naric.net/italy.aspx>

⁴³ <http://www.enic-naric.net/italy.aspx>

⁴⁴ http://www.coe.int/it/web/conventions/full-list/-/conventions/treaty/165/declarations?p_auth=Or0ikYW6

⁴⁵ <http://www.eurostudent.it/>

⁴⁶ <http://www.eurostudent.eu/>

⁴⁷ <http://www.erasmusmundus.it/>

⁴⁸ <http://www.ehea.info/cid104454/nqf-correspondents-network.html>

⁴⁹ <http://www.quadrodeitoli.it/Index.aspx?IDL=1>

⁵⁰ http://archive.ehea.info/folder?year_selected=8&issued_by=94&parent_issued_by=14



- Written certifications for comparability are released free of charge for refugees and people with subsidiary protection. These documents could be used by universities for the enrolment of students, instead of the declaration of value (if it is not possible to obtain it because it is too difficult to go back to the country where the qualification had been released, or because the embassy of that country has been closed).
- on the 7th July 2016, CIMEA formally asked to Italian institutions for higher education to participate to the National Coordination on the Evaluation of Refugees' Qualifications (CNVQR), an informal network of experts in the administrative sector. They deal with qualifications recognitions, aiming to develop and share good practices and innovative procedures in the field of recognitions with lacking documents or without documents at all.⁵¹

THE INITIATIVE OF THE MINISTRY OF FOREIGN AFFAIRS AND INTERNATIONAL COOPERATION

The Ministry of Foreign Affairs and International Cooperation has opened up a service addressed to refugees and all the people with international protection in order to help them to collect the original documents thanks to the support of Italian Embassies.⁵²

GOOD EUROPEAN PRACTICES AND USEFUL TOOLS

NOKUT: since 2005 NOKUT, the ENIC-NARIC centre in Norway, has launched a procedure (UVD Procedure) for the recognition of qualifications for refugees who have lacking document or don't have documents at all. Through a detailed questionnaire on their previous education and examinations, plus meetings with groups of experts, this procedure helps the applicant to have his qualifications recognised, at the same level as it is for those who have all necessary documents.⁵³

EUA: the European University Association has developed a map, the *Refugees Welcome Map*, where each institution of higher education can insert, on a voluntary basis, all the initiatives they are actually implementing in support of refugees and all the people with international protection.⁵⁴

In Italy at the moment they have pointed out the initiatives of 13 institutions in favour of refugees on different topics, such as the absence of university fees, scholarships, languages courses, cultural mediation services, etc.

ENIC-NARIC:

- EAR manual and EAR HEI manual: the whole chapter 12 in the EAR manual and chapter 21 in the EAR HEI manual deal with the issue of the recognition of foreign qualifications for refugees.

The main aim is to give opinions and recommendations about the possible procedures and the useful tools for a fair and transparent recognition, even if the documents are lacking.

⁵¹ <http://cimea.it/valutazione-qualifiche-rifugiati/>

⁵² http://www.esteri.it/mae/it/ministero/servizi/stranieri/opportunita/riconoscimento_titoli_studio/titolistudiorifugiati.html

⁵³ <http://www.nokut.no/en/Foreign-education/Other-recognition-systems/Recognition-Procedure-for-Persons-without-Verifiable-Documentation/>

⁵⁴ <http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/34>



- website of the network ENIC-NARIC: it is a space devoted to the recognition of qualifications for refugees⁵⁵ with information and useful references on that topic. Moreover, on the same website there is also the description of the so-called Background Paper, an example of a good practice for the evaluation of the qualifications for those people who have lacking documents or don't have documents at all.

European guidelines for evaluators of credentials and staff of the institutions of higher education about the recognition of qualifications when the documents are lacking

CIMEA composed a brochure⁵⁶ in order to guide people working for the institutions of higher education receiving applications for recognition of qualifications with lacking documents, because most of the applicants come from Mediterranean countries destroyed by war.

The brochure is an extract of the European Manual on recognitions for the institutions of higher education (EAR-HEI), published in 2014. This manual gives practical advices about the recognition of academic qualifications and the obligations of the institutions in the countries which have ratified Lisbon Convention.

The Convention is valid in more than 50 countries, especially in Europe, Central Asia, Australasian regions, from Iceland to Tagikistan, from Norway to New Zealand. It is the legal basis of the European area for higher education. Since it is an international treaty, it has the effect of law.

The Convention obliges the institutions of higher education to respect several principles, such as:

- not discriminating the applicants for their age, gender, ethnicity, sexual orientation or nationality;
- denying the recognition of a qualification, only if a substantial difference between the local and the foreign title is actually proved;
- considering the reason why the recognition has been required – if, for example, it is for work or for studies;
- granting and proving directness in all the displayed procedures.

The Convention also deals with the recognition of academic qualifications for people who cannot produce all necessary documents proving their titles and their life and work experiences, for reasons out of their control.

It is a common condition for many people: refugees, stateless people, asylum seekers, migrants. While the exact definition can vary from country to country assuming different implications about visa, residence and eligibility of financial support, there are clear guidelines about the access to the higher education system.

Under article VII of the Convention, refugees and all those people who are living a similar situation, who have been educated in a recognised and/or accredited institution have the right to be evaluated

⁵⁵ <http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>

⁵⁶ The publication is based on the document "Recognition of qualification holders without documentation", written by EAR-HEI Consortium (2016) available on this website: <http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>

when they apply for the registration in a course of study, even if, on appropriate grounds, they don't have the documents about their qualifications.

There could be some problems when the certifications have got lost during the travel. Additionally, it could be very difficult to verify the documents and to check the educational system because of the difficult situation of the home country.

Therefore, how to find a solution?

Recomendations

Step 1. Accept all the applications, even if there are lacking documents and try to retrace the academic track using other information provided by the applicant on the “background paper”.

a) On the background paper there should be:

- Personal data of the applicant: name, date of birth, place of birth, etc.
- Name of the obtained qualification;
- Name of the institution which released the qualification;
- Level of the obtained qualification;
- Length of the course of study;
- Year when the qualification has been obtained;
- Name of the course of study;
- Description of the contents in the course of study, including modules, subjects/course, evaluation and workload (if the transcript is not available);
- Self-certification of accuracy signed by the applicant.

b) Documents and other evidences provided by the applicant in order to support his/her previous declarations

Advice: use the model Diploma Supplement in order to write the background paper.

Delete the useless sections. If the background paper is filled in by the applicant, give him adequate instructions.⁵⁷

c) Ask for general information about the educational system corresponding to the analysed qualification, because it could be useful to check better the accuracy of the application.

Advice: use the previous applications coming from the same institution or the the same course of study in order to collect more information and to check the accuracy of the information provided by the applicant. Moreover, make a data base of the final decisions about previous applications for recognitions. This could be helpful for other future cases.

Step 2. Evaluate the qualification based on the information provided on the background paper and consider the five elements of a qualification: **quality, level, workload, profile e learning outcomes.**

⁵⁷ http://ec.europa.eu/education/tools/diplomasupplement_nl.htm



Opt for a flexible approach and accept that not all the required documents will be included in the application. Focus on the final aim of the applicant and try to establish if he/she has the right skills in order to successfully fulfil his/her future plans.

Accept that it could be very difficult to verify the five elements of the qualification, especially the learning outcomes, even if the complete original documents are provided.

Advice: always contact the ENIC-NARIC centre in your own country if there are any problems, for example regarding the legitimacy of the provided documents, or just to ask for further information.

Step 3. If possible and/or necessary, the evaluation could also include a procedure for the evaluation of competences. This depends on the information in the background paper.

Choose the most suitable evaluation method, according to the final aim of the application.

For example:

–use existing tools, such as an entry test (specific for the admission into programs at bachelor level), and if it is possible adapt those tool to the specific circumstance;

–make interviews with people responsible for recognitions and with the staff of the local corresponding institution;

–ask for sworn statements in presence of a legal authority.

In evaluating competences and skills, it is important to focus on the general learning outcomes required for the access to a specific course of study.

Make sure of the approval of the local institution and assure the quality of the education.

3. Partner direct experience, Soc. Coop. Il Sicomoro – Matera - Italy

The Social Cooperative Il Sicomoro, with ten years' experience in migrants inclusion, is also expert in promoting integration procedures. They are also part of the national network called SPRAR and, referring to our specific research, they dealt with the recognition for the academic qualifications of some refugees from Afghanistan between 27 and 32 years old.

The refugees had all gone through the following academic track: SULTAN HIGH SCHOOL / LEVEL 4 EQF, and their educational degree was: HIGH SCHOOL DIPLOMA/ 12th GRADE GRADUATION CERTIFICATE+.

All the refugees had the documents proving their academic track, specifically they had a certificate reporting their completed examinations.

Some of the refugees have been supported in the recognition of their academic qualifications in order to enrol on an Italian university and keep on studying (in particular, one of them is now pursuing a bachelor's degree in Intercultural Communication).

The procedure for the recognition has been carried on by the Italian CIMEA Naric centre. They released a “**Certificate of comparability for foreign qualifications**” which, since this year, universities can accept instead of the declaration of value, according to MIUR directives. This certificate is purely consultative and universities are free to accept it or not.



Contact points and access for refugees to acquire information about the existing system and procedures in respective country

Active services for the recognition of refugees' qualifications

1. The Ministry of Foreign Affairs and International Cooperation (MAECI) has activated a service for refugees and people with subsidiary protection to apply for the “Declaration of value”.
2. CIMEA, tank to its service for the certification of foreign qualifications - **Credential Information Service – Overseas**⁵⁸ - release “Certifications of comparability” of foreign qualifications free of charge for refugees, people who have subsidiary protection and prisoners. Contact the following e-mail address in order to ask for further information: cis@cimea.it
3. CIMEA has promoted and activated the **National Coordination for the Evaluation of Refugees' Qualifications (CNVQR)**⁵⁹, an informal network of experts in the administration field of higher education who deal with recognitions of qualifications, in order to share the evaluating procedures, difficult cases, information sources and methodological strategies for the evaluation of refugees' qualifications, even when the documents are lacking or there are no documents at all. For further information, visit the following page on the ENIC-NARIC website: <http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>.

International sources

Since some systems do not have multilingual websites, some countries and some international organizations have created lists and data bases about institutions and higher education systems in order to verify and understand the specific elements in each field in each country.

CIMEA has created a **Data base of university systems**⁶⁰, as a useful tool to obtain information on different aspects of a foreign higher educational system for all those Italian institutions which need to evaluate foreign qualifications.

The most common international sources are listed below:

[CIMEA - Banca dati dei sistemi universitari](#) (IT)

[ENIC-NARIC](#) (EN)

[EU Commission: Eurypedia - The European Encyclopedia on National Education Systems](#) (EN)

[EACEA - Overview of the Higher Education Systems in the Tempus Partner Countries](#) (EN)

[UNESCO - Portal to Recognised Higher Education Institutions](#) (EN)

[UNESCO - International Bureau of Education \(Country Dossiers\)](#) (EN)

[IAU - World Higher Education Map](#) (EN)

[ANABIN Database](#) (DE)

[CICIC - Country Education Profiles](#) (EN, FR)

[IQAS Alberta - International Education Guides](#) (EN)

[NAFSA - Online Guide to Education Systems Around the World](#) (EN)

⁵⁸ <http://cis.cimea.it/estero/>

⁵⁹ <http://cimea.it/valutazione-qualifiche-rifugiati/>

⁶⁰ <http://www.cimea.it/it/servizi/pubblicazioni-e-banche-dati/banche-dati/banca-dati-dei-sistemi-universitari.aspx>



[Nordic National Recognition Information Centres \(NORRIC\) - Countries and regions - Study Visits](#)
(SE, EN)

[EP-NUFFIC - Country modules](#) (EN, NL)

[Organisation de Estados Iberoamericanos - Sistemas Educativos Nacionales](#) (ES)

[WES Canada – Country list](#) (EN)

Main websites

<http://www.fondazionecruici.it/seminari/Pagine/Titoli-dei-rifugiati.aspx>

<http://www.processodibologna.it/riconoscimento-titoli/>

<http://www.interno.gov.it/it/sala-stampa/dati-e-statistiche/i-numeri-dellasil>

<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:L:2011:337:0009:0026:it:PDF>

<http://www.quadrodeititoli.it/Index.aspx?IDL=1>

https://www.unhcr.it/wp-content/uploads/2016/01/Convenzione_Ginevra_1951.pdf

<http://www.programmaintegra.it/wp/wp-content/uploads/2014/03/Decreto-legislativo.pdf>

<http://www.tuttostranieri.it/forum/index.php?topic=8703.0>

http://www.esteri.it/mae/normative/normativa_consolare/visti/dpr394_1999modificato.pdf

<http://www.integrazionemigranti.gov.it/Areetematiche/ProtezioneInternazionale/Pagine/assistenza-amministrativa.aspx#7>

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0360Normat/index_cf2.htm

<http://en.unesco.org/>

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2257Conven_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/1479Dirett_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2257Conven_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/1479Dirett_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2259Attuaz_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2258Accord_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2259Attuaz_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2258Accord_cf2.htm

http://www.miur.it/0002Univer/0052Cooper/0069Titoli/0356Docume/2260Normat_cf2.htm

For in-depth analysis, visit the [**page for the recognition of academic qualifications of people with international protection**](#)

http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2547Ratifi.htm

<http://www.enic-naric.net/italy.aspx>

<http://www.comune.modena.it/europedirect/europa-in-diretta-1/vivere-in-italia/riconoscimento-titoli-di-studio/riconoscimento-titoli-di-studio-stranieri-in-italia>

<http://www.esteri.it/mae/it/>

http://hubmiur.pubblica.istruzione.it/web/istruzione/siti_csa

http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2547Ratifi.htm

<http://www.studiare-in-italia.it/studentistranieri/>



<http://www.universitaly.it/index.php/maps/>
http://hubmiur.pubblica.istruzione.it/alfresco/d/d/workspace/SpacesStore/bc950609-e26d-4ca1-b222-ac8bdbe5dda0/Equipollenza_Dottorato_ricerca_dpr382.pdf
<https://www.cun.it/homepage/>
<http://attiministeriali.miur.it/anno-2016/settembre/dm-01092016.aspx>
http://attiministeriali.miur.it/media/303091/allegato_dm_662.pdf
<http://www.esteri.it/mae/it/ministero/struttura/dgpromozionesistemapaese/centroassistenzaqualifiche@politicheeuropee.it>
<http://www.politicheeuropee.it/attivita/19656/riconoscimento-qualifiche-professionali>
<http://eur-lex.europa.eu/legal-content/IT/TXT/?uri=LEGISSUM:c11065>
<http://eur-lex.europa.eu/legal-content/IT/TXT/?uri=CELEX%3A32013L0055>
<http://www.immigrazione.biz/legge.php?id=22>
http://www.istruzioneformazioneilavoro.it/Engine/RAServeFile.php/f/documentazione/19990831_394Dpr.pdf
http://www.integrazionemigranti.gov.it/Attualita/Approfondimenti/approfondimento/Pagine/ministeri_competenti.aspx
www.politicheeuropee.it/http://www.istruzione.it/urp/cpia.shtml
<http://www.funzionepubblica.gov.it/articolo/dipartimento/22-02-2016/modulo-la-richiesta-dellequivalenza-del-titolo-di-studio-stranieri>
https://www.cliclavoro.gov.it/Normative/Legge_6_agosto_2013_n.97.pdf
<http://www.integrazionemigranti.gov.it/Normativa/ProcedureItalia/Pagine/PERMESSO-DI-SOGGIORNO-CE-PER-LUNGO-SOGGIORNANTI.aspx>
<http://www.parlamento.it/parlam/leggi/deleghe/01165dl.htm>
<http://www.salute.gov.it/ProfessioniSanitariePubblico/>
<http://hubmiur.pubblica.istruzione.it/web/istruzione/riconoscimento-professione-docente>
<http://hubmiur.pubblica.istruzione.it/web/universita/riconoscimento-professioni-area-architettura>
https://www.giustizia.it/giustizia/it/mg_2_4_1.wp
<http://europalavoro.lavoro.gov.it/EuropaLavoro/Lavoro/Qualifica-professionale-di-Estetista>
<http://www.eupolis.regione.lombardia.it/cs/Satellite?c=Page&childpagename=Regione/MILayout&cid=1213582250335&p=1213582250335&pagename=RGNWrapper>
<http://www.sviluppoeconomico.gov.it/index.php/it/cittadino-e-consumatori/titoli-professionali-esteri>
<http://www.beniculturali.it/mibac/export/MiBAC/sito-MiBAC/MenuPrincipale/Turismo/Assistenza-al-Turista/Professioni-Turistiche/index.html>
<http://www.sportgoverno.it/percorsi/guide-alpine.aspx>
<http://www.sportgoverno.it/percorsi/maestri-di-sci.aspx>
https://www.google.it/?gws_rd=ssl#q=Punto+nazionale+di+contatto+sulle+qualifiche&*>
<http://www.cimea.it/it/index.aspx>
<http://www.cimea.it/it/servizi/convenzione-di-lisbona/convenzione-di-lisbona-1.aspx>
[http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx.](http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx)



<http://www.studiare-in-italia.it/studenti stranieri/>

<http://cis.cimea.it/estero/>

<http://cimea.it/valutazione-qualifiche-rifugiati/>

<http://www.cimea.it/it/servizi/pubblicazioni-e-banche-dati/banche-dati/banca-dati-dei-sistemi-universitari.aspx>

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[IAU - World Higher Education Map](#) (EN)

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[CICIC - Country Education Profiles](#) (EN, FR)

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[EP-NUFFIC - Country modules](#) (EN, NL)

[Organisation de Estados Iberoamericanos - Sistemas Educativos Nacionales](#) (ES)

[WES Canada – Country list](#) (EN)

<http://www.cimea.it/it/servizi/convenzione-di-lisbona/convenzione-di-lisbona-1.aspx>

http://www.miur.it/0006Menu_C/0012Docume/0098Normat/2547Ratifi.htm

www.istruzioneensenzaconfini.it

<http://www.istruzioneensenzaconfini.it/it/il-progetto.aspx>

<http://www.istruzioneensenzaconfini.it/it/riconoscimenti.aspx>

<https://europass.cedefop.europa.eu/it>

https://ec.europa.eu/ploteus/search/site?f%5B0%5D=im_field_entity_type%3A97

<http://www.istruzioneensenzaconfini.it/it/riconoscimento-competenze-professionali.aspx>

<http://www.enic-naric.net/italy.aspx>

<http://www.enic-naric.net/italy.aspx>

http://www.coe.int/it/web/conventions/full-list/-/conventions/treaty/165/declarations?p_auth=Or0ikYW6

<http://www.enic-naric.net/italy.aspx>

<http://www.enic-naric.net/italy.aspx>

http://www.coe.int/it/web/conventions/full-list/-/conventions/treaty/165/declarations?p_auth=Or0ikYW6

<http://www.eurostudent.it/>

<http://www.eurostudent.eu/>



<http://www.erasmusmundus.it/>

<http://www.ehea.info/cid104454/nqf-correspondents-network.html>

<http://www.quadrodeititoli.it/Index.aspx?IDL=1>

http://archive.ehea.info/folder?year_selected=8&issued_by=94&parent_issued_by=14

<http://cimea.it/valutazione-qualifiche-rifugiati/>

http://www.esteri.it/mae/it/ministero/servizi/stranieri/opportunita/riconoscimento_titoli_studio/titolistudiorifugiati.html

<http://www.nokut.no/en/Foreign-education/Other-recognition-systems/Recognition-Procedure-for-Persons-without-Verifiable-Documentation/>

<http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/34>

<http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>

<http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>

http://ec.europa.eu/education/tools/diplomasupplement_nl.htm

2.1.2 Framework System Procedures for the recognition of qualifications in GERMANY

Legal framework for the regulations of professions and study titles in Germany

The German government regulates professions which it deems particularly worthy of protection. In order to prevent third parties (such as customers) from coming to harm, the government requires additional proof of qualification from those who wish to practice a **regulated profession**. Said professions cannot be practiced without a state approval procedure or without official recognition of your professional qualification.

In Germany, regulated professions include those in the judiciary or the health and education sectors (e.g. lawyer, doctor, pharmacist, nurse or teacher). In addition, special regulations apply in some professions if you are self-employed (as a baker or hairdresser, for example). A list of examples of regulated profession can be found at the end of the chapter. The full list of self-employed regulated professions can be found in the Appendix of the ‘Handwerksordnung’, the crafts code (a.k.a. Crafts-Ordinance). An official government translation of the Crafts-Ordinance is not available, however an unofficial translation of the appendix can be found here: https://www.zdh.de/fileadmin/user_upload/ZDH/0725-Berufe_englisch.pdf

In non-regulated professions, formal recognition of qualifications is not required to be allowed to work (for example as an employee in retail or as an IT worker). In these cases, you can apply for jobs on the labour market without having your qualifications assessed. Having ones qualifications checked can however enhance the chances of finding employment, as employers will be better able to evaluate an applicant’s qualifications for the job.

For those with professional qualifications that have been obtained outside Germany this means that in most cases it is helpful to have your qualifications recognised. In some cases, however, it is mandatory. Those regulated professions without self-employment often require higher levels of education: more than a third of these jobs require a University degree. The following regulated professions require a University degree to enter into:

- All medical doctors such as:
 - o General Practitioner
 - o Dentist
 - o Surgeon
- Pharmacist
- Lawyer
- Architect
- Engineers
 - o Civil engineer
 - o Medical engineer
 - o Ship’s engineer
 - o Bridge engineer
- Auditor

- Teacher/Professor
 - o Primary (elementary) education
 - o Secondary (middle and high school) education
 - o Tertiary (university) education

The next group of regulated professions requires professional training of usually no less than two years. Many of these are also medical professions:

- Nurse
 - o Geriatric nurse
 - o Pediatric nurse
 - o ...
- Medical assistant
- Midwife
- Paramedic
- Youth workers/educators
- Flight controller

Moreover all positions as a civil servant (i.e. government employee) are regulated; the level of education required for these jobs differs, although almost all of them will require either vocational training or a University degree.

On the part of self-employed regulated professions the regulations only apply to those in supervisory functions (i.e. ‘Betriebsleiter’) or founders of a business (self-employment). The following examples of regulated crafts are taken from the Crafts-Ordinance:

- Carpenters
- Painters and varnishers
- Motor vehicle technicians
- Electrical technician
- Baker
- Hairdresser
- Optician

To obtain recognition of a foreign qualification it is compared with the requirements set for this profession in Germany. How this works exactly is outlined in chapter 5, ‘Procedures for recognition of professional titles’.

Outline of the education and higher education system in Germany and vocational training options

There are many different schools within the German school system. Basically it is possible from which school you ever start to reach any level of education and there is always a possibility to continue with a higher secondary school.

Education System

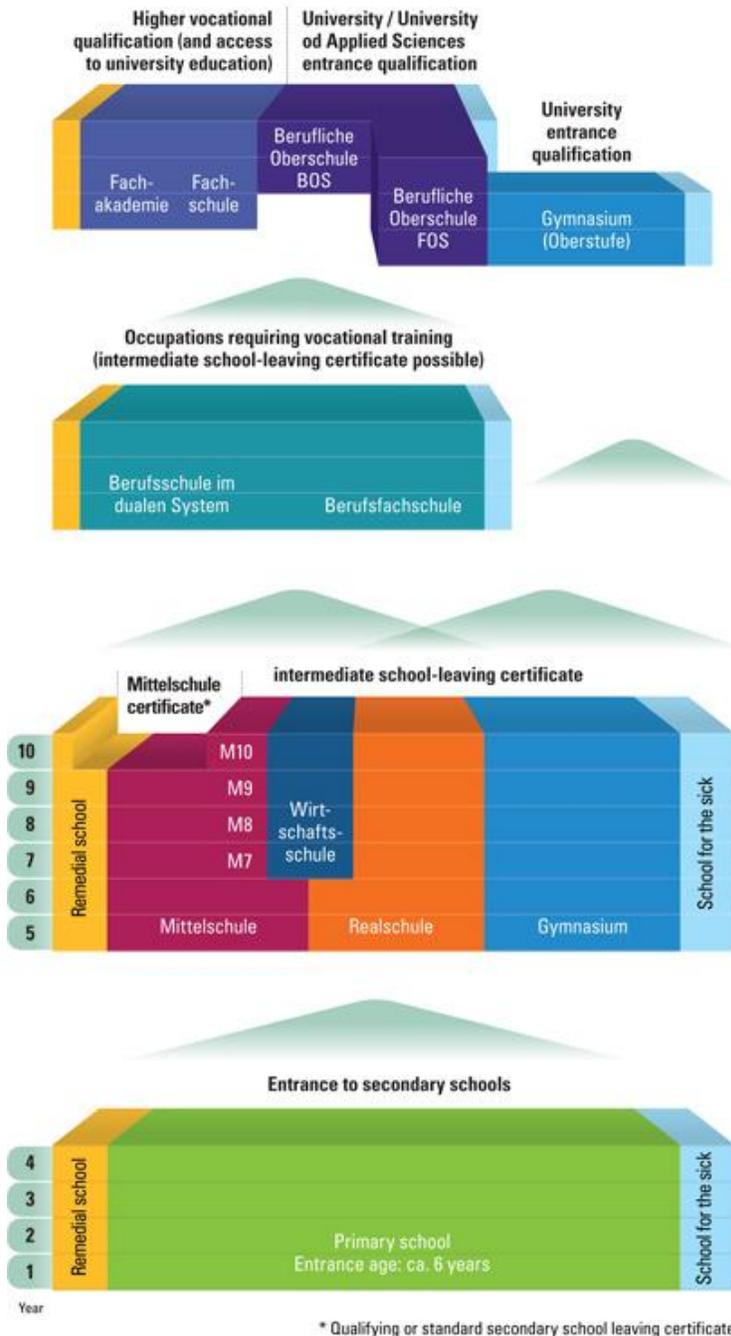
In Germany according to the federal system the school system is matter of the federal states. The following overview of the school system in Germany can differ in some aspects in different federal states.

The **primary school** is the first and common school. It comprises class 1 to class 4 and has the objective to support all students in their personal development. The primary schools facilitate the acquisition of knowledge, to initiate understanding and develop interests. After the 4th year student transition to one of the secondary schools takes place. Parents and teachers decide together according to the student's reference which secondary school is the right one. The three secondary schools that exist are the middle school, the secondary modern school or the grammar school.

The **middle school** provides knowledge through practice. Classes are strongly focused on the contents related to occupations. The middle school comprises years 5 to 9 or 5 to 10.

After the 9th year students can complete middle school with a qualifying diploma that admits you to the 10th year of the branch qualifying for the General Certificate of Secondary Education with appropriate grade average in the qualification phase. It is also possible to entry into professional life (or vocational school, dual vocational education).

After the 10th year, students qualify for the secondary school certificate of middle school. It is possible to entry professional life (vocational school, dual vocational education) or further scholastic education through technical college or grammar school (introductory class).



the upper vocational school (Berufsoberschule).

The **secondary modern school (Realschule)** comprises years 5 to 10. Besides a well-founded general education, it also conveys basic knowledge for professional training. After grade 10 students can get the diploma of General Certificate of Secondary Education that enables the student to entry into professional life (vocational school, dual vocational training) or the transition to the technical colleges or to grammar school.

The **Grammar school (Gymnasium)** comprises years 5 to 12 and conveys an in-depth general education, which is a prerequisite for university studies. After passing the final exams in the 12th grade students get their diploma in general qualification for university entrance (Allgemeine Hochschulreife).

The **Trade school (Berufsschule)** includes years 10 to 12 and respectively 10 to 13 and conveys knowledge in general education as well as theoretical vocational knowledge in the dual system. The diploma students get is a vocational training school degree and a secondary school certificate at the same time and allows the students to entry in professional life or to entry

The **Upper vocational school (Berufsoberschule)** is now combined with the technical college (Fachoberschule) since 2008 and includes grade 11 up to grade 13. The 13th year of the technical college leads to the higher education entrance qualification for specialised subjects and the general qualifications for university entrance if a second foreign language is verified.

Furthermore there are **technical schools** in Germany for example for technicians, master craftsmen, commercial technical schools, home economics and social services technical schools. The technical school comprises 1 to 4 school years, in some cases in part-time classes in different directions of education.

The **technical academy** has a course of 2 to 3 school years and prepares for a raised professional career. The diploma you can get here is a final state exam that qualifies you for higher technical education after passing supplementing exam.

(https://www.km.bayern.de/download/2520_en2009.pdf

<https://www.km.bayern.de/education-in-bavaria.html>)

Higher education system

There are different types of higher education institutions in Germany, offering different qualifications and career paths. There are Universities, Universities of Applied Science (*Fachhochschulen*)/Colleges, Technical Colleges, Music and Art Colleges, Teacher Training Colleges, Business Management Schools.

(<http://www.bamf.de/EN/Willkommen/Bildung/Studium/studium-node.html>)

Dual vocational training system

One way of training for your future occupation in Germany is by pursuing a dual vocational training programme. Such programmes offer plenty of opportunities for on-the-job training and work experience. They usually last between two and three and a half years and comprise theoretical as well as practical elements. Participants spend one or two days a week, or several weeks at once, at a vocational school called “Berufsschule” where you acquire the theoretical knowledge that you will need in your future occupation. The rest of the time will be spent in the company, where you learn how it operates. This combination of theory and practice gives a head start for the labour market. There are around 350 officially recognised training programmes in Germany. Usually they start on 1st of August or 1st of September each year. Students pursuing a vocational training programme receive a monthly salary from the company they work for. On average a trainee earns around 795 Euros gross, but that depends on occupation and region and can be lower or higher. Students are entitled to at least 24 working days or four weeks of leave, but you may only take your leave during school holidays.

The classes include German, English and social studies. Two thirds of the classes focus on subjects that are important for your future occupation. After the first half of the training programme there will be an examination to assess what you have learned at school and how you have been able to apply this knowledge at your company. Furthermore there will be final exams at the end of the training which are normally held in German.

School-based vocational training

The school-based vocational training differs from dual training in that you will spend less time training at a company. You will learn theory and practice of your future occupation at a vocational school, called either *Berufsfachschule* or *Berufskolleg*. This will be complemented by extended periods of on-the-job training at a company or social institution where you can apply the knowledge you acquired at school. This form of vocational training is very common in nursing, in the design/creative industry, and in the fields of business and engineering.

School-based vocational training usually lasts between one and three years. It is offered by state and private schools. Private schools often charge fees. In contrast to dual training programmes, you will not receive a salary during school-based vocational training. The only exception is healthcare/ nursing where trainees will work in hospitals or nursing homes for extended periods of on-the-job training. These trainees will receive a salary for the entire course of their training programme. For example: as a trainee nurse you will earn 956 Euros/month gross in your first year, 1,017 Euros in your second, and 1,118 Euros in your third year.

Dual vocational degrees

A dual vocational degree (*ausbildungsintegriertes duales Studium*) is a special form of degree programme. It integrates studies at a higher education institution such as a university or *Berufsakademie* and on-the-job training at a company. This means that you will obtain both a degree and a recognised professional qualification. This kind of integrated dual degree course is particularly common in the areas of business and engineering (e.g. business studies, mechanical engineering or IT). In contrast to regular university degree programmes, dual vocational degrees do not primarily focus on academic studies. In addition to the theory that is taught at a higher education institution or *Berufsakademie*, students also undergo on-the-job training at a company. This provides them with the necessary work experience that opens up excellent career opportunities. Moreover, students receive a salary like any other trainee during the time they work for their company.

Dual vocational degree programmes usually last between three and five years. In most cases, the vocational part is limited to two years to make sure that there is enough time for the academic part. You can only participate in this kind of degree course if you have the required entrance qualification for German universities. The first step is to apply at a company that will be responsible for your practical training. Then you sign up for a degree course at the university your company cooperates with.

Continuing education and training

It is possible to continue with further training in order to obtain additional qualifications. This can give a chance to specialize to further your career or to start your own business. Which type of continuing education and training is available and most suitable for the student depends on the industry and occupation he is working in.

Crafts

After going through a craftsmen training, it is possible to become a master craftsman. This will lead to the German title of *Meister* which is an officially recognised qualification. Many people who have completed a continuing training course as a master craftsman work in leading positions or set up their own business. Furthermore, as a Meister you will be allowed to take on trainees yourself.

Engineering

People working in construction or mechanical engineering, can pursue continuing training to become a certified engineer (*staatlich geprüfter Techniker*). Full-time training takes at least two years and involves classes at a higher vocational school (called *Fachschule*). The end of the training is a state examination. When you pursue continuing training to become a master craftsman or certified engineer, for example, you may be entitled to financial support in the form of a Meister-BAföG.

(Federal Ministry for Economic Affairs and Energy:

http://www.make-it-in-germany.com/fileadmin/content/make-it-in-germany/PDF/MIIG_Ratgeber_Ausbildung_en_150407.pdf)

Administrative Structure for the regulation of professions and study titles

In general the education system, as well as all the training programmes, is regulated by state and federal law. The state law is giving the legal framework the states are permitted to act within. The following laws are the state laws that contain the general education policy, i.e. the right of every parent to decide which religion classes the children are attending. These state laws also contain the tasks of Universities and other education institutions.

- Berufsbildungsgesetz (BBiG)
- Hochschulrahmengesetz (HRG)
- Bundesausbildungsförderungsgesetz (BAföG)
- Aufstiegsfortbildungsförderungsgesetz (ABFG)
- Handwerksordnung (HwO)
- Sozialgesetzbuch III (SGB III)
- Fernunterrichtsschutzgesetz (FernUSG)
- Betriebsverfassungsgesetz (BetrVG)
- Bundespersonalvertretungsgesetz (B PersVG)
- Ethik-Rat-Gesetz (EthRG)

In addition, in Artikel 30 (Grundgesetz) the federal states have the cultural sovereignty. This is why the federal states have the responsibility for the administration, organisation and legislation of the education system. As a consequence there can be different legal frameworks of recognition of study titles and professions. Hence, the administrative structure for the regulation of professions and study titles can differ from one federal state to another. For example a teacher who completed his studies in one federal state may not be able to teach in another federal state.

The Recognition Act includes the Professional Qualifications Assessment Act (Berufsqualifikationsfeststellungsgesetz - BQFG) under the responsibility of the BMBF as well as provisions for the recognition of vocational qualifications in around 60 federal laws and regulations governing professions, such as healthcare professions (Medical Practitioners' Code, Nursing Act) and master craftsmen (Craft Trades Law).

The federal states have also adopted their own legislation concerning the professions for which they are responsible (e.g. teachers, engineers, architects, occupations in social services). All state-legislation on recognition became effective on 1 July 2014. In the interest of providing a standardised national procedure to people with foreign qualifications, further efforts will be made to open up the recognition procedure to individuals with third country qualifications in all professions – in particular in shortage occupations such as teachers and engineers.

(Ministry of Education and Research <https://www.bmbf.de/en/recognition-of-foreign-professional-qualifications-1413.html>)

Furthermore for different certificates different institutions are responsible, i.e. for all crafts profession titles the chambers of crafts of each federal state are responsible for checking the equivalence to the German profession titles. The ministry of education and cultural affairs in every federal state is responsible for the recognition of school certificates. The medical chambers are responsible for the recognition of medical education. So it depends on in which federal state you want to attend a school or training programme or you want to practice your profession. According to that profession it depends on who is responsible for the recognition of the profession titles. To find out which Institution is responsible for the recognition of your professional title or school certificates to enter the training programme the Ministry of education has developed an internet tool in different languages: <https://www.anerkennung-in-deutschland.de/tools/berater/en/>

You just need to type in the profession and if you are looking for a permission to work or to enter the training programmes and where you are located and the website will provide the information with the responsible institution and its contact details.

Protected professional titles and recognition provisions

In chapter one there is already explained that Germany has a lot protected professional titles. It would be easier to list up the professions that are not protected. This complex system is reflected by the recognition provisions for the recognition of protected professional titles. The following chapter outlines the recognition provisions and the thereto linked requirements for the recognition of professional titles.

Requirements for Citizens of the EU, Liechtenstein, Iceland, Norway or Switzerland

Citizens of the EU, Liechtenstein, Iceland, Norway or Switzerland are welcome to start vocational training in Germany any time. They do not require a visa for entering Germany or starting a vocational training programme. If they would like to live in Germany, all they need to do is register as a resident at a local registry office (called Einwohnermeldeamt or Bürgeramt).

Requirements for citizens of other countries

Citizens from other countries can start vocational training in Germany any time. In order to do so they will need a visa which they can apply for at the German mission in their home country. To be granted a visa, they have to meet the following criteria:

- He or she has found a vocational training place with a German company.
- The German Federal Employment Agency has approved his or her vocational training because there are no German candidates or candidates from a privileged country (such as an EU country) for the respective position. Candidates holding a school-leaving certificate from a German school abroad are exempt from this provision. Furthermore, the employment conditions must not be different from those of German employees.
- The visa application has to contain a proof of the persons' capability to pay for his living, not matter if the person pursues a dual or school-based training course. This is particularly important for the start of a school-based training programme, because the most programmes are unpaid. All the documents that are needed for applying for a visa and further information can be gathered at the German mission in any country.

Students are allowed to work up to ten hours per week in a job that is not related to the vocational training, for example, working at a restaurant while training as a mechatronics engineer.

Requirements for refugees

Access to the labour market depends on the legal status of the refugee. Only recognised refugees with a residence permit (both temporary and permanent) have unlimited access to the labour market.

All refugees still in the asylum process as well as rejected asylum seekers are subject to special regulations which are entirely unrelated to the qualifications they may have and the recognition of those qualifications. These special regulations apply to regulated, unregulated and self-employed work all the same. During the first three months after arrival in Germany refugees are completely barred from the labour market. The three months period can be extended to a maximum of six months by requiring the refugee to live in a reception facility run by the Federal Office for Migration and Refugees. Asylum Seekers from safe countries of origin (a list of the countries currently considered safe countries of origin in Germany can be found at the end of the chapter) are prohibited to work throughout their entire asylum process. Holders of a certificate of suspension of deportation may not engage in employment if they do not cooperate with their deportation or prevent residence-terminating measures.

The remaining refugees still in the asylum or those who have been rejected but not yet deported can take up work with the relevant permission. This work-permission is applied for at the local Immigration Authority Office (a.k.a. Aliens Authority Office, 'Ausländerbehörde' in German) which then requests permission from the Federal Employment Agency. The person seeking employment does not need to obtain the Employment Agencies permission her- or himself.

The authorization of the Employment Agency to take up work is also known as a priority review. Three criteria are examined here:

- the impact of the employment on the labour market;
- whether priority applicants are available,
- and the concrete working conditions

The priority review therefore serves to clarify that occupying a post with a foreign applicant does not have any adverse impact on the labour market and that no priority employees (German nationals, citizens of a Member State of the EU or of the EEA or other priority foreign workers) are available for the vacant post. The Federal Employment Agency can also determine that occupying vacant posts with foreign workers is globally justifiable in terms of labour market and integration policy for individual professional groups or industries. These can be found on the "positive list" at www.arbeitsagentur.de/positivliste.

The separate review of the working conditions is based on the specific job and aims at preventing exploitation of employees who do not have an unrestricted work permit.

In August 2016 the priority review has been temporarily suspended for more than two thirds of Germany, creating a patch-work of districts where it is still applied. These districts all lie within the states of Mecklenburg-Vorpommern (Mecklenburg-West Pomerania), North-Rhine Westphalia and Bavaria (detailed list at the end of the chapter).

Moreover, once a person has lived in Germany for 15 months only the comparability of the working conditions is reviewed until four years of residence have been completed, at which point employment becomes completely exempt from authorization.

Additionally, there are some exceptions where the authorization of the Employment Agency is not necessary at all: These include vocational training, internships for further training purposes, voluntary service or highly-qualified persons taking up work. Whether the specific employment is exempt from authorization is verified by the immigration authority in each individual case.

In terms of temping agency and self-employment, Persons who have permission to reside or temporary suspension of deportation status may take up employment as temporary workers. However, the same regulations concerning prior authorization, i.e. the priority review, apply.

Recognised refugees may take up self-employment. Persons who have permission to reside may not engage in self-employment as a matter of principle. By contrast, persons who have temporary suspension of deportation status may engage in self-employment if the immigration authority has explicitly authorised it.

Requirements for minor refugees

Independent of their residential status, refugee children have the same rights as all other children in Germany. According to article 28 of the UN Convention on the Rights of the Child and Art. 14 of the EU Reception Directive of 26 June 2013, refugee children have the right to equal access to the education system. Hence, there are no specific requirements for minor refugees to access the German education system. They have the right to attend school.

(<http://www.netzwerk-kinderrechte.de/en/our-topics/refugee-children.htm>)

Required Certificates

What kind of school-leaving certificate a person needs for taking up vocational training in Germany depends on the occupation and programme he or she is interested in.

Dual Vocational training

In order to start training at a company in Germany a school-leaving certificate is not needed. Each company decides at its own discretion which qualifications their candidates need. However, if a company has several candidates to choose from, a school-leaving certificate, good results and adequate German language skills may be the key to getting the place. At BERUFENET (German) chances of getting a place as a trainee in a preferred occupation can be checked. On this platform it is possible to search for an Ausbildung in the preferred occupation and the linked admission requirements for the chosen training programme.

School-based vocational training

In order to be admitted to a course at a Berufsfachschule or Berufskolleg is needed to have completed general education and provide a school-leaving certificate from a school equivalent to either a Gymnasium or Realschule. For some vocational training programmes it is also needed to prove that you already have some work experience in that area (e.g. through an internship). Furthermore, some training programmes may have minimum age requirements. More detailed information on admission requirements for various vocational training programmes is available at BERUFENET (German).

Dual vocational degrees

In order to be admitted to a dual vocational degree combining academic studies and training in a company, a university entrance qualification is required. In addition, a signed training contract with a company is required.

(Federal Ministry for Economic Affairs and Energy: http://www.make-it-in-germany.com/fileadmin/content/make-it-in-germany/PDF/MIIG_Ratgeber_Ausbildung_en_150407.pdf)

Universities

Depending on the type of higher education institution, the entrance requirement is the *Hochschulreife/Abitur* (general school-leaving qualification permitting tertiary study, that is the Abitur) or the technical school-leaving certificate (*Fachhochschulreife*). In the case of foreign qualifications, the international academic offices (*Akademische Auslandsämter*) of the institutions or the "uni-assist" service decide whether the conditions have been fulfilled. The institutions themselves decide on the extent to which course credits that have been obtained in another country can be counted towards a course of studies in Germany (see chapter 4.1.2).

(<http://www.bamf.de/EN/Willkommen/Bildung/Studium/studium-node.html>)

For EU-citizens, and students from Iceland, Norway, Liechtenstein and Switzerland to entry the higher education system and to start their studies at a German University besides the school-leaving certificate, they also need German language skills. They do not need a visa to study in Germany.

For applicants from Non-EU countries to register at a German University as students they need besides their school-leaving certificates that correspond to the German *Hochschulreife* a visa that they can apply for at the Federal Foreign office. If the school-leaving certificate does not correspond to the German *Hochschulreife/Abitur* students must pass an assessment test before applying at a German University. The assessment test is always subject specific and is different for universities of applied sciences and universities. To prepare for the assessment test, you can enrol on a preparatory course at a *Studienkolleg*, which normally lasts for one year.

(<https://www.hochschulkompass.de/en/degree-programmes/prerequisites-for-studying/citizenship.html>)

Language Requirements

The satisfactory language skills that are required for students at a University have to be proven by a language proficiency test. There are specific forms of proof of language proficiency at different institutions and programmes at University (see the following):

- DSH – Deutsche Sprachprüfung für den Hochschulzugang ausländischer Studienbewerber (German Language University Entrance Examination for International Applicants)
- TestDaF - Test Deutsch als Fremdsprache (Test of German as a Foreign Language)
- GDS - Großes Deutsches Sprachdiplom des Goethe-Instituts (Goethe Institut German Language Diploma)
- DSD - Sprachdiplom der Kultusministerkonferenz Stufe II (German Language Diploma of the Standing Conference of the Ministers of Education and Cultural Affairs, Level II)

(<https://www.hochschulkompass.de/studium/voraussetzungen-fuers-studium/staatsbuergerschaft.htm>)

Procedures for recognition of professional titles as well as study titles and for obtaining permission to practice in (regulated) professions

Professional titles and study titles as well as the recognition of qualifications are governed by both state and federal law. The federal law that regulates the recognition of foreign qualifications is called the Professional Qualifications Assessment Act (PQAA, in German: Berufsqualifikationsfeststellungsgesetz - BQFG). This law provides the basis for establishing the **equivalence** of a foreign qualification with a corresponding German qualification.

Equivalence means, that the foreign qualification and the German qualification enable the performance of comparable jobs. Equivalence does not exist when the skills that are acquired in the foreign training or its duration differ significantly from the German training. However, such significant differences can be compensated through prove of additional qualifications or work experience. From 1st April 2012, anyone who has a recognised national qualification acquired abroad can have it examined to determine to what extent his qualification is equivalent to a comparable German qualification. <http://www.ihk-fosa.de/en/fuer-antragsteller/>

Different certificates have to be recognised by different authorities. In the following chapter it is explained which certificate is recognised by whom and how.

Recognition of school-leaving qualifications

The recognition of school achievements that are rendered in a foreign country is focused on school-leaving-certificates. Foreign school-leaving certificates can be considered as equivalent to comparable German certificates under certain conditions. The federal states (*Länder*) offices for certificate recognition establish equivalence with German school-leaving qualifications at lower or upper secondary level for professional purposes, for example for vocational training. The competent authorities are listed in the anabin database. In case of uncompleted schooling the credits earned by individuals who have not yet completed their schooling will not be subject to an official recognition procedure. Decisions about school credits earned by young people who have not yet completed their schooling and want to transfer to a German school are taken by the head teacher of the respective school in consultation with the responsible education authority, usually after the candidate has participated in testing and trial lessons.

(https://www.anererkennung-in-deutschland.de/html/en/recognition_of_school_qualifications.php)

Recognition of Higher Education Certificates- Statement of Comparability by ZAB

The Statement of Comparability is an official document issued by the *Zentralstelle für ausländisches Bildungswesen* (Central Office for Foreign Education – ZAB) that describes the foreign higher education qualification and its professional and academic usage. The ZAB certificate can facilitate access to the German labour market for holders of foreign higher education qualifications. It is a comparative assessment but not a recognition certificate. The statement specifies the German qualification to which your foreign qualification is comparable and provides information on the options for continuing your studies, the legal basis of the use of academic degrees and the procedure of professional recognition. The Statement does not give rise to a legal claim. It can be issued in a long and a short version. Both versions will be sent together. The short version intended for use as an

enclosure to your application documents and supplies information for the employer or employment agency on the comparability of your higher education qualification to a German degree. The longer version can be used whenever more detailed information is required. Statements of Comparability are issued for higher education degrees obtained world-wide. The ZAB does not provide Statements for incomplete higher education courses or courses not assigned to the field of higher education. Statements of Comparability cannot be issued for school certificates.

*(Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland
<https://www.kmk.org/kmk/information-in-english/statement-of-comparability-for-foreign-higher-education-qualifications.html>)*

A Statement of Comparability cannot be issued in cases of reasonable doubts regarding the authenticity. The qualification must be awarded by an institution recognised as higher education institution according to principal criteria in the country of origin. For degrees from countries in which the accreditation of courses is mandatory, the completed course of study must be accredited. In case of joint degree involving German higher education institution, no statement of comparability is required as a German degree has already been awarded. For degrees acquired on the basis of cross-border cooperation agreements or with the participation of several higher education institutions (known as franchising), all the institutions involved must be recognised or accredited as higher education institutions pursuant to the law of the country of origin. Furthermore, the quality of the degrees must meet the requirements of all the countries involved and must be in line with the countries' higher education regulations.

*(Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland
<https://www.kmk.org/kmk/information-in-english/statement-of-comparability-for-foreign-higher-education-qualifications/criteria.html>)*

For the issue of a first Statement of Comparability 200 € will be charged as a fee and another fee of 100€ for the issue of any additional Statement, if you wish to have several qualifications assessed.

Information sheet: http://www.netzwerk-iq-sachsen.de/wp-content/uploads/M6.6a_ZAB_Englisch.pdf
(<https://www.kmk.org/themen/anererkennung-auslaendischer-abschluesse/anererkennung-im-schulbereich.html>)

Application for recognition of professions

If the application for recognition has been turned down the reasons for not recognizing the equivalence of qualifications have to be outlined in the decision, i.e. the significant differences between the foreign and the German qualification have to be documented. In addition, if the recognition of a qualification for a regulated profession has been applied for, but has been rejected, the decision needs to include a list of measures with which the applicant can reach equal qualification. Such measures may include participation in an examination of professional competences or an adaptation period.

The application is to be submitted to the competent government authority. The Professional Qualifications Assessment Act (PQAA) defines which authority is competent, depending on your field of work. This will be addressed later. Moreover, the PQAA lists the required documents. An applicant has to turn in:

- 1) A tabulated list of all completed professional/vocational trainings as well as all work experiences
- 2) Proof of identity

- 3) Certifications of the completed trainings
- 4) Proof of the previously held jobs
- 5) A statement declaring that no previous application has been filed for the recognition of the qualifications included in this application

For the proof of identity as well as proof over completed trainings and work performed only the original documents, or officially certified copies of them are accepted. An official certification of a copy attests that it is identical to the original document (it does not certify the authenticity of the original document). Certified copies can be issued by the local city or town hall as well as notaries. Public schools and Universities can make certified copies of documents which they themselves have issued. A notary's service will be more expensive than that of a public institution. Additionally, documents need to be submitted in German or with official translations from a certified translator attached to them. The competent authority may demand further information from the applicant if the determination of equivalence requires as much. Certification of authenticity of a document can be issued only by the consular office (e.g. embassy) responsible for the district where the original document was issued. Legalization of documents can improve the chances of recognition. Moreover the applicant has to deliver proof of her/his intention to work in the profession for which she/he seeks recognition of the qualifications. Job-applications send to employers or, for self-employed professions, a business plan are accepted as evidence.

There are additional provisions for the recognition of work qualifications in a regulated profession: if the profession was also regulated in the country of origin the applicant has to have had the permission to work in the regulated profession in the country of origin (unless a permission was denied in the country of origin for reasons, which do not prevent the granting of a permission in Germany). In this case the permission to work in the regulated profession in the country of origin has to be included in the application, i.e. is added to the list of documents which need to be submitted. As mentioned above, in the case of a rejected application concerning a regulated profession measures to make up for the differences need to be indicated. These measures may include an adaptation period or a proficiency test. If there are no further regulations, the applicant can choose between the two.

In the past, only a very limited number of people who came to Germany with professional and vocational qualifications were able to apply for qualification recognition. The Recognition Act has changed this and introduces a standardised and transparent procedure for all federally regulated professions. In many cases equivalence is a prerequisite to work in one's profession or to start a business in Germany. This is especially true for "regulated professions" such as trades that require authorization, for medical doctors, and for nurses or pharmacists. The Recognition Act improves opportunities for individuals who have gained professional qualifications abroad to practice their learned professions in Germany and thereby assures that these individuals can be better integrated into the labour market.

IHK FOSA (Foreign skills approval)

The IHK FOSA is the national competence centre of German chambers of industry and commerce for the evaluation and recognition of foreign vocational qualifications. The IHK FOSA accepts applications for recognition and examines them in order to determine to what extent the foreign qualifications can be considered equivalent to corresponding German qualifications. The premises of the IHK FOSA are in Nuremberg. (IHK FOSA <http://www.ihk-fosa.de/en/>)

The IHK FOSA is the responsible centre for all applications for recognition that refer to IHK professions. These include the 250 dual IHK apprenticeship professions as well as the many IHK further training professions. For professions which do not fall within the IHKs' scope of responsibility, applicants must consult the respective responsible authority. In the case of craft or agricultural professions, for example, these are the regional craft or agricultural chambers, respectively. For specialist employees in independent professions, these are the respective responsible professional chambers, e.g. doctors', dentists' and lawyers' chambers. (<http://www.ihk-fosa.de/en/fuer-antragsteller/responsibility/>)

Lists of professions IHK is responsible for approval of skills:

http://www.ihk-fosa.de/fileadmin/ihk-fosa/Dateien/Informationsmaterial/Liste_IHK-Berufe.pdf

http://www.ihk-fosa.de/fileadmin/ihk-fosa/Dateien/Informationsmaterial/Liste_IHK-Fortbildungsabschluesse.pdfList

All persons who have gained a state recognised foreign vocational qualification and would like to practice this profession in Germany are entitled to submit an application. Persons who have only gained informal professional qualifications, e.g. qualifications gained exclusively through professional experience, are not entitled to apply.

The application can be submitted regardless of nationality and residential status. Applications can be submitted abroad also. A written and personally signed application must be sent to the IHK FOSA in order to have the foreign professional qualification verified.

The application must be accompanied by the following documents:

A list of educational courses and employment held in table form (curriculum vitae)

Proof of identity (ID card or passport)

Evidence of the vocational qualification gained abroad

Where appropriate: evidence of relevant professional experience

Where appropriate: other evidence of competence

The documents that are required can be found online:

Application form:

http://www.ihk-fosa.de/fileadmin/ihk-fosa/Dateien/Antragsformular/IHK_FOSA_Application_Form.pdf

Assistance for Application Form:

http://www.ihk-fosa.de/fileadmin/ihk-fosa/Dateien/Antragsformular/Hilfe_zum_Ausfuellen_des_Antragsformulars.pdf

Abstract necessary papers:

http://www.ihk-fosa.de/fileadmin/ihk-fosa/Dateien/Antragsformular/IHK_FOSA_Uebersicht_notwendiger_Unterlagen.pdf

The fees for the submission of an application range from 100 EUR to 600 EUR. The actual extent of the fees depends on the amount of work involved in conducting the process and can be very different dependent on profession and country. Applicants must bear the costs for translations and certified copies themselves. Should it become necessary during the course of the process to carry out a qualification analysis (§14 BQFG) due to a lack of qualification evidence, additional costs will be incurred by the applicant. Unemployed persons and applicants seeking work should enquire in their responsible job centres whether the employment administration might bear the costs. In addition to the existence of the legal prerequisites, it is of particular importance whether the recognition of foreign educational qualifications is required for integration into the employment market in individual cases. Following the recognition process, the same may apply to subsidies for any extra qualifications which may be necessary in order to compensate for gaps.

<http://www.ihk-fosa.de/en/fuer-antragsteller/course-of-the-process/>

(IHK FOSA <http://www.ihk-fosa.de/en/fuer-antragsteller/submitting-an-application/>)

Chambers of Crafts

The 53 different Chambers of Crafts and Trades in Germany are responsible for the recognition of foreign vocational training qualifications in the craft trading. Which chamber is responsible for your case depends on where you stay. There are different Chambers in the federal states and regions. The Recognition Finder can navigate you to the appropriate authority responsible for your case:

Online: <https://www.anerkennung-in-deutschland.de/tools/berater/en/>

The Trade and Crafts Code

The membership of skilled craft in Germany is not regulated via the company size or turnover, but by law. The Trade and Crafts Code determines which occupations are part of the crafts sector. Annex A lists all the occupations, for which a master craftsman's examination is a prerequisite for self-employment. The legislator demands a master craftsman's examination for occupations that are particularly susceptible to dangers and/or require special training. Annex B1 lists all other skilled crafts occupations for which a master craftsperson's examination can be taken voluntarily. So-called 'skilled crafts-like trades' are listed in Annex B2.

You find the list under the following link:

https://www.zdh.de/fileadmin/user_upload/ZDH/0725-Berufe_englisch.pdf

(ZDH : <https://www.zdh.de/en0/trade-and-crafts-code>)

<https://www.hwk-muenchen.de/artikel/berufsanerkennungsverfahren-74,0,5658.html>

Important Operators: employment agencies- Jobcenter and Agentur für Arbeit

The Jobcenter and the Agentur für Arbeit are two authorities in Germany that provide services for the federal ministry of labour and social affairs. These two authorities are responsible for social services and social welfare. The difference between the two is basically the funding.

- The Agentur für Arbeit is responsible for unemployment benefits that are co- financed by contributions of employers and employees based on the Social Insurance Code SGB III. So only people who worked before and contributed to the unemployment insurance are entitled to services of the Agentur für Arbeit. They also assist people who are seeking for work.
- The Jobcenter is responsible for the provision of basic social security for people that cannot make a living for themselves according to the Social Insurance Code SGB II. These services are funded through taxes.
- The municipality Passau is responsible for Refugees that are not recognised in any case.

(<http://www.bmas.de/DE/Schwerpunkte/Neustart-in-Deutschland/Neustart-Asylsuchende/arbeitsmarktzugang-asylbewerber-geduldet.html>)

Critique

The information from Chapter 5 is not only directly from legislative texts but also from websites of different governmental and non-governmental organisations and institutions. Not every website does provide the information about recognition procedures in other languages than German and even if information is provided in English, mostly it is not as detailed as it is in German. In general it is very hard to find all these information even for studied German native speakers that are used to do research. Furthermore practical experience leads to the result that the theoretical way of recognition procedures of qualifications and titles are practically more complicated than described and associated with high expenditure of time and costs. Furthermore the most websites refer to phone numbers to make a personal appointment where you can get detailed information concerning you specific qualification and the recognition act. It is impossible to access general information about which qualifications can be easily recognised and which doesn't.

Characteristics of

The following chapter contents characteristics of the hiring process and its criteria and requirements.

One of most important ways to recruit staff is the job advertisement. There are different possibilities to publish a job advert, e.g. daily newspaper, journals, student journals and information leaflets. It is also possible to publish a job advertisement online. Therefore online portals like *StepStone*, *Indeed* and *Stellenanzeigen.de*, as well as company websites or social media platforms like *facebook*, *linkedin* or *xing* are commonly used in Germany. You can observe a decrease in the publishing of job advertisements in print media form while the publishing of job advertisement in online-platforms increases. To reach a specific target group for your job advertisement the print media are still important in some sectors. A survey from the centre of human resources information systems (CHRIS) and the online company monster worldwide questioning 1000 large and medium-sized companies approved that online advertisement gained in importance. In most cases available vacancies are published on the online website of the respective company or in online job markets. Four of ten employees took notice

of the available vacancy through online job advertisement. The recruiting of staff through the social media platforms is still relatively small. Another survey from Eurocom Worldwide showed that 40% of the questioned companies use social media platforms to perform background checks of applicants (Lindner-Lohman et al. 2016: 57-60).

Another common way to recruit staff in Germany is the use of employment agencies, e.g. temporary employment companies, the Agentur für Arbeit (see chapter 5.5) or private job agents. For the recruitment of university graduates and trainees it is common to use career fairs, where companies and schools are exhibiting their programmes and job opportunities.

For the selection of applicants specific labour market relevant criteria are used in terms of the formal qualifications, the labour market experiences, the informal skills and soft skills.

a. Formal qualifications (educational attainment)

Formal qualifications in general are certificated and standardised trainings as school reports, capability proofs and further training certificates. Certificated schooling and training is the most important criteria for the selection of applicants in the process of staff recruitment. Without any of these certificates it is nearly impossible to find a job placement, that requires specific qualifications (Lindner-Lohman et al. 2016: 20f).

b. Labour market experiences

Labour market experience is certificated by the Employer references. It is a common practice that a text is written by the employer about the tasks and how they were completed by the employee. The paragraph 109 of the industrial code called *Gewerbeordnung* (GewO) determines the rules of employer references. It contents that every employee has the right to get an employer reference that minimum has to content the duration and type of work (simple employer reference). The employee can also further request more information about performance and behaviour (Qualified employer reference). It also has to be signed by the employer and cannot just be handed out in electronic format. These rules also apply for any kind of employers such as interns, full-time and part-time employers or trainees.

c. Informal skills (e.g. language proficiency, productivity...)

Informal skills are all the skills a person has acquired that are not part of a certificated training course that is part of the official education system (see chapter 2), but through other forms of learning. It could be that a person for example learned how to speak another language or how to use specific computer programmes through self-study. It is important to mention these informal skills in an application.

d. Soft Skills

Also important for employers and potential employees are soft skills, such as punctuality and the ability to work in a team. Even though the term „soft skills“ is widely known and used often, the term is controversial. Theories and empirical facts dealing with the subject of soft skills, their definition and impact are lacking. Although the most recruitment advertisements contain the demand of certain soft skills (Lindner-Lohman et al 2016: 8,30). Unspecific skills as social competence and individual strengths are important for the necessary for labour market success and individual career development (Lindner-Lohman et al. 2016: 7). The fact that employees are expected to not just follow advises but also take responsibility and work independently requires personal competences that lead to the performance of a specific job position (Lindner-Lohman et al. 2016: 10). The constantly changing work

environment requires flexibility and stable abilities that can be applied in different job positions and situations, hence soft skills are indicated as key qualifications (Lindner-Lohman et al. 2016: 30).

There are different categories of soft skills. The first category is the methodological competences that are the basic for independent acting and learning, as well as finding creative ways to solve problems.

The social competences are mainly the communicative strength, capacity for teamwork, leadership quality and adaptability. Another category of the soft skills is the self-competence also known as “personal qualities”. Personal qualities define how high an employee’s commitment and motivation is or how capable he or she is. The personal qualities also include if someone is proactive and taking initiatives and is able to make decisions (Lindner-Lohmann et al 2016: 32ff).

In general soft skills to measure and record, hence companies are looking for biographical factors in the curriculum vitae that indicate specific soft skills. Thus Information about hobbies such as social engagement can be useful to show attributes of soft skills (Lindner-Lohman et al 2016: 21). In practice soft skills are a decisive factor for labour market success and career opportunities. Depending on different occupations and positions within a company different soft skills are required. For example, a profession where interacting with people is one of the main tasks strong communication skills and extraversion are needed. Larger companies in Germany are especially interested in people with strong flexibility, creativity and personal initiative. The traditional self-competences, reliability and motivation, are still the most important soft skills required by employers. This did not change in over time (Lindner-Lohman et al. 2016: 48ff). In general soft skills become more important not just on the labour market but also in education policy or vocational training and further trainings (Lindner-Lohman et al. 2016:32).

Lindner-Lohmann D., Lohmann, F., Schirmer U. 2016 : Personalmanagement. 3.Auflage. Springer Verlag Berlin Heidelberg.

Existing regulations and opportunities for the recognition of informal skills and competences and work experience

Informal skills and learning takes place outside from education institutions and can be a rich source of human capital. The recognition of these informal skills is important to make this capital more visible and valuable for society at large. It can allow people to complete formal education more quickly and efficiently by not having to enrol in courses for which they already have mastered the content. It also helps workers and employers to get a good job match and help displaced workers to inform future employers about their skills. The benefits of recognition of informal skills are very varied. The economic benefit is the human capital that can be used more productively through the recognition of informal skills. The recognition of lifelong learning and enabling people to develop careers is also an educational benefit. Furthermore the recognition of informal skills improves equity and strengthens access to both further education and the labour market, for disadvantaged groups like for example refugees and migrants. The psychological benefit for individuals is to be aware of their own capability and validating their worth.

The recognition of informal skills involves the identification and documentation of what someone knows or can do. It also involves the validation that the person satisfies certain requirements or standards and the awarding of a recognised certification or qualification. Certainly the recognition of informal skills and competences is only fully accomplished if the certification or qualification is accepted by society as valid and credible. (OECDa 2010: 1)

<http://www.oecd.org/edu/innovation-education/44870953.pdf>

In Germany, non-formal and informal learning are an integral part of the education system and above all the Dual System. Contrary to many countries that are (re)discovering learning of this kind, Germany has, as it were, already institutionalised it. The best evidence for this is that all its continuing training and all adult learning are classified as non-formal learning.

However, there is still no precise indication that the procedure for recognising non-formal and informal learning outcomes is becoming formalised. Furthermore, many actions and decisions are at the discretion of the *Länder*. In summary, the recognition of these outcomes is a condition of eligibility and increases the likelihood that experience will be taken into account at the entry point to different programmes of vocational education or continuing training:

External Examination

First and foremost, there is the *Externenprüfung*, or external student examination at the end of vocational apprenticeship comprising alternated work and training. Candidates admitted on the basis of their non-formal and informal learning outcomes may take the examination without having followed the classes. The *Berufsbildungsgesetz* (BBiG) §45 allows people that worked 1,5 times the duration of the actual training in a profession, to take part in the exams without visiting the classes.

Since 1972, it has been possible to obtain a vocational qualification thanks to rehabilitation courses. Candidates have to take an entrance test and the precondition is that they should have already completed previous vocational training. Their precise qualification and period of employment may be taken into account. This approach has been widely adopted by the Federal Agency for Employment. Women greatly relied on this system but their numbers have been falling. The success rate is fairly high (80-90% since 2000).

Finally, recognition has enabled some learners to obtain vocational education modules since 2003. In Germany again, recognition may provide access to tertiary education. Several possibilities exist. For example, one route is second chance education for adults who are working. They may thus vary how they return to studying in accordance with the restrictions to which they are subject and use their experience. The approach is regulated by each Land. In Germany, learning of this kind is classified as non-formal (OECDb 34f).

Germany is another country without a clear legal framework for the recognition of these outcomes. Here, international measures such as the EQF are generating interest in recognition. Although lacking a uniform legal framework (OECDb 2010: 40)

With further reference to professionals in the field of recognition, German Organisations, so to speak, invented the new profession of mentor supervisor. The role of those concerned lies midway between that of informing and assessing. For example, there are mentors for the ProfilPASS system in Germany (OECDb 2010: 51) which will be described in the next chapter.

OECDa 2010: Recognition of Non-formal and Informal Learning Pointers for policy development. Online: <http://www.oecd.org/edu/innovation-education/44870953.pdf>

OECDb 2010: Recognition of Non-Formal and Informal Learning: Country Practices. Online: <http://www.oecd.org/edu/skills-beyond-school/44600408.pdf>

National practice concerning other forms of recognition of professional qualifications (e.g. reference letters, skill passes)

There are different competence centres that work together with other institutions such as schools or research institutes to assess competences and skills of migrants and refugees through different tools as an alternative to the regular procedures of recognition. The main operators are MigraNet, KUMULUS-PLUS, INBEZ, NOBI and integra.net. The following chapter will give a prescription of who these operators are and how they operate as assessment centres for migrants and refugees.

Network IG – Integration through qualification

Since 2005, the Network "Integration through Qualification (IQ)" has been working to improve employment opportunities for people with a migration background.. In the 2015-2018 phase, the network has an additional focus on compensatory measures in the context of the Recognition Act. An objective of central importance is that occupational qualifications acquired outside Germany lead to employment appropriate to one's level of education.

The principal task of the 16 regional networks (one for each Bundesland or federal state) is to implement the programme at the regional level. Each is managed by a regional coordinator and covers a range of subprojects operating on the ground. They offer counselling for credentials recognition and skills advancement and develop as well as implement the necessary bridge training to attain full recognition of foreign qualifications. Beyond that, they provide information, advice and training to labour market stakeholders in order to raise awareness for the specific concerns of migrants and disseminate specialised knowledge.

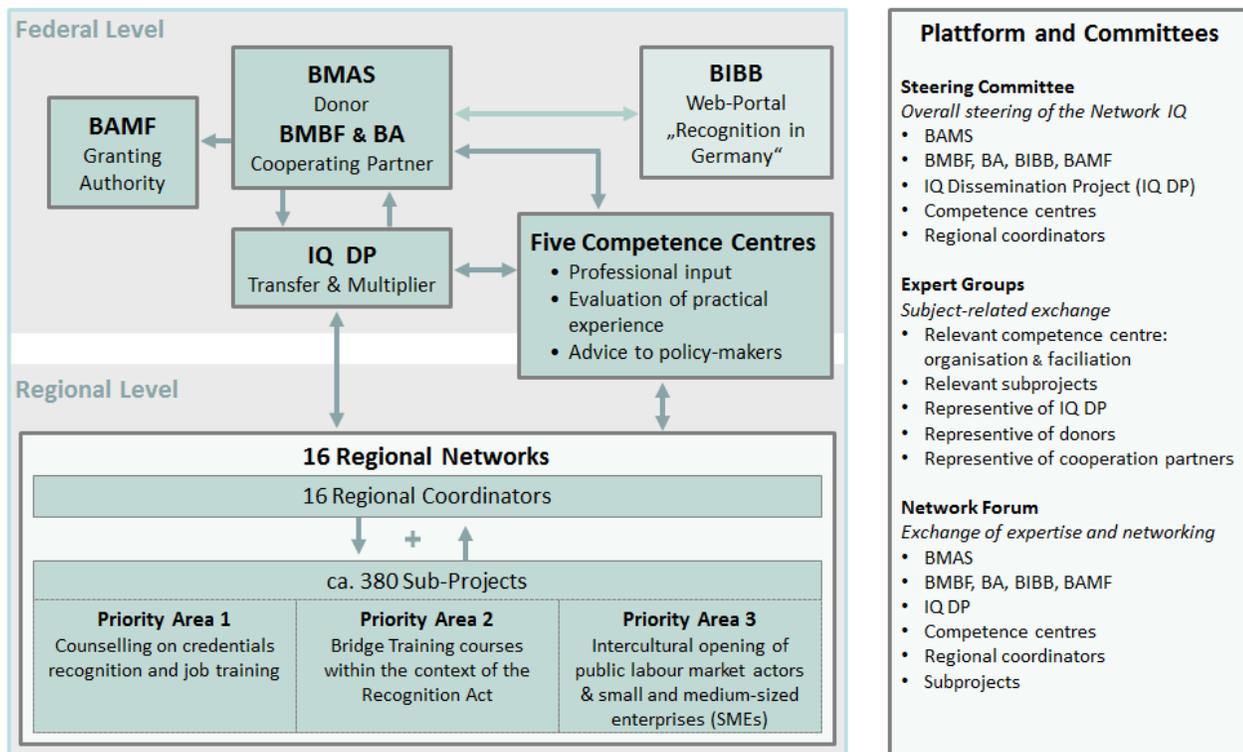
Besides the regional networks, there are five competence centres dedicated to migrant-specific concerns at the federal level. They provide expert advice and assistance to the regional networks. These centres develop training schemes, instruments and policy recommendations for integrating migrants into the labour market. In addition, the competence centres are responsible for giving specialist advice to decision-makers in politics, business and public administration. This can range from the development of quality standards and learning materials to the dissemination of research results.

At the federal level, the Network IQ is coordinated by the IQ Dissemination Project (IQ DP). The project facilitates cooperation between the network partners, supports the transfer of best practices and is responsible for the public relations of the Network IQ. Together with the Competence Centres, IQ DP reports the results of the network to relevant government ministries, the Federal Employment Agency and the expert community. "Recognition in Germany" is the multilingual web portal of the Federal Government for the recognition of foreign professional qualifications. The portal works in close cooperation with the Network IQ.

The programme is funded by the Federal Ministry for Labour and Social Affairs (BMAS) and the European Social Fund (ESF). Strategic partners in implementing the programme are the Federal Ministry for Education and Research (BMBF) and the Federal Employment Agency (BA).

Acronyms

- BMAS ⇒ Federal Ministry for Labour and Social Affairs
 - BMBF ⇒ Federal Ministry for Education and Research
 - BA ⇒ Federal Employment Agency
 - BAMF ⇒ Federal Office of Migration and Refugees
 - BIBB ⇒ Federal Institute for Vocational Education and Training
- The Cooperative Structure of the Network IQ



Bavarian Network- MigraNet - migranet.org

MigraNet is one of the 16 regional networks (Bundesland Bavaria) that connects Institutions, organisations and companies together with associations that work in the field of migration to improve the integration of migrants into the labour market especially in Bavaria. The operator implementing that goal is the organisation tür-an-tür (www.tuerantuer.de).

The following competence centres are samples of the 16 federal networks:

- KUMULUS-PLUS: Competence Centre for Berlin, Mecklenburg-Vorpommern, Nord-Rhein-Westfalen
- Integra.Net: Competence Centre for Hessen in cooperation with EQUAL
- InBeZ: Competence Centre for Rheinland-Pfalz, Saarland and Sachsen
- NOBI: Competence Centre Hamburg coordinated by the chamber of crafts Hamburg

Even though this initiative was very successful in general programmes like this are not commonly known and commonly accepted by all private employers.

Contact points and access for refugees to acquire information about the existing system and procedures in respective country

In Germany many different governmental and non-governmental organisations and information websites exist, which help refugees in the field of legal counselling, the recognition procedure and in getting access to the labour market. They provide either helpful information on their websites or personal counselling or both.

Organisation	Contact	Work field
Federal Employment Agency	<i>head office:</i> Bundesagentur für Arbeit Regensburger Straße 104 90478 Nürnberg <i>Regional contact persons:</i> https://www.arbeitsagentur.de/ueberuns/ansprechpartner	Consulting Job board Information about recognition of qualification e.g.: www.arbeitsagentur.de/positivliste
Federal Institute for Vocational Education and Training	<i>head office:</i> Robert-Schuman-Platz 3 53175 Bonn <i>Phone:</i> +49 (0)2281070 <i>E-mail:</i> zentrale@bibb.de <i>Website:</i> https://www.bibb.de/en/index.php	Recognition procedure Recognition of foreign professional qualifications Recognition of academic/school qualifications Legal Basis Access to labour market
Federal Ministry for Education and Research	<i>address:</i> Heinemannstraße 2 53175 Bonn <i>Phone:</i> +49 (0)2289957-0 <i>E-Mail:</i> information@bmbf.bund.de <i>Website:</i> https://www.bmbf.de/en/index.html	German vocational training system Recognition of foreign professional qualifications

<p>Bayerisches Staatsministerium für Bildung und Kultus, Wissenschaft und Kunst</p>	<p><i>head office:</i> Salvatorstraße 2 80 333 München <i>Phone:</i> +49 (0)8921860 <i>Regional contact persons:</i> https://www.km.bayern.de/ministerium/kontakt/ansprechpartner.html <i>Website:</i> https://www.km.bayern.de/index.html</p>	<p>Education system in Bavaria https://www.km.bayern.de/education-in-bavaria.html</p>
<p>Federal Office for Migration and Refugees</p>	<p><i>head office:</i> Frankenstrasse 210 90461 Nürnberg <i>Contact persons:</i> https://www.bamf.de/EN/Service/Top/Kontakt/kontakt-node.html <i>Website:</i> http://www.bamf.de/EN/Startseite/startseite-node.html</p>	<p>Information for refugees and migrants about education, work, career and life in Germany http://www.bamf.de/EN/Willkommen/willkommen-node.html</p>
<p>Federal ministry of labour and social affairs</p>	<p><i>Head office:</i> Wilhelmstraße 49 10117 Berlin <i>Website:</i> http://www.bmas.de/EN/Home/home.html</p>	<p>Legal framework, labour market access and social rights http://www.bmas.de/EN/Our-Topics/Social-Europe-and-international-Affairs/Europe/Migration/refugees-and-asylum.html</p>
<p>Kultusminister Konferenz</p>	<p><i>head office:</i> Taubenstraße 10 10117 Berlin <i>Telefon:</i> + 49 (0)3025418499 <i>Contact persons:</i> https://www.kmk.org/kmk/sekretariat.html <i>Website:</i> https://www.kmk.org/</p>	<p>European qualification framework German qualification framework Comparability for Foreign Higher Education Qualification https://www.kmk.org/themen/internationales/eqr-dqr.html</p>

IHK FOSA	<p><i>head office:</i> Ulmenstraße 52g 90443 Nürnberg <i>Phone:</i> +49 (0)911 81506-0 <i>E-Mail:</i> info@ihk-fosa.de <i>Website:</i> http://www.ihk-fosa.de/en/</p>	Recognition of vocational training
Chambers of trade crafts (Handwerkskammer)	<p><i>Regional contact persons:</i> http://www.handwerkskammer.de/metanavigations/kontakt.html <i>Website:</i> http://www.handwerkskammer.de/</p>	Recognition of foreign professional qualifications
OECD	<p><i>address:</i> OECD Berlin Centre Schumannstraße 10 10117 Berlin <i>Phone:</i> +49 (0)302888353</p>	Recognition of Non-Formal and Informal Learning
Jobcenter	<p>https://www.jobcenter-ge.de/</p>	Job board Integration in labour market Contact person for recognised refugees
Refugee Law Clinic	<p>http://rlc-deutschland.de/</p>	Legal counseling
Amnesty International	<p><i>head office Germany:</i> Zinnowitzer Straße 8 10115 Berlin <i>Website:</i> https://www.amnesty.de/</p>	Preparation for hearing Legal counseling
Berufliche Fortbildungszentren der bayerischen Wirtschaft	<p><i>head office:</i> Infanteriestraße 8 80797 München <i>Phone:</i> +49 (0)8944108200 <i>E-Mail:</i> info@zentrale.bfz.de <i>Website:</i> https://www.bfz.de/</p>	Integration course German course

NGOs work and role in the field

In Germany you can observe that there are different interest between the governmental organisations and institutions and the private economy sector. Many companies especially in the crafts sector are seeking for trainees and they are willing to train refugees as a result of their need of new staff members. But in most cases these companies are complaining about the legal barriers. As a result, there are many private NGO's that try to improve the situation for employers to recruit migrants and refugees (see the following examples).

- Operator in Würzburg: IntegrAIDE

INteGRAID is an Initiative located in Würzburg. This Initiative has the goal to qualify 1000 people to be a so called "job coach" for refugees that are supposed to contribute to 20.000 refugees to find a job.

The unique concept of a "Job Coach" is a concept that allows the "Job Coach" to mentor a refugee through the process of job placement. As a result the process of job placement will be accelerated and simplified.

The "Job Coaches" are voluntary workers that plan the job searching and job placement of refugees, coordinate with local authorities, train the refugees and help companies to employ refugees and also help to raise funds therefore. The "Job Coaches" are trained and supervised and connected by INteGRAID.

<http://integrai.de/uber-uns/das-projekt/>

One of the most interesting projects concerning these issues is the so called "ProfilPass" developed by the private sector (OECD 2010: 44).

- ProfilPass:

Finally, Germany has its ProfilPASS (skills profile) which is a very detailed version of the learning portfolio. It is not used informal learning or employment systems.

Its aim is to help people who are developing their skills profile to appreciate their own abilities and skills. In this sense, there is no assessment other than a form of self-assessment. Reference to private assessment is not misplaced, especially in that the person concerned is not obliged to show the profile to his or her employer. At the core of the ProfilPASS are the knowledge, skills and competences of the person, and his or her capacity for teamwork and leadership, etc.

The employer may be involved and even instrumental in the process of building up the skills profile. This is employer assessment. The ProfilPASS approach clearly involves the recognition of non-formal and informal learning outcomes if the individuals concerned share the content of their ProfilPASS with their entourage and the employer; on the other hand, it is a version of recognition which is not formalized (OECD 2010: 35).

In general NGO's play an important role in the process of labour market integration of migrants and refugees as well as their access to legal recognition procedures. There are many NGO's providing the needed information for refugees and migrants and also NGO's that assist or guide migrants and refugees through the procedures (see the table in chapter 9).

2.1.3 Framework System Procedures for the recognition of qualifications in LITHUANIA

Legal framework for the regulations of professions and study titles

In Lithuania, education is regulated by laws of the Lithuanian Republic, resolutions of the Lithuanian Government as well as legal acts approved by the Ministry of Education and Science. Between 1991 and 2002, a package of documents and publications regulating school activities and curricula was issued, collectively known as the Regulations on General Education in Lithuania. The activities of institutions of science and higher education are regulated by the Law on Science and Studies (12 February 1991). Education-related laws, government resolutions and orders of the Minister of Education and Science are legal acts that regulate standards for general education, professions and fields of specialisation, and stipulate general requirements for curricula, including their constituent modules and qualification requirements. The documents drawn up pursuant to the legal acts are then classified into a number of national education-related registers, each concerned with different issues, such as the National Register of Education, Science and Study Institutions, the National Register of Study and Training Programmes, the National Register of Licences and the Register of Education Certificates. Except in the case of higher education, educational institutions work in accordance with teaching plans, the common core curriculum and study programmes directly or indirectly approved by the Ministry of Education and Science.

Relevant laws include:

The Law on Education of the Republic of Lithuania (adopted on 25 June 1991). It sets forth the structure of the education system in the country and the foundations of operating and managing all educational institutions (except for higher educational institutions). On 2

June 1998, the [“Seimas”] adopted the Law on Amendments to the Law on Education of the Republic of Lithuania. The main Law on Education states that *each citizen of the Republic of Lithuania, each alien who has the right of permanent or temporary residence in the Republic of Lithuania, shall have the right to study, attain an education level and a qualification.* (Žin., 1991,

Nr. 23-593) On 17 June 2003, a revised version of the Law on Education was adopted aimed at defining the goals of education in Lithuania, main principles of the education system, basic structure of its organisation, activities and relationships as well as the major responsibilities of the state in the field of education.

The Law on Vocational Education and Training (14 October 1997) defines the structure and administration of the vocational education and training system, the activities of vocational schools and institutions of vocational education and training in the Lithuanian Republic. The law was amended in 2008. On the 3rd April 2007, a revised version of the Law on Vocational Education and Training was adopted aimed at the introduction of the following important elements into Lithuanian vocational education and training: apprenticeship, National System of Qualifications, accreditation and

recognition of the experiential learning, assessment and accreditation of qualifications prescribed for the social stakeholders, co-funding of the vocational education and training and other important aspects. Admission of persons to vocational training schools and schools carrying out non-formal adult education programmes is defined by the Law on Vocational Education (2011-09-01, Nr.: VIII-450) and the Law on Non-formal Adult Education (2010-04-27, Nr.: VIII-822).

- The Law on Higher Education (21 March 2000) determines the system of higher education, regulates the activities of the institutions of higher education and establishes the binary system of higher education.

- at improvement of the quality of higher education and its links to the labour market. The law provides minimum admission requirements for all universities and vocational guidance. In addition, the draft law also includes improving the cooperation with social partners while drawing up learning programmes and supporting opportunities to learn in a workplace while studying at universities.

The Regulations on Recognition of Higher Education Diplomas, Diplomas, Certificates and Other Evidence of Qualifications Awarded within the European Union, European Economic Area or Swiss Confederation for the Purpose of Taking up or Pursuit of a Regulated Profession or Regulated Professional Activity in the Republic of Lithuania regulate the procedure of recognition of evidence of professional qualifications awarded to nationals of European Union Member States, European Economic Area and Swiss Confederation (hereinafter referred to as the “Member States”) who intend to take up or pursue a regulated profession or regulated professional activity in the Republic of Lithuania, on the grounds of the following Directives of the European Union: Council Directive 89/48/EEC of 21 December 2004 on a general system of the recognition of higher education diplomas awarded on completion of professional education and training of at least three years in duration; Council Directive 92/51/EEC of 18 June 1992 on a second general system for the recognition of professional education and training to supplement Directive 89/48/EEC, and Directive 2001/19/EEC of 14 May 2001 amending Council Directives 89/48/EEC and 92/51/EEC on the general system for the recognition of professional qualifications and Council Directives 77/452/EEC, 77/453/EEC, 78/686/EEC, 78/687/EEC, 78/1026/EEC, 78/1027/EEC, 80/154/EEC, 80/155/EEC, 85/384/EEC, 85/432/EEC, 85/433/EEC and 93/16/EEC concerning the professions of nurse responsible for general care, dental practitioner, veterinary surgeon, midwife, architect, pharmacist and doctor (<https://e-seimas.lrs.lt/rs/legalact/TAD/TAIS.270439/>)

Outline of the general education and vocational training system

School Education:

In Lithuania, **school education** is divided into the following stages:

- primary education;
- lower secondary education;
- upper secondary education.

Primary education is compulsory. It lasts for 4 years (ages 6/7 to 10/11). The purpose of primary education programme is the development of a healthy, active, and creative child who has acquired elementary literacy, social, informational and cognitive skills, which are necessary for proceeding to basic (lower secondary) education. Schools may also choose to offer non -traditional curricula based on Montessori, Waldorf, Suzuki. Pupil assessment may take any form, depending on the teacher, such as notes, reviews, and descriptions. However, no grades are given at this stage. After successful completion of the primary education programme, pupils are awarded Primary Education Certificate.

Lower secondary education is compulsory. It lasts for 6 years (ages 10/11 to 16/17). The lower secondary education programme is implemented by basic, secondary, vocational education and training schools, pro-gymnasiums and gymnasiums. The purpose of basic education program is to provide an individual with the basics of moral, socio-cultural and civic maturity, general literacy and the basics of technological literacy, to cultivate national consciousness, to foster an intent and ability to make decisions and choices and to continue learning. The programme consists of two cycles: 5th – 8th and 9th – 10th grades. The purpose of first cycle is to integrate the basics of knowledge, abilities and skills. The second cycle is oriented to education of abstract thinking; the knowledge obtained at the latter is more generalized. At this stage, assessment is criterion-referenced. A 1 to 10 marking system is used with 10 as the highest mark and 4 as the lowest passing mark. Pupils who satisfactory complete lower secondary education are awarded Basic Education Certificate.

Upper Secondary education is made available to everybody who has successfully completed lower secondary education. It lasts for 2 years (ages 17/18 to 18/19). Pupils study according to individual education plans; the programme may include the modules of the programme for vocational education and training. Upper secondary education is provided in secondary schools, gymnasiums, and vocational education and training schools. The purpose of secondary education is to assist a person in the acquisition of general academic, socio-cultural and technological literacy, moral, national and civic maturity. The choice of subjects for each pupil is based on individuality and differentiation.

After pupils complete secondary education curriculum, they have to take leaving examinations, which are of two types: state-level and school-level. School-level examinations are held and assessed at school, while state-level examinations are held and assessed at National Examination Centres.

Pupils who successfully complete the secondary education curriculum and pass the required examinations are awarded Maturity Certificate, which gives access to higher education in Lithuania.

Lower secondary and/or upper secondary education can also be acquired at **vocational education schools**. The programmes offered by vocational education schools combine lower secondary or upper secondary curriculum and vocational training. The duration of such programs is 2 or 3 years. After successful completion of such studies, pupils obtain Basic Education Certificate or Maturity Certificate and Vocational Education Diploma.

Higher Education

There two types of higher education institutions in Lithuania:

1. **universities** representing university sector of higher education;
2. **colleges of higher education** representing non-university higher education sector.

Universities offer university level degree granting studies and award **Bachelor's, Master's, Doctoral** degrees.

Colleges offer college level degree granting studies and award **Professional Bachelor's degrees**.

Both universities and colleges can also offer **non-degree granting studies**.

Until 2000, higher education system was unitary. The binary system of higher education consisting of university sector and non-university sector was introduced in 2000.

Degree-granting studies

In Lithuania, the following degrees can be awarded:

1. **1st cycle: Professional Bachelor or Bachelor;**
2. **2nd cycle: Master;**
3. **3rd cycle: Doctor of Sciences or Doctor of Arts.**

Admission to all cycles takes place on a competitive basis according to the admission rules set up by the higher education institution and validated by the Ministry of Education and Science.

1st cycle: Bachelor or Profession Bachelor

Applicants to such cycle of studies are required to have Maturity Certificate or an equivalent qualification. Professional Bachelor degree is awarded after completion of college level study programmes which are more oriented towards preparation for professional activity and applied research. Professional Bachelor's degree programmes require completion of 180-210 credits. After completion of the studies Professional Bachelor's Diploma is awarded.

Bachelor degree study programmes are oriented to expand one's general education and provide knowledge in certain field of science or art and offer the background necessary for further study or professional activity. The programmes require completion of 210-240 credits. Compared to college

studies, university curriculum is more academically oriented. After completion of the studies Bachelor's Diploma is awarded.

2nd cycle: Master

Applicants to such cycle of studies are required to have a Bachelor's degree or an equivalent qualification. Master degree study programmes are designed to prepare for independent research activity or any other activity the performance of which requires scientific knowledge and analytical competence. The programmes require completion of 90-120 credits. After completion of the studies Master's diploma is awarded. To be admitted to second cycle studies, a person must have obtained a Bachelor's or Professional Bachelor's degree or a comparable qualification, and meet requirements set by the accepting higher education institution.

Currently, the specialized professional studies can be transferred as a part of Master's degree studies. The qualifications obtained after completion of specialised professional studies in the field of pedagogical studies are comparable to non-degree granting studies.

The Master's degree may also be awarded after completion of integrated long-cycle university studies, which combine the 1st and 2nd cycle of university studies. Traditionally, these studies are offered in several fields of medicine, pharmacy, veterinary medicine, law, and religious studies. Applicants to the integrated long-cycle studies are required to have a Maturity Certificate or equivalent qualification. Workload of the programmes is 300-360 credits. After completion of the studies Master's diploma is awarded.

3rd cycle: Doctor of Science / Doctor of Arts

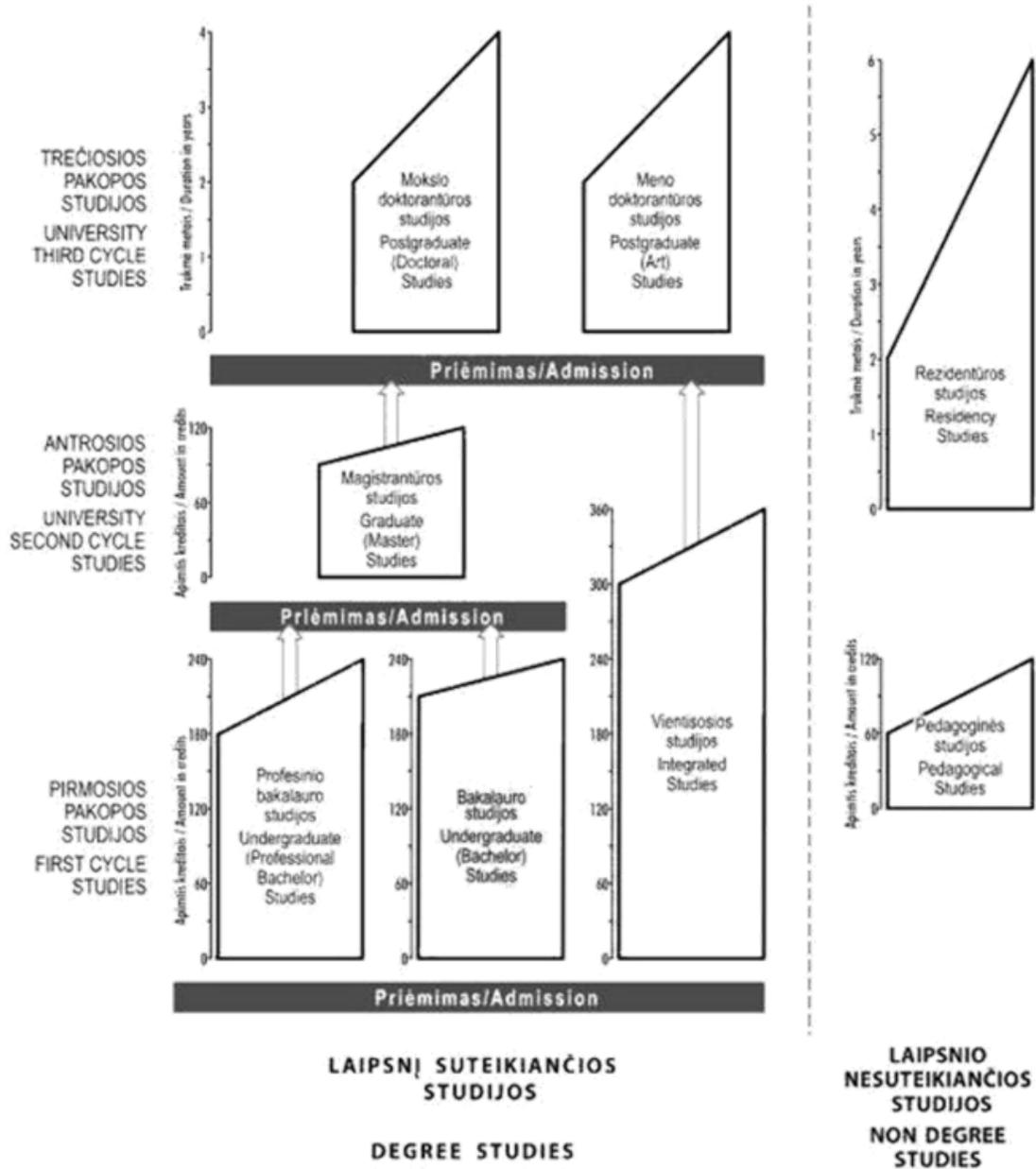
Applicants to Doctor of Science or Doctor of Arts degree studies are required to have a Master's degree or a comparable qualification. The purpose of doctoral studies of science is to prepare scientists who would be able to independently conduct research and experimental (social, cultural) development work, and to solve scientific problems. The purpose of doctoral studies of art is to prepare artists researchers who would be able to create, interpret and develop research based on art practice. Duration of doctoral studies is usually of 4-6 years. After completion of the studies Doctoral Diploma is awarded.

Non-degree granting study programmes

Holders of higher education qualifications are eligible to such programmes. The programmes can be provided by colleges and universities and do not lead to a degree. The aim of programmes is to **prepare students for independent professional practice or to upgrade professional qualification.** To this type of programmes belongs:

- **residency programmes in medicine, odontology, veterinary medicine.** Duration of residency studies is from 2 to 6 years. Certificate of Residency is awarded after completion of residency studies.
- **programmes in pedagogical studies.** The workload of non-degree pedagogical studies is from 30 to 120 credits. Certificate of studies is issued after completion of other non-degree granting studies.

LIETUVOS AUKŠTOJO MOKSLO SISTEMA LITHUANIAN HIGHER EDUCATION SYSTEM



Vocational training

Vocational education is provided by **vocational schools, vocational education centres, labour market training centre, agricultural school, trade school** or **other institutions** which have the right to provide vocational education. The names of those institutions may vary.

There are about **74 vocational education and training institutions** in Lithuania. Vocational education and training institutions are being restructured as self-governing institutions in order to attract businesses into their management and to bring vocational education and training closer to labour market demands.

VET programmes are designed for learners of different ages and educational backgrounds. The vocational education system covers **initial and continuing vocational education and training**. The Ministry of Education and Science is responsible for the vocational education system. The Ministry is also the stakeholder of the majority of vocational education establishments. The majority of these are state budgetary institutions and some (20) are self-governing institutions. The main governing body of public vocational education and training establishments is the general meeting of stakeholders in which each stakeholder has one vote. Municipalities, social partners, and other stakeholders may participate in governing a vocational education establishment on equal terms with the main stakeholder (the Ministry of Education and Science).

Initial VET (IVET) offers learners over 14 opportunities to acquire a first qualification. **Continuing VET (CVET)** is designed for learners who want to improve a qualification they have, acquire a new one or gain a competence needed to do specific jobs (perform functions) as specified in regulations.

Vocational schools provide both training leading to a qualification, and basic or secondary education. The duration of the programmes can be either two or three years depending on whether it is intended to provide basic or secondary education or whether it is adapted to persons with special needs. The duration of studies for students who have already acquired secondary education is 1 to 2 years. Requirements for vocational education programmes are set out by the General Requirements and Vocational Education and Training Standards of the Ministry of Education and Science. Vocational education programmes are developed by vocational education providers in cooperation with employers.

The education programme consists of two parts. The first part applies to all schools in the country and defines the fields of professional activities, competences, teaching goals, and assessment provisions. The second part is optional and covers teaching methods, subject programmes, teaching aids, etc. The programme must include Entrepreneurship, Civil Protection, Ecology, Information Technologies, and Foreign Language for Specific Purposes as subjects or modules.

Although VET in Lithuania is school-based, practical training and training in enterprises are a major part. In IVET, practical training comprises 60 to 70% of the total time allocated to vocational subjects, of which 8 to 15 weeks is organised in a company or a school-based workshop simulating working conditions. Training can also be part of a mobility programme.

The final assessment of qualifications is an independent one and is assessed by **accredited competences assessment institutions**.

Having completed the vocational education programme and passed examinations, students obtain a **vocational qualification**. Students who have completed their secondary education can continue their studies in colleges or universities. Successful graduates as well as graduates who have work experience according to their qualification receive additional points when entering institutions of higher education.

Formal CVET is designed for people with different education attainment levels, from primary to post-secondary. Practical training comprises 60-80% of the programme, half of it preferably taking place at the enterprise. Formal CVT for unemployed and those notified of dismissal is funded by a voucher system, which allows the unemployed to choose the training provider. The provision of training is based on contracts between the local public employment service, the unemployed and, if applicable, the enterprise. After training, the employer undertakes to employ the person for at least six months. **Non-formal CVET** for the self-employed and training for employees, initiated by employers, is organised in various settings. Some companies have their own training units and qualifications frameworks or apply internationally-recognised sectoral qualifications and programmes

Administrative Structure for the regulation of professions and study titles

In general the policy of the state science and studies is defined by Seimas. The policy, based on the competences defined by this and other laws and decrees, is implemented by the Government, the Ministry of Education and other ministries, Research Council of Lithuania, the State Studies Foundation, Center for Quality Assessment, academic ethics and procedures, Government and Education Ministry authorized institutions, as well as other institutions. (Article 12, 30th April, 2009, No. XI-242, Science and Study law).

In the Republic of Lithuania, the recognition of regulated professions is coordinated by the Ministry of Social Security and Labour.

The regulation and issuance of study titles and qualifications depend on the level and kind of study.

School certificates are issued by the schools.

High schools that are authorized to carry out studies and activities related to studies have the right to **issue educational documents certifying the acquired higher education qualification** for persons who have completed a relevant degree or doctoral program and have met all the requirements of the The official **university degrees** are issued by the universities and the interested person should contact her/his university and request the issue of the title.

Qualifications and Vocational Education and Training Development Centre is responsible for managing Lithuanian qualifications system.

Protected professional titles and recognition provisions

Protected Professional titles

Regulated profession - a professional activity or group of professional activities, engaging in which (or engaging in one of the modes) in accordance with law, it is directly or indirectly required to have a specific professional qualification. Usage of the professional title in accordance with laws and regulations is permitted only for the ones having a specific professional qualification, as well as being a member of the associations or organizations which are listed in Annex 1 of the Law on the recognition of professional qualifications in the Republic of Lithuania.

According to the Order No 4-486 of the Minister of Economy of 15 July 2014 On the Approval of the List of the Regulated Professions in the Republic of Lithuania these are the regulated professions in the Republic of Lithuania (TAR., 2014-07-15, No 10267):

- Advokatas (barrister)
- Akušeris (midwife)
- Architektas (architects)
- Auklėtojas (pre-school teacher)
- Bendrosios praktikos slaugytojas (nurses)
- Biomedicinos technologas (biomedical technician)
- Burnos higienistas (dental hygienist)
- Dantų technikas (dental technician)
- Dietistas (dietician)
- Ergoterapeutas (ergotherapist)
- Gidas (guide)
- Gydytojo odontologo padėjėjas (dental assistant)
- Kineziterapeutas (physiotherapist)
- Logopedas (speech therapist)
- Masažuotojas (masseur)
- Medicinos gydytojas (Medical physician)
- Mokyklos psichologas (school psychologist)
- Mokytojas (teacher)

- Odontologas (dentist)
- Profesijos mokytojas (vocational teacher)
- Restauratorius (conservator)
- Socialinis darbuotojas (social worker)
- Socialinis pedagogas (social pedagogue)
- Specialusis pedagogas (special pedagogue)
- Statybos inžinierius (civil engineer)
- Surdopedagogas (Surdopedagogue)
- Tiflopedagogas (Tiflopedagogue)
- Vaistininkas (pharmacist)
- Vaistininko padėjėjas (pharmatechnician)
- Veterinarijos gydytojas (veterinary surgeon)
- Veterinarijos felčeris (veterinary assistant)
- Bankroto administratorius (Bankruptcy administrator)
- Restruktūrizavimo administratorius (Restructuring administrator)

Recognition provisions

Two main types of recognition of foreign qualifications can be distinguished: **academic** and **professional**.

Academic recognition refers to determining the academic value of a qualification, i.e. it determines whether the foreign qualification, in principle, meets general academic requirements for a similar qualification in Lithuania.

Professional recognition refers to determining the professional value of a qualification, i.e. it is determined whether the qualification meets the requirements for practicing a specific profession.

In some cases the same qualification can be recognised for academic purposes, but not recognized (or only partially recognised) for professional purposes or vice versa.

The two types of recognition are regulated by national and international legislation and have differing competent recognition authorities.

Academic recognition

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:**

Center for Quality Assessment in Higher Education (SKVC), www.skvc.lt

Higher Education Institutions authorized by the Ministry of Education and Science

Vilnius University (www.vu.lt)

Vilnius Gediminas Technical University (www.vgtu.lt)

Lithuanian University of Health Sciences (www.lsmuni.lt)

The Research Council of Lithuania, www.lmt.lt

The Ministry of Education and Science, www.smm.lt

Qualification or parts of the programme	Institution carrying out the academic recognition
Doctorate degree in science (arts)	Research Council of Lithuania
Higher education qualifications (except doctorate degrees)	Centre for Quality Assessment in Higher Education
	Authorized Higher Education Institution (for study purpose in these institutions only)
Periods of study	Selected Higher Education Institution
Qualifications attesting vocational education	Ministry of Education and Science
Qualifications providing access to higher education (secondary education)	Centre for Quality Assessment in Higher Education
	Authorized Higher Education Institution
Parts of secondary, primary or elementary education programmes	Selected elementary, primary or secondary school

(http://www.skvc.lt/default/lt/uzsienio-kvalifikaciju-pripazinimas/sistema_lietuvoje)

Language requirements

A foreign national seeking access to studies in Lithuania has to be proficient in the language of instruction:

If the study program of his/her choice is taught in Lithuanian language, the person will have to pass a Lithuanian proficiency test. The test of Lithuanian language is to evaluate applicant's ability to study in Lithuanian language. Listening, reading, writing and speaking skills and the ability to use the language are assessed during the test. For questions regarding the test of Lithuanian language one has to contact the Dept. of Lithuanian Studies (Faculty of Philology) at Vilnius University (Universiteto str. 5, Vilnius).

If the studies are in English or another language, the applicant will either need a certificate proving his/her language level (higher education institutions have their own requirements on the score needed), or pass the language proficiency test provided by the higher education institution.

Professional recognition

This is the recognition of foreign qualification gained abroad, when a person seeks to start work in a certain area. When performing the recognition of professional qualifications it is important to evaluate not only the gained qualification, but also whether the person's knowledge, professional skills and abilities are sufficient to start working in the country of destination.

Professions are of two types as follows: **regulated and non-regulated**.

In a case of **regulated profession** an institution authorized by the Government of the Republic of Lithuania carries out the professional recognition of foreign qualification. Recognition of the regulated professional qualifications in the Republic of Lithuania is coordinated by the Ministry of Economy. The coordinate institution designates a Coordinator for the recognition of professional qualifications, who provides information for the EU Commission and other Member States, and also performs other functions. (<https://ukmin.lrv.lt/lt/veiklos-sritys/verslo-aplinka/es-vidaus-rinka/reglamentuojamu-profesiniu-kvalifikaciju-pripazinimas>)

In a case of **non-regulated profession** an employer makes a decision on professional recognition of qualification.

Procedures for recognition of professional titles as well as study titles and for obtaining permission to practise in (regulated) professions

Recognition of professions

Regulated professions

- A) Choosing a profession that a person is willing to practise from the regulated profession list (<http://www.profesijos.lt/go.php/lit/sarae/80>) and contacting the responsible institution which is listed along the chosen profession.
- B) All the information is provided by the competent (responsible) institution.
- C) If a competent institution is asking for an academic recognition as well, the person should

contact the Lithuanian Centre for Quality Assessment in Higher Education (CQAHE): www.skvc.lt/en/

- The decision regarding the professional qualification is made by the competent institution.

The whole procedure is defined in detail in the Resolution on the recognition for the regulated professions (Valstybės žinios, 2011-09-22, No. 115-5403)

Non-regulated professions

When a person is willing to practise a profession which is not listed as the regulated profession, there is no need to get an approval from the competent institution. The person should contact the employer directly who makes the decision on whether person's qualification is suitable for the position. However, the employee may ask to provide the education certificates, etc., in this case the person must contact Lithuanian Centre for Quality Assessment and apply for the education recognition.

Recognition of education acquired abroad

A foreign citizen must have his/her education documents recognised in the Republic of Lithuania. The evaluation and recognition of foreign school-leaving certificates and higher education qualifications is carried out accordingly by the **Lithuanian Centre for Quality Assessment in Higher Education (CQAHE)**: www.skvc.lt/en/

List of required documents (by CQAHE)

Document	Description
1. Application form	<p>An application will not be processed unless all of its sections are duly filled in, signed, and supplemented with a full documentation package. Please indicate a valid e-mail address as you will be updated regarding the processing of your application by e-mail.</p> <p>A separate application form needs to be filled in for each qualification you are aiming to recognise in Lithuania.</p> <p>Application form can be found in English and in Russian A copy of the application can also be picked up in our office room 1-18.</p>
2. Diploma	<p>The diploma or degree certificate has to be final and in the original language. If the final diploma is yet to be issued, please include a provisional certification, which confirms the fact of your graduation and provides the title of your qualification in the original language.</p>
3. Academic transcript	<p>The academic transcript, records of grades, or a similar document has to be in the original language. It should list all the subjects, grades, and credits and/or hours.</p> <p>For some countries, it is required for the academic transcript to be sent directly to our office from the educational institution.</p>
4. Form of identification	<p>A valid form of identification is a passport, a national identity card issued by an EEA or EFTA country, or a Lithuanian residence permit. If your name in the credential differs from the name in your passport, a valid proof of name change has to be submitted. A valid proof of name change is considered to be marriage certificate, divorce certificate, or another form of proof issued by a competent official body.</p>

5. Documents for your prior education

If you are applying for recognition of a second cycle higher education qualification, such as a Master degree or similar, your Bachelor diploma and academic transcript have to be submitted.

6. Any additional documents

Our office welcomes submission of any documents and/or information related to your studies that you may find to be relevant. Please note that the Centre reserves

The requirements for submission of documents may vary by country.

Requirements for documents

- A) All the enclosed documents must be **originals** or **copies certified as true** by a competent body, such as a notary public, a court official, or the issuing institution. Scanned copies, uncertified copies, or copies attested by non-competent institutions will not be accepted. CQAHE has the right to request for the originals of credentials for verification purposes at any time during the processing of the application. The submitted originals can be picked up in their office, returned in a registered letter or by a courier service pick up at applicant's expense.
- B) All documents issued in languages other than English, Russian, or Lithuanian should be supplemented with an **official translation**. A translation is considered to be official when it is bound to a certified true copy of the document in the original language and is attested by the translator's signature. Documents issued in English, Russian, or Lithuanian do not require a translation.
- C) It is recommended legalising or certifying with an *Apostille* the originals of the educational credentials as in some cases it may be required (based on Country Specific Requirements). The information regarding legalisation or an *Apostille* is provided by applicant's country's Ministry of Foreign Affairs.

The submitted credentials may be subject to verification, which requires a direct confirmation of the award of the qualification from the issuing institution.

Information for undocumented refugees

CQAHE can offer a **special procedure for undocumented applicants**, which cannot provide documentation for objective reasons and are currently residing in Lithuania. The procedure encompasses **development of a background education report and/or an external assessment of applicant's competences**. The procedure usually takes about 3 months. In order to determine the person's eligibility for the procedure the following steps should be taken by the applicant:

- A) fill in the application form
- B) provide any indirect documentation if it is available, such as information on professional licensing, any documents issued by the school, etc.
- C) provide an explanation as to why the documents cannot be provided.

Documents can be submitted

By post or courier service

Complete application packages can be posted to:

Centre for Quality Assessment in Higher Education

A. Gostauto str. 12

LT-01108 Vilnius,

Lithuania

In person at room 1-18

1. E-mailed applications are not accepted and will not be processed.
2. If documents are submitted through an authorised representative, an official letter of authorisation is required.

Processing time

Applications are reviewed within 20 business days. If all of the required documents have been submitted and the office has sufficient information, the decision is issued within one month. Regular assessment may last up to one month. If the provided information is insufficient, a person will be notified about this by e-mail and the processing of the application will be suspended until the required documents are received.

Fees

The procedure is free of charge. The Centre will not cover any costs related to the submission of the required documentation. The Centre is not responsible for any loss or damage of documentation during shipping.

(http://www.skvc.lt/default/en/60/apply/documentation_requirements)

Characteristics of

Formal qualifications (educational attainment)

As stipulated in the Constitution of the Republic of Lithuania (1992), education is compulsory until age 16. Compulsory education is completion of lower secondary education (ISCED level 2) and receiving a basic school certificate at EQF level 2, after which learners can choose upper secondary general education or VET programmes at ISCED level 3 (leading to an EQF level 3 vocational qualification) or to an EQF level 4 vocational qualification and an upper secondary leaving certificate, also known as matura, which allows higher education access. Exams for s for this certificate can either be administered by the State or by authorised schools.

As the percentage of male early school leavers has decreased, the percentage of all early school leavers in 2004 also decreased to 5.9%. This rate is one of the lowest in EU. The percentage of higher education graduates (30-34 year old) increased from 51.3 (in 2013) to 53.3 (in 2014).

The education level of the population is rather high. Based on labour force survey data, in 2011, 93% of 25 to 64 year-olds had attained at least upper secondary education and 34% reached tertiary level. This is one of the highest educational attainment rates in Europe

The rate of adult learning is not increasing and stays low (5.0%) in comparison with the EU average of 10.7% (2014). The action plan for informal adult learning is a wise step. It comprises allocating funds for adult education, raising awareness and drawing up the learning programmes.

The Description of the **Lithuanian Qualifications Framework** sets out the system of the levels of qualifications established in the Republic of Lithuania on the basis of competencies required for personal activities.

Like the European Qualifications Framework (EQF), the Lithuanian Qualifications Framework (LTQF) (defined in Resolution No 535 of 4 May 2010) **has 8 qualification levels**. Levels of qualifications are arranged hierarchically, in accordance with the criteria defining qualifications' levels: complexity, autonomy and a range of activities which a person with certain qualifications can be expected to carry out. The LTQF includes qualifications for working and learning, the main purpose of which is to prepare a person for further learning. Such qualifications are acquired upon completion of general lower or upper secondary education programmes.

VET qualifications are attributed to the first five levels of the LTQF in the Lithuanian qualifications system. Qualifications at levels 1-4 are acquired by completing vocational education and/or general education programmes, whereas qualifications at level 5 are acquired by completing training programmes intended for people with a vocational qualification and professional experience, higher education programmes not leading to a degree, and/or through professional experience and independent study.

Level 6 qualifications are acquired by completing cycle one of university or college studies and, in cases and according to the procedure specified in legislation, by completing study or requalification programmes not leading to a degree.

Level 7 qualifications are acquired by completing cycle two of university studies or integrated study programmes, in cases and according to the procedure specified in legislation, by completing study or requalification programmes not leading to a degree.

Level 8 qualifications are acquired by completing doctoral studies. In addition, qualifications at all levels may be acquired by gaining professional experience or by independent study.

Qualifications awarded at present in the LTQF:

8	Third cycle studies at universities	
7	Second cycle studies at universities	
6	First cycle studies at universities and colleges	
5		
4	I-VET <i>* Only if GE completed</i>	General education (GE) <i>* Matura attestation</i>
3	I-VET/ C-VET	<i>No GE qualifications of this level</i>
2	I-VET/ C-VET	General education (GE) <i>* basic education</i>
1	C-VET	<i>No GE qualifications of this level</i>

(<http://www.kpmc.lt/kpmc/en/information/qualifications-framework-2/>)

Labour market experiences

The economic crisis had a huge impact on Lithuanian labour market, the unemployment rate tripled and from 4.3 % in 2007 it reached its peak - 17.8 % in 2010. However, the unemployment level in Lithuania has been decreasing quite steadily in the last few years: 2014 - 7,1 %, 2015 – 6,1 %, 2016 - 8,8 %.

It is more difficult to solve the problem of the structural unemployment because of the continuing emigration as mostly the working age people who have skills and motivation to work are emigrating for a better salaries and better life abroad. The current situation further deepens the mismatch between labour supply and demand also the quality of the services provided. Recently customers often complained about poor service in supermarkets, restaurants and cafes, while employers justify not finding suitable employees.

After the unemployment rate decreased, the employers are increasingly complaining that they are not able to find not only qualified staff but even the ones capable of doing an elementary work.

Informal skills (e.g. language proficiency, productivity...)

Informal skills are competences that increase individual's ability to be employed and also secures ones mobility in the workplace or labour sector in general:

1. competences in languages (ability to speak native language, plus at least one foreign language)
2. IT/digital skills/tech savvy
3. ability to learn new things quickly and adapt
4. innovative and business-mind
5. social competences, communication skills

Soft skills

The importance of the soft skills has been increasing in the last years in the labour market when looking for a job. Thus it is very important for a person not only to focus on his/her professional qualification and abilities but also to „grow“ as a personality.

Existing regulations and opportunities for the recognition of informal skills and competences and work experience

The ability to assess and recognize non-formal and informal learning acquired learning outcomes is legalized in the laws regulating education (Republic of Lithuania Law on Education (Žin., 1991, No. 23-593, 2003, No. 63-2853), the Republic of Lithuania non-formal adult education (Official Gazette, 1998, No. 66-1909) and the Republic of Lithuania Law on science and studies (Žin., 2009, No. 54-2140). **The National qualifications Concept (2008) also states that the qualifications of various levels can be acquired not only through formal educational system, but also through informal learning or self-employment as well as professional experience.**

Thus informally acquired competencies can be considered: * the results of formal learning in another higher education institution; * competences acquired in the workplace; * competences acquired through a non-formal learning; * competences gained through the life experience; * other proven competences (general, professional or personal).

Lithuanian Qualifications Framework (2010) can be used as the starting point for the assessment and recognition of non-formal qualifications gained. VI-VIII level qualifications are provided by Lithuanian high schools.

Evaluation of competencies

In order to ensure the quality and impartiality of the acquired professional competencies' evaluation, the evaluation process was separated from the process of professional education, establishing the opportunity to use services of certified social partner to carry out the evaluation. This social partner can be another legal person of Republic of Lithuania, legal person from other member state, an organization or a subsidiary without status of legal person. The certified evaluating institution has the right to evaluate competencies acquired while participating in formal and informal training schemes, job practice or non-formal learning.

Formalisation of the competences gained in a non-formal way

Currently there are 33 higher education schools which provide the service of evaluation of the competences gained in a non-formal adult education system. The person who is willing for his competences to be assessed, contact one of the schools in writing not later than 40 days in advance of the competence evaluation day and provide the requested documents.

In order to evaluate the competences gained while working, participating in the courses/ training, volunteering, free-time activities or studying in an institution which is providing non-formal trainings, the following steps are taken:

- Raising awareness. The candidate is informed about the principals, procedure, and conditions of evaluation, also – with possible outcomes of the evaluation and programmes adapted to certain personal needs.
- Consulting. The candidate is provided with detailed procedure of evaluation and recognition of competencies. It is also clarified how to draw up the evidence set (portfolio) of competencies, acquired by the candidate in the informal adult education system, how to prepare oneself for the evaluation (for the interview or other form of evaluation)
- Evaluation. The evidence of acquired competences is being analysed.

- The conclusion (evaluation). It is established whether the evidence provided by candidate is enough to support the competencies acquired, and /or what educational subjects / models are taken into account.

National practice considering other forms of recognition of professional qualifications (e.g. reference letters, skill passes).

There is no other official form. Reference letters are considered to be a huge advantage among the employers and are always brought to the importance.

Contact points and access for refugees to acquire the information about the existing system and procedures in the respective country

Institution	Head office
Migration department under the Ministry of the Interior of the Republic of Lithuania	L. Sapiegos g. 1, LT- 10312 Vilnius Tel. (8 5) 271 7112 E-mail: mdinfo@vrm.lt
The Refugees Reception Center (RPPC)	Karaliaus Mindaugo g. 18, Rukla, 55283 Jonavos r. Tel. 8 349 73377, 8 698 48776 E-mail: centras@rppc.lt Web: www.rppc.lt
The Lithuanian Red Cross Society	A.Juozapavičiaus g.10A, Vilnius, LT09311 Tel. +370 52127322, E-mail: ieva@redcross.lt Web: www.redcross.lt
Vilnius Archbishopric Caritas	Papilio g. 5, LT-44275 Kaunas Tel. + 370 (37) 20 54 27 E-mail: caritas@lcn.lt Web: http://www.caritas.lt
Ministry of Social Security and Labour	A.Vivulskio str. 11, 03610 Vilnius Tel: (8 5) 266 4201 E-mail post@socmin.lt Web: http://www.socmin.lt/en/social-integration/refugees.html
Job Center	Geležinio Vilko g. 3A, LT-03131, Vilnius Tel; (8 5) 236 0793 E-mail info@ldb.lt, eures@ldb.lt Web: https://www.ldb.lt/
UNHCR Regional Representation for Northern Europe	A. Jakšto g. 12, LT-01105, Vilnius Tel. +370 5210 7416 E-mail: kules@unhcr.org Web: http://www.unhcr.org/neu/lt/
Centre for Quality Assessment in Higher Education	A.Goštauto g. 12, LT-01108 Vilnius Tel.(8 5) 210 4772 E-mail skvc@skvc.lt Web: http://www.skvc.lt

NGO's work and role in the field.

Lithuania is rather a small country and the amount of the refugees it is hosting is not big, as a result there are not many organisations working in this field. However, recently there were quite many EU projects carried out by the main institutions involved in this field in order to improve the refugee conditions.

The two main NGO's involved in dealing with refugees are:

- **The Lithuanian Red Cross Society**
- **Vilnius Archbishopric Caritas**

Both of them have been officially assigned by the municipalities of Vilnius and Kaunas as their curators in the field of refugee integration into social and labour work and dealing with other issues.

These organisations provide for the refugees:

- Legal counselling
- Psychological counselling
- Social help
- Help in integration
- Advocacy

The other NGO's are only partially involved and provide just a certain service for the refugees.

For instance **Artscape** offer cultural education activities for the refugees.

Association **Active Youth** is currently working on EU project "Together: Refugees & Youth" (TRY) that aims to create a special programme in which youth workers would include refugees in their work with youth. This way the youth would get a chance to develop in a multicultural environment – thus building up their tolerance and increasing multilingualism. In the meanwhile, the refugees would integrate into the society faster, since the youth would help them with the local language, culture, traditions, etc.

2.1.4 Framework System Procedures for the recognition of qualifications in SPAIN

Legal framework for the regulations of professions and study titles

The Spanish Education System is regulated by several laws and other kind of governmental acts. Due to the nature of the country political structure, Public Education is regulated by national public institutions, as well as by regional. That means that in Spain, Education is a shared competence. However, the first norm that arranges the public education in Spain, as in the rest of public policies, is the Spanish Constitution of 27 December 1978 (Spanish Official Gazette 29/2/1979). Specifically, the article 27 lays down the fundamental right to education and defines the sound principles that should govern the whole education regulations.

Below, we present in detailed the main education laws organised per type:

Organic laws:

- Organic Act 2/2006, of 3 May 2006, on Education (Spanish Official Gazette 4/5/2006).

It is currently the basic regulation of general organisation of the Spanish Education System for non-university stages, that is Pre-Primary Education, Primary Education, Lower Compulsory Secondary Education, *Bachillerato*, Vocational Training, Artistic Education, Language Education and Sport Education and Adult Education.

- Organic Act 4/2007, of 12 April 2007, modifying the Organic Act on Universities 6/2001, of 21 December 2001 (Spanish Official Gazette 13/4/2007).

It takes into account the European agreements in terms of Higher Education and the boost that the European Union intends to provide to research. Among the measures established there are a new structure of studies, the promotion of the university autonomy and an increase of accountancy on their duties performance.

- Act 8/2013, of 9 December 2013, on the Improvement of the Quality of Education (Spanish Official Gazette 10/13/2013).

This educational reform introduces changes to certain aspects of the Education Act in force: functioning of the system and curriculum, organisation, objectives, requirements for the award of certificates and qualifications, programmes, progression and evaluation. Since its implementation began this academic year 2014/15, both rules constitute the normative frame of reference governing the general organisation of the Spanish education system.

- Sustainable Economy Act 2/2011, of 4 March 2011 (Spanish Official Gazette 5/3/2011).

It comprises a large number of measures for boosting a more competitive and innovative economic model. In this sense, it includes meaningful reforms in the system of Vocational Training.

- Organic Act 6/2001, of 21 December 2001, on Universities (Spanish Official Gazette 24/12/2001).

This act enlarges the competences of the Autonomous Communities in terms of Higher Education, it increases the degree of autonomy of universities, it establishes the necessary channels for improving the relations university-society, and it strengthens the evaluation through the National Agency for Quality Assessment and Accreditation (*ANECA*).

Spanish Qualifications Framework for Higher Education

- Act 30/2015, of 9 September 2015, regulating the system of vocational training for employment in the work sphere (Spanish Official Gazette 10/9/2015).

It promotes a vocational training for employment that responds to the needs of the labour market and that is aimed at improving the employability of workers, as well as their abilities and professional competences, and business competitiveness, in order to contribute to the recovery of the Spanish economy.

- Act 30/2015, of 9 September 2015, regulating the system of vocational training for employment in the work sphere (Spanish Official Gazette 10/9/2015).

It promotes a vocational training for employment that responds to the needs of the labour market and that is aimed at improving the employability of workers, as well as their abilities and professional competences, and business competitiveness, in order to contribute to the recovery of the Spanish economy.

- Royal Decree 1027/2011, of 15 July 2011, establishing the Spanish Qualifications Framework for Higher Education (Spanish Official Gazette 3/8/2011).

- Royal Decree 1147/2011, of 29 July 2011, establishing the general organisation of the Vocational Training of the Education System (Spanish Official Gazette 30/7/2011).

- Royal Decree 96/2014, of 14 February 2014, modifying Royal Decrees 1027/2011, of 15 July 2011, establishing the Spanish Qualifications Framework for Higher Education, and 1393/2007, of 29 October 2007, establishing the organisation of official university education (Spanish Official Gazette 5/3/2014).

- Royal Decree 43/2015, of 2 February 2015, modifying Royal Decree 1393/2007, of 29 October 2007, establishing the organisation of official university education, and Royal Decree 99/2011, of 28 January 2011, regulating official PhD programmes (Spanish Official Gazette 3/2/2015).

Validation

- Order ECD/2159/2014, of November 7, which establishes validations between professional modules of vocational training of the Spanish Educational System and measures for its application and modifies the Order of December 20, 2001, which Determine validations of studies of specific professional training derived from Organic Law 1/1990, October 3, General Management of the Educational System.

- Order of December 20, 2001, which determines validations of studies of specific professional training derived from Organic Law 1/1990, October 3, General Management of the Educational System.

- Royal Decree 861/2010, of 2 July 2010, modifying the Royal Decree 1393/2007, of 29 October 2007, establishing the requirements for the validation of official university degrees (Spanish Official Gazette 3/7/2007).

Recognition/equivalences

- Order EDU / 520/2011, of March 7, amending Order EDU / 1603/2009, of June 10, establishing equivalences with the degrees of Graduated in Secondary Education Mandatory and Bachelor of regulated In Organic Law 2/2006, of May 3, on Education.
- Order EDU / 1603/2009, of 10 June, establishing equivalences with the degrees of Graduated in Secondary Education and Bachelor regulated in Organic Law 2/2006, of May 3, Education.
- Royal Decree 1224/2009, of 17 July 2009, on the recognition of professional competences acquired through work experience (Spanish Official Gazette 25/8/2009).

Outline of the vocational training and higher education system

Higher Education comprises university and professional studies. University education is provided in universities and advanced vocational training is provided in the same institutions than those offering intermediate vocational training.

Bachelor programmes and advanced vocational training are first cycle higher education programmes, even though they lead to different professional and academic qualifications (2006 Education Act). They are not equivalent, they are offered in different institutions and they lead to qualifications included in different levels of the Spanish Qualification Framework for Higher Education (MECES).

Bachelor programmes belong to university education, are academic oriented and are longer than non-university higher provision. These programmes lead to a Bachelor's degree assigned to qualification level 2 within the MECES and are defined by the following descriptors, in terms of educational outcomes:

- Have acquired advanced knowledge and proven comprehension of practical, theoretical and methodological aspects of the relevant field of studies, including understanding of the most recent and state-of-the-art breakthroughs in the area
- Be able to apply knowledge, by means of elaborated procedures and defence of arguments, comprehension and problem-solving abilities, to the solution of problems in complex working or professional specialized environments, which may also require the use of creative and innovative ideas
- Be able to gather and interpret information and data in order to support conclusions, including, whenever necessary and appropriate, a reflection upon social, scientific or ethical issues related to their area of specialisation
- Be able to handle complex situations or those requiring to devise new solutions, both in the academic and professional world, within the relevant knowledge area
- Be able to address all kinds of audiences, either specialised or not, and to communicate in a clear and accurate way knowledge, methodologies, ideas, problems and solutions related to the area of specialization
- Be able to identify professional development needs within the area of studies and professional or working environment, and to organise learning paths autonomously, both in structured and non-structured contexts.

The Spanish Qualifications Framework for Higher Education and the organisation of official university education were modified in February 2014. Some Bachelor degrees were included in Level 3 (Master's) of the Framework, since their duration is longer than that established for Bachelor programmes and they provide access to PhD programmes, either directly or through complementary training.

Vocational training

The aim of vocational training is to prepare students to work in a professional field and facilitate their adaptation to possible future changes in the labour market, as well as to contribute to their personal development, the exercise of democratic citizenship, and to their progression through the education system, the system of vocational training for employment and lifelong learning.

The objective of vocational training is to enable students to acquire learning outcomes that allow them to:

- Develop the skills of the relevant vocational training qualification.
- Understand the organisation and the characteristics of the relevant productive sector, as well as the mechanisms to access the labour market.
- Be familiar with employment legislation and the rights and duties deriving from labour relations.
- Learn independently and through teamwork, and be trained in conflict prevention and the peaceful resolution of conflict in all areas of personal, family and social life, with particular emphasis on the prevention of gender-based violence.
- Promote equal opportunities for men and women, as well as for people with disabilities, in order to have access to a training that enables all sorts of professional options and their exercise.
- Work in safe and healthy conditions, and predict possible work-related risks.
- Develop a professional identity that encourages future learning and adaptation to the evolution of productive processes and social change.
- Consolidate an entrepreneurial spirit to carry out professional activities and initiatives.
- Prepare students for their progression through the education system.
- Know and prevent environmental risks.

Initial vocational training covers a set of training cycles including intermediate and advanced vocational training. According to the schedule for implementation of the Act on the Improvement of the Quality of Education, the changes introduced by the new Act in intermediate vocational training will begin to be implemented this academic year 2015/16.

To access **intermediate vocational training**, it is necessary to hold the Lower Compulsory Secondary Education Certificate. Students holding the new Basic Vocational Training Certificate can do so from the 2016/17 academic year. The students having passed these studies receive the qualification of Technician, which gives them access to *Bachillerato*.

To study **advanced vocational training**, it is necessary to hold the *Bachillerato* certificate. It can also be necessary to have studied some subjects related to the targeted vocational studies. The students who pass these studies obtain the qualification of Advanced Technician, giving access to

the university studies related to the vocational training studies previously taken. It belongs to the stage of post-compulsory non-university education. It has a clear professional orientation and belongs to Level 1 of the Spanish Qualifications Framework for Higher Education. It leads to a diploma of Higher Technician, which may be defined by the following descriptors in terms of educational outcomes:

- Apply and assimilate technical knowledge in order to define and develop work procedures autonomously in the relevant professional field. To be able to coordinate and supervise specialised technical work
- Be able to analyse the necessary information to evaluate and handle expected and unexpected situations, looking for essential, creative and innovative solutions, within the relevant professional area
- Be able to inform peers, supervisors, clients and subordinates, of knowledge, ideas, skills and operational procedures
- Have acquired the necessary skills to engage in further education autonomously, showing maturity to innovate in the application of these skills and to progress to higher training levels.

The Act on the Improvement of the Quality of Education will make it possible for students holding vocational training certificates to obtain the Bachillerato Certificate by passing the final evaluation carried out at the end of the stage. The Certificate awarded will reflect the fact that it was obtained this way.

In accordance with the new Act, vocational training students who do not successfully complete their studies will receive an academic certificate for the vocational modules passed, which will have academic validity and provide partial accreditation of the professional competences acquired in relation to the National System of Qualifications and Vocational Training.

It is possible to access any vocational training cycle without fulfilling the mentioned academic requirements, by passing a specific test. In the case of students of intermediate vocational training trying to have access to advanced vocational training, this test is replaced by a procedure for admission if the demand for places is higher than supply.

Dual vocational training of the education system has already been developed in basic, intermediate and advanced vocational training. It comprises a series of training actions and initiatives whose aim is that people become professionally qualified by harmonising teaching and learning processes between training institutions and workplaces. Placements with companies are supervised by the education authorities.

TITTLE	HOLDERS	LEADS TO
Compulsory Secondary Education Graduate	Students who have reached the basic competences and objectives of this educational stage.	<i>Bachillerato</i> , medium-level vocational training, plastic arts and design, or sports education.
Bachiller	People who have successfully completed the <i>Bachillerato</i> (2 post-compulsory education courses).	Higher Education.
Technical, or Technical of Plastic Arts and Design, Sport Technical	Students who have completed studies of vocational training medium degree, visual arts and design, or sport education.	Any modality of <i>Bachillerato</i> . It has academic and professional effects.
Music or Dance Professional title	Students who have passed the professional education at this level. To enter these teachings, only a specific test of access is required.	<i>Bachillerato</i> , Arts modality.
Languages title	Students who have passed languages studies.	It has academic and professional effects.
Music and Dance Superior, Dramatic Art, or Conservation and Restoration of Cultural Property Degrees	Students who have passed the higher education of those specialties.	They are equivalent to the University Degree. It has academic and professional effects.
University Degree (Diploma, Technical Engineer, Technical Architect, Bachelor, Engineer, Architect or equivalent Degrees)	Students who have passed the corresponding university studies.	Postgraduate studies. It has academic and professional effects.
Master Degree	Students who have passed postgraduate studies.	PhD studies. It has academic and professional effects.
Doctorate Degree	Students who have passed the corresponding training period and the preparation, presentation and approval of an original research work.	It has academic and professional effects.

Administrative Structure for the regulation of professions and study titles

The Spanish Education System is decentralised. Hence, educational political competences are shared between the General State Administration (Ministry of Education, Culture and Sport) and the authorities of the Autonomous Communities (Departments for Education). More specifically, on one side, the central education administration executes the general guidelines of the Government on education policy and regulates the basic elements or aspects of the system. On the other side, regional education authorities develop the State regulations and have executive and administrative competences for managing the education system in their own territory.

Schools have pedagogical, organisational and managerial autonomy for their resources and it is promoted the participation of the education community in the schools' organisation, governance, running and evaluation.

Regarding the professions and study titles, its regulation and issuance depends on the level and kind of study. In this sense, the Ministry of Education, Culture and Sport is the responsible body for issuing the diplomas and degrees awarded to studies completed prior to January 1988⁶¹, as well as for the issuance of university degrees of doctor whose doctoral thesis was approved before August of 1989⁶².

The titles of Undergraduates, Graduates and Doctors corresponding to studies completed after the mentioned dates are issued by the Rector of the University where the student achieved the last needed requirement to obtain the title.

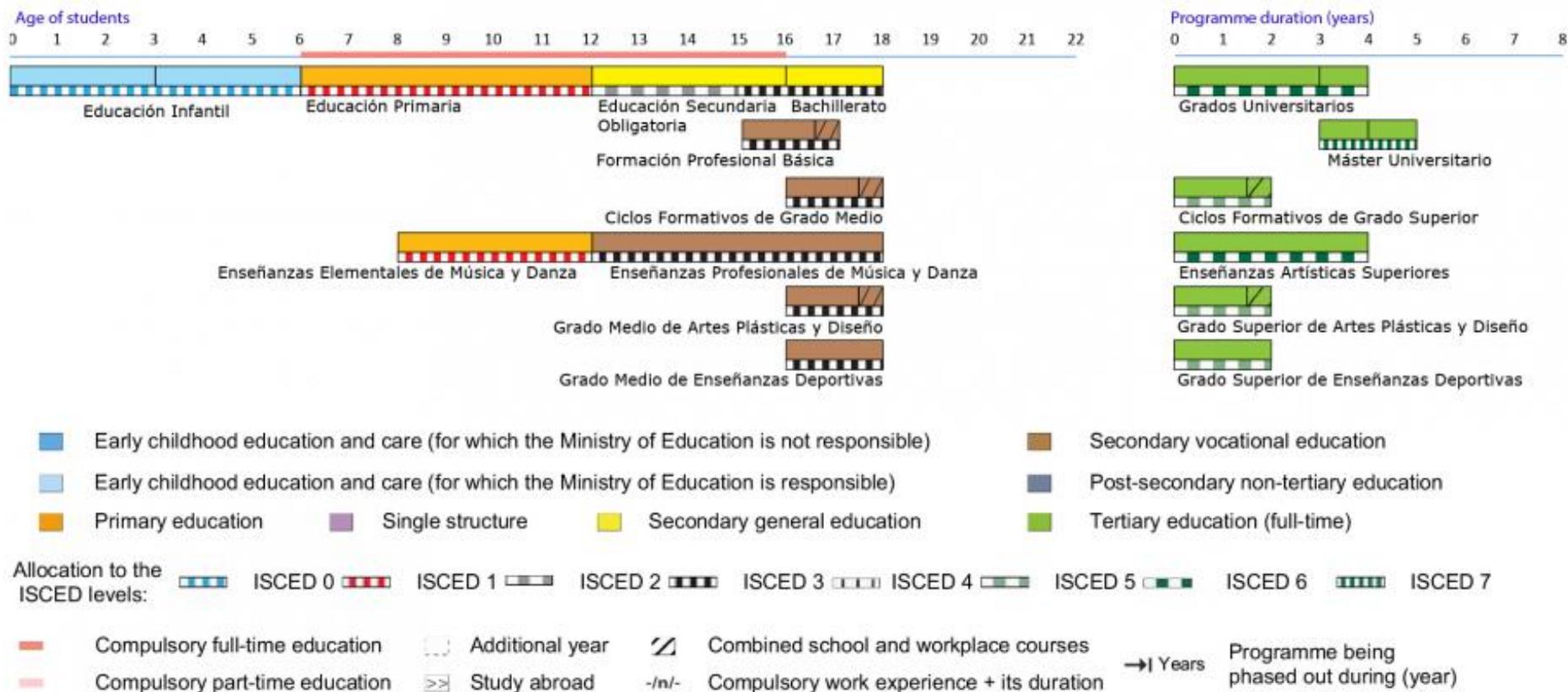
The rest of official university degrees are issued by the universities and the interested person should contact her/his university and request the issue of the title:

In the Spanish Education System, as it is above mentioned, the **Autonomous Communities** have several competencies in the field (decentralized system). Namely, they are able to issue academic and professional titles attesting the passing of the teachings regulated in Organic Law 1/1990, of October 3, General Management of the Educational System, and teachings established in Organic Law 2 / 2006, of May 3, of Education, whose territorial scope belongs the educational centre in which the corresponding studies have been completed.

⁶¹ Second Transitory Provision, paragraph 2. of Royal Decree 1496/1987, of November 6.

⁶² Instruction Eighth of the Resolution of June 26, 1989, of the Secretariat of State for Universities and Research.

Structure of the national education system



Source: Eurydice 2016

Protected professional titles and recognition provisions

Legal requirements

The Spanish system for recognition of titles does not foresee any specific legal requirement to access to the validation or homologation of titles. It is just required an official identification from the country of origin of the person or an Spanish identification document, so anyone can initiate these procedures in Spain at any education level, regardless his/her legal status⁶³.

Protected professional titles

A regulated profession is an activity or set of professional activities for which access, exercise or modality of exercise is required, directly or indirectly, to be in possession of certain professional qualifications, under legal, regulatory or administrative provisions.

- Royal Decree 1837/2008 of 8 November, incorporating Directive 2005/36 / EC of the European Parliament and of the Council of 7 September 2005 and Directive 2006/100 / EC, Of 20 November 2006 on the recognition of professional qualifications.

Hereafter, there are detailed some of the most representative professions that require titles to be exercised:

Translator	Biologist
Lawyer	Biochemistry
Procurator	Dentist
Judge	Nurse
Engineer	Pharmacist
Account Auditor	Physical therapist
Economist	Speech and language therapist
Private Detective	Midwife
Security guards	Medical
Passenger Cabin Crew Member	Nutritionist-Dietitian
Social Worker	Optometrist
Teacher	Podiatrist
Sales Agent	Vet
Physicist	Architect
Chemist	Geologist
Plumber	Administrative manager
Travel guide	Fishing Captain
Oenology	Diver
Psychologist	Sailor

⁶³ <http://www.mecd.gob.es/servicios-al-ciudadano-mecd/en/catalogo/educacion/gestion-titulos/estudios-universitarios/titulos-extranjeros/homologacion-educacion-superior.html>

Recognition provisions

In the Spanish education system, there are different ways to recognize protected professional titles of foreign educational systems to their equivalent, depending on the nature of the title and the institution that issues it: homologation and validation of studies.

The homologation of foreign degrees, diplomas or studies of non-university education means the declaration of equivalence with the titles of the current Spanish educational system.

The contents of the Orders for which diplomas are awarded or studies validated will be collected in individual credentials issued by the corresponding authority (Subdirectorate General of the Education Ministry).

Those credentials will be given to the interested parties and will have the same academic impact as the documentation required for the students of the Spanish educational system to prove the success of the studies or, when applicable, the possession of the corresponding Spanish title.

Vocational training recognition and exemption

The Ministry of Education, Culture and Sport enables the recognition and exemption from studies. The conditions and procedures applied are the same as those generally established for vocational training provision.

1. Students who have successfully completed the common modules of a basic vocational training cycle have them recognised for any other basic vocational training cycle they may take.
2. Students who have completed an Initial Vocational Qualification Programme:
 - If they have passed the compulsory training modules of the communication and social fields, and if they have also passed the Foreign Language module, they might be recognised the Communication and Society I vocational module.
 - If they have passed the compulsory training module of the scientific/technological field, they might be recognised the Applied Sciences I vocational module.
3. Students aged over 17 who take basic vocational training cycles might be recognised the following:
 - If they have passed the subjects of the 4th year of compulsory secondary education in any of their options included in the Communication and Social Sciences block, they might be recognised the Communication and Society I and II modules.
 - If they have passed the subject of Mathematics of the 4th year of compulsory secondary education in any of its options, they might be recognised the Applied Sciences I and II modules.
4. Procedures for recognition of professional titles as well as study titles and for obtaining permission to practice in (regulated) professions

General requirements

Official documents

All documents submitted to these procedures must be official and be issued by the competent authorities for this purpose, in accordance with the Spanish legal system.

Legalization of documents issued abroad

Legalization is the procedure to validate the signatures of the authorities that subscribe a document that certifies their authenticity, with the purpose of its presentation in a third country. In the case of degrees or academic certifications, the legalization generally consists of the recognition of the signature of the educational authority issuing the original document.

No legalization will be required for documents issued in European Union Member States or signatory countries to the Agreement on the European Economic Area. Furthermore, documents issued by Switzerland are exempted from legalization because of the bilateral agreement with the EU. Documents issued abroad that wish to be enforced in these proceedings must be duly legalized under the following conditions:

1. Documents issued by countries that have signed The Hague Convention of October 5, 1961. It will be sufficient with the single legalization or "apostille" issued by the competent authorities of the country.
2. Documents issued by the rest of the countries: they must be legalized through diplomatic channels. For this, the generally established procedure is as follows:
 - Ministry of Education of the country of origin for degrees and certificates of studies and in the corresponding Ministry for birth certificates and nationality.
 - Ministry of Foreign Affairs of the country where the documents were issued.
 - Diplomatic or consular representation of Spain in that country.

Translation of documents issued abroad

Article 36.1 of Law 30/1992, of November 26, on the Legal Regime of Public Administrations and Common Administrative Procedure, states that the language of the proceedings processed by the General State Administration will be Spanish. Accordingly, the regulatory rules of these procedures require that documents issued abroad that wish to be enforced in Spain should be accompanied by an official translation into Spanish (when they are not issued in that language).

Authenticated documents

Unless the processing unit claims the original documents, authenticated photocopies of all mandatory documentation can be submitted. The authentication must be done by the corresponding authority (generally, the registration unit that receives the documents) and it has to verify that the photocopy matches faithfully with the original document that reproduces. The copy must be made once the originals have been legalized.

Foreign certificates that can be homologated or validated

People who have studied under a foreign educational system in centres located outside Spain can request homologation or validation. Furthermore, people who have carried out studies in centres authorized to teach in Spain according to educational systems of other countries, also will be able to request the homologation and validation of the titles obtained.

The qualifications or studies must meet the following requirements for their homologation or validation:

- The studies and titles obtained must have official validity in the educational system of their country of origin.
- If the studies have been carried out in a foreign centre located in Spain, that centre must be duly authorized to impart such studies by the competent Spanish Educational Administration.
- The degree must refer to studies effectively exceeded according to the educational system of the country that issues it. For its homologation in Spain, a foreign certificate obtained by homologation, validation or recognition of another diploma obtained in a third country is not acceptable.
- The studies to be homologated or validated must have equivalence enough with the Spanish title of reference, both at academic level and in the duration and content of the studies required.
- Studies undertaken in a foreign country must be fully completed. Validation of single subjects will not proceed.
- The interested party will not be able to ask the homologation of a title that have already obtained in the Spanish educational system by the same via.
- The studies carried out in foreign educational systems by students from the Spanish education system will be homologated to the Spanish Diploma in Secondary Education or Bachelor's degree, if they have approved as many correlative and complete courses as they will have pending to complete the Compulsory Secondary Education or the Baccalaureate, respectively.

Characteristics of

a) Formal qualifications (educational attainment)

The professional qualification is the "set of occupational skills with significance in the employment field that can be acquired through modular training or other types of training, as well as through work experience" (Law 5/2002 on Qualifications and Vocational Training).

It is understood that a person is qualified when he/she obtains in their work performance the expected results, with the resources and the level of quality due. From a formal point of view, the qualification is the set of professional competences (knowledge and skills) that allows to respond to occupations and jobs with value in the labour market, and that can be acquired through training or work experience.

The professional competence is defined as "the set of knowledge and skills that enable the exercise of professional activity in accordance with the requirements of production and employment" (Law 5/2002 on Qualifications and Vocational Training).

A person's competence covers the full range of their knowledge and skills in the personal, professional or academic sphere, acquired by different ways and at all levels from the basic to the highest.

Structure of Professional Qualification

Each qualification is related to a general competence, which briefly defines the essential duties and functions of the professional.

The professional environment in which the qualification can be developed is also described, as well as the corresponding productive sectors, and the relevant occupations or jobs to which it can be accessed.

b) Labour market experiences

The economic crisis has left a great rate of unemployment in Spain, one of the countries with the highest level of unemployment of the European Union. The table below shows the evolution in the recent years:

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
Percentage	8,5	8,2	11,3	17,9	19,9	21,4	24,8	26,1	24,5	22,1	19,6

The unemployment rates of the population aged between 25 and 64 years old by educational attainment level, also shows the severity of the situation in the country:

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Percentage	9	9	13,2	21,8	24,5	26,2	31,1	32,7	31,4	28,9

Although the social and economic situation in the country is one of the most difficult that the Spanish society have ever faced, the resilience appears. During the last years, it is increasingly common that young people enjoy training grants or internships in different kind of entities. In this line, the programmes Erasmus and Erasmus+ have done a lot to improve the international mobility around the European Union, but also have boosted the labour market experiences of European youth.

c) Informal skills (e.g. language proficiency, productivity...)

Informal skills are the competences that allow individuals to adapt themselves to a changing work environment: they allow to obtain good results during the professional activity in different domains or social contexts. They are therefore the key to the professional or functional flexibility of workers by enabling their mobility, either within the same occupational field or from one field to another.

- Competence in language communication
- Mathematical competence and basic competences in science and technology
- Digital competence
- Competence to learn to learn
- Sense of initiative and entrepreneurship spirit
- Awareness and cultural expressions
- Social and civic competences

d) Soft skills

Increasingly, more teachers are aware of the need to regulate the soft skills. If the learners are trained about these contents their possibilities of success in the market will considerable increase, due that they will be better prepared.

Existing regulations and opportunities for the recognition of informal skills and competences and work experience

The evaluation and accreditation of the professional competences acquired through work experience and non-formal and informal training is one of the necessary instruments to make lifelong learning a reality, encouraging the adult population, especially those who dropped out with no qualification, to reintegrate into the education system through the recognition of their training.

Since 2009, this evaluation and accreditation is conducted according to criteria guaranteeing its reliability, objectivity and technical rigour. The National Catalogue of Vocational Qualifications serves as an objective reference for this procedure, since it lists the vocational qualifications to be recognised and accredited, identified in the productive system on the basis of the skills required to practice the profession. In order to facilitate knowledge of this procedure and its requirements, the Ministry of Education, Culture and Sport provides all stakeholders with the IT tool ACREDITA through the *TodoFP* web portal.

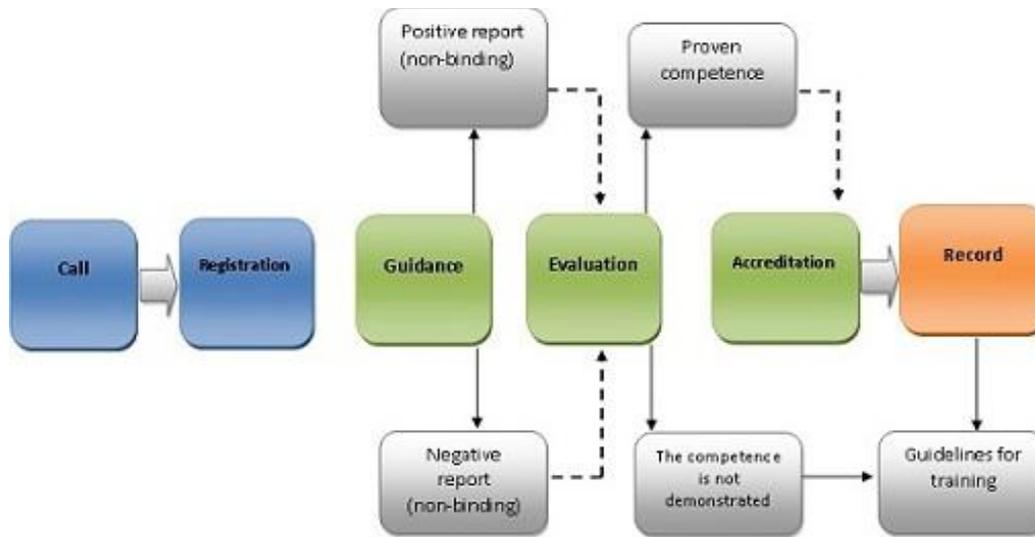
Since its implementation, all the education authorities have published different calls for the recognition of certain competences. The procedure comprises the following stages:

- Guidance, on the basis the documents provided: An advisor draws up a non-binding report. If it is positive, the candidate may have access to the evaluation stage. If negative, the report indicates the additional training to be undertaken by the candidate as well as the institutions where he/she can receive it.
- Evaluation of the professional competence: It is checked whether the candidate has the professional competence required.
- Accreditation and record of the professional competence: The accreditation is issued to candidates who have completed the evaluation stage for each competence unit for which the professional competence has been demonstrated.

On completion of the evaluation and accreditation process, the relevant authorities provide all participants with the necessary guidelines to complete training leading to the award of a vocational training qualification or a certificate of professional experience.

If the workers' professional competences that have been evaluated are not enough to achieve the level of qualification required by a vocational training certificate or a certificate of professional experience, they are partially accredited. Thus, they can complete their training in order to obtain the relevant qualification or certificate.

Procedure for the recognition of professional competences acquired through work experience or non-formal training



Source: Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Educational Innovation and Research, Ministry of Education, Culture and Sport).

In order to participate in the procedure for the recognition of competences, it is necessary to meet some general requirements, which are valid throughout the country. The Autonomous Communities may also establish additional requirements.

General requirements to participate in the procedure for the recognition of professional competences

NATIONALITY
Have Spanish nationality, have obtained an EU citizen registration certificate or a residence card of a family member of an EU citizen, or a valid residence permit or a work and residence permit in Spain, under the provisions of Spanish aliens and immigration law.
AGE
Be 18 at the time of registration in the case of competence units corresponding to Level 1 qualifications, and 20 for Levels 2 or 3.
WORK EXPERIENCE
<ul style="list-style-type: none"> • Have at least 3 years of working experience, with a minimum of 2 000 hours worked in total, in the last 10 years before the call. • In the case of Level 1 competence units, 2 years of working experience, with a minimum of 1 200 hours worked in total, are required.
TRAINING¹
<ul style="list-style-type: none"> • Have at least 300 hours in the last 10 years before the call. • In the case of Level 1 competence units, at least 200 hours are required. If the training modules linked to the competence unit to be accredited have a shorter duration, the number of hours set for those modules will have to be accredited.

¹People aged over 25 who meet the above work experience and training requirements but cannot prove them through the documents mentioned may apply for provisional registration, proving their work experience or non-formal training through a test recognised as legally valid.

Source: Drawn up by Eurydice Spain-Spanish Network for Information on Education (National Centre for Educational Innovation and Research, Ministry of Education, Culture and Sport).

National practice concerning other forms of recognition of professional qualifications (e.g. reference letters, skill passes)

Spain has no other forms of recognition of professional qualifications, as a lot of importance is given to diplomas and official certification. It is not in the Spanish administrative culture to recognise titles and qualifications by alternative means as reference letters or skill passes, they could be additional to the official title, but do not have any value.

So, everyone must follow the legal process for the recognition of the qualification they obtained in their origin country. This lack of flexibility sometimes creates situations as the need of a foreign person who has not an official qualification to follow lessons to obtain a primary or secondary title, even if he/she has obtained a degree or had a profession in their origin country.

Contact points and access for refugees to acquire information about the existing system and procedures in respective country

Refugees, asylum seekers and migrant people in general use to have a first contact with the legal procedure and requirements to have a regulated status in the country through the NGOs, being the most important in Spain the following:

1. CAR (Centros de Acogida a Refugiados)
Plaza de la Acogida, nº1 (41020, Sevilla)
Teléfono: +34 954 52 96 85 / 66 Fax: 954 52 91 97
Web: www.meyss.es; email: crisobal.bohorquez@meyss.es.
2. CEAR (Comisión Española de Ayuda al Refugiado)
C/ San Jorge, 7 Casa 2 Bajo (41010, Sevilla)
Teléfono: +34 954 619 164 / 954 912 496
Web: www.cear.es; email: josecarlos.budia@cear.es, mayte.vizcaino@cear.es.
3. ACNUR (Alto Comisionado de las Naciones Unidas para los Refugiados)
Calle Cuesta del Rosario, 8 (41004, Sevilla)
Teléfono: +34 954 50 10 07
Web: www.acnur.es; email: andalucia@eacnur.org.
4. CRUZ ROJA ESPAÑOLA
Avenida de la Cruz Roja nº1, duplicado (41009, Sevilla)
Teléfono: +34 954 37 66 13
Web: www.cruzroja.es; www.cruzroja.es/principal/web/provincial-sevilla/inicio;
email: sevilla@cruzroja.es

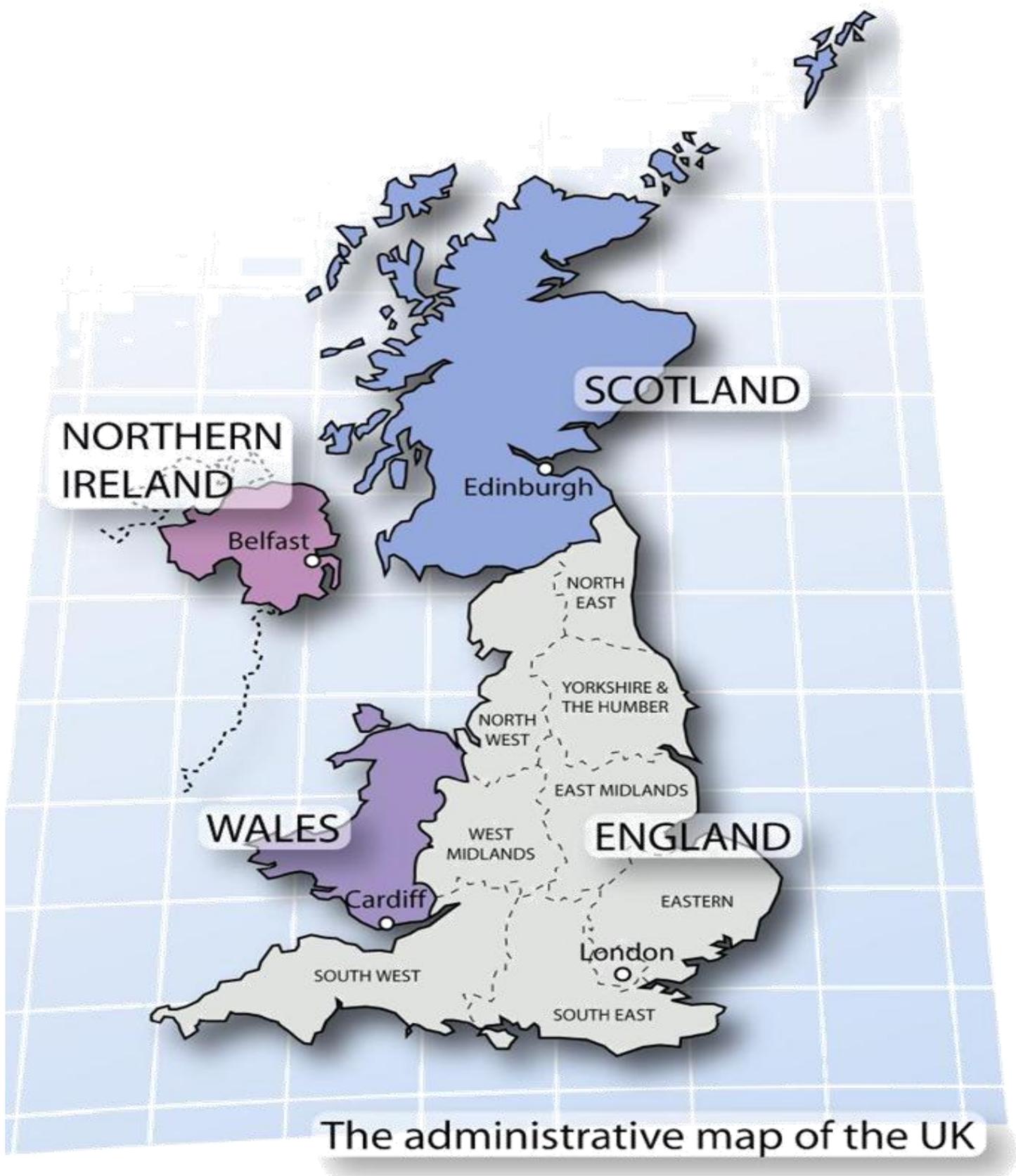
NGOs work and role in the field

Directory of organizations working on immigration (Spain):

ORGANIZATION	CONTACT
CAR (Centros de Acogida a Refugiados)	Teléf: +34 954 52 96 85 / 66 crisobal.bohorquez@meyss.es
CEAR (Comisión Española de Ayuda al Refugiado)	Tel: +34 954619164 / 912496 mayte.vizcaino@cear.es nuria.rojas@cear.es
ACCEM (Asociación Comisión Católica Española de Migración)	Teléfono: +34 954 31 33 33 sevilla.proinfancia@accem.es ; andalucia.juridico@accem.es
MPDL (Movimiento Por la Paz El Desarme y la Libertad)	Tel: +34 954 22 21 34 sevilla@mpdl.org sev.empleo@mpdl.org
CRUZ ROJA ESPAÑOLA	Tel: +34 954 37 66 13 sevilla@cruzroja.es mobedo@cruzroja.es

ORGANIZATION	CONTACT
MÉDICOS DEL MUNDO ANDALUCÍA	Teléfono: 954 90 82 88 sevilla@medicosdelmundo.org
FUNDACIÓN SEVILLA ACOGE	Teléf: +34 954 90 29 60 comunicacion@sevillaacoge.org
CÁRITAS DIOCESANA SEVILLA, Proyecto Nazaret	954 21 65 46 jadelgado@caritas-sevilla.org
FEDERACIÓN ANDALUCÍA ACOGE	Tel: +34 954 90 07 73 marilobenito@acoge.org
CEPAIM	687 103 621 rmateo@cepaim.org
MUJERES ENTRE MUNDOS	mujeresentremundos@hotmail.com
MZC	954 563 543 sevilla@mzc.es
DECCO	954 27 38 26 deccoi@deccoi.org
FUNDACIÓN RAIS	945 905 822 sevilla@raisfundacion.org
ASOCIACIÓN CLAVER	armandoaguero.claver@gmail.com pepbuadessj@jesuitas.es
ACCIÓN EN RED	954 90 20 12 nrdsevilla@gmail.com

2.1.5 Framework System Procedures for the recognition of qualifications in Scotland-UK



List of abbreviations and terms

Credit: Credit is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

Cycles: Sequential levels identified by the Bologna process (short cycle within the first cycle, first cycle, second cycle and third cycle) within which all European higher education qualifications are located.

CQFW: Credit and Qualifications Framework for Wales.

EQF: European Qualifications Framework for Lifelong Learning.

Degree-awarding bodies: A UK higher education provider (typically a university) with the power to award degrees, conferred by Royal charter, or under Section 76 of the Further and Higher Education Act 1992, or under Section 48 of the Further and Higher Education (Scotland) Act 1992, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA (in response to applications for taught degree awarding powers, research degree awarding powers or university title).

Exit qualification: A qualification which may be awarded on completion of an intermediate point of studies in a longer programme of study (when a student leaves the programme) but for which the student has not registered at the outset.

FHEQ: The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland.

FQHEIS: The Framework for Qualifications of Higher Education Institutions in Scotland.

Framework levels: A series of sequential stages (a developmental continuum) expressed in terms of a range of generic outcomes against which typical qualifications can be positioned.

Intermediate qualification: A separate qualification which can be awarded at a specific stage or level part of the way through a longer programme of study and for which a student can register at the outset of study.

Level descriptors: A statement of the generic characteristics of outcomes of learning at a specific level of a qualifications framework, used as a reference point.

Qualification: A degree, diploma or certificate awarded by a competent authority (in this context a degree-awarding body) in recognition that particular programme or qualification outcomes have been achieved following the successful completion of a recognized higher education programme of study.

Qualification descriptor: Generic statements of the outcomes of study associated with a specific qualification. They provide clear points of reference that describe the main outcomes of a qualification.

Programme (of study): An approved course of study that provides a coherent learning experience and normally leads to a qualification. This includes research programmes.

Programme learning: Statement of what a learner is expected to know, understand outcomes and/or be able to demonstrate after completion of a designated programme of study (which leads to a qualification). These are statements of holistic outcomes and not simply the sum of the parts (the learning outcomes of individual modules).

PSRBs: Professional, statutory and regulatory bodies.

QF-EHEA: Framework for Qualifications of the European Higher Education Area.

Reference points: Reference points are collectively agreed requirements or points of comparison (at international, national and degree-awarding body level) which are used by degree-awarding bodies to ensure consistency in academic standards.

SCQF: Scottish Credit and Qualifications Framework.

Threshold academic: The minimum acceptable level of achievement that a student standards has to demonstrate to be eligible for an academic award. For equivalent qualifications, the threshold level of achievement is agreed across the UK and is described by the qualification descriptors set out.

Legal framework for the regulations of professions and study titles

National qualification frameworks are formal structures which are adopted by countries to define their qualification systems. Generally they identify a hierarchy of qualification levels in ascending order and state the generic requirements for qualifications to be awarded at each of these levels. The frameworks show what qualifications are at the same level and indicate how one qualification may lead to another either at the same or a higher level. Assigning levels to qualifications promotes the accurate and consistent description and marketing of qualifications by those who award them.

Within the UK, responsibility for education is delegated to each of the four jurisdictions. The UK has a devolved system of governance for education and training. There are differences and similarities between the education and training systems of Scotland, Northern Ireland, Wales and England, the qualifications offered, and how these are regulated. Scotland, in particular, has an education system with a long history of independence from other parts of the UK. The differences are most pronounced in general and secondary education. As a result there are a number of different qualifications and credit frameworks among the countries.

In general, higher education institutions are recognised by the British government through legislation, such as a Royal Charter or an Act of Parliament, and are referred to as “recognised bodies.” Only these institutions are authorised to award degrees in the U.K.

The designation “listed bodies” refers to institutions that have not been recognised through legislation, but that are allowed to offer a programme specifically designed to lead to a degree awarded by a “recognised body.”

Other institutions have governmental authorisation to “award their own unique degrees” and are able to deliver diplomas referred to as “recognised awards.” These institutions are monitored by the authority of the Department for Business Innovation and Skills.

The national qualification frameworks define and link the levels and credit values of different qualifications. The current frameworks are: the Regulated Qualifications Framework (RQF) for general and vocational qualifications regulated by Ofqual in England and the Council for the Curriculum, Examinations and Assessment (CCEA) in Northern Ireland; the Credit and Qualifications Framework for Wales (CQFW) for all qualifications in Wales; and the Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ) for qualifications awarded by bodies across the United Kingdom with degree-awarding powers. Credit frameworks use the UK credit pioneered by the Credit Accumulation and Transfer Scheme, where 1 credit = 10 hours of nominal learning.

Scotland

The accreditation of HEIs in Scotland falls under the authority of the Department for Innovation, Universities and Skills and the Quality Assurance Agency. As in the rest of the U.K., Scottish institutions have to be deemed “recognised bodies” by the British government in order to award degrees. Excluding university degrees, the Scottish Qualifications Authority (SQA) is responsible for the national accreditation of all recognised qualifications such as the SQC.

The Scottish Qualifications Authority (SQA) is Scotland’s national awarding and accreditation body. It accredits all qualifications in Scotland with the exception of degrees and recognises awarding bodies in Scotland. And just like the regulators of qualifications in England, Wales and Northern Ireland, the Scottish regulator also works closely with educational institutions and industry in order to make sure that the qualifications are inclusive, equally accessible, flexible and of high quality. The SQA main aim is to ensure the learners a clear path to further education or employment and the employers with knowledgeable and skilled personnel.

The SQA has two main responsibilities. The first one is to accredit and the second one is to award qualifications. The SQA accreditation duties involve recognition of qualifications with the exception of degrees and approval of awarding bodies who wish to award these qualifications. As an awarding body, the SQA also develops, validates and assesses qualifications, ensures quality education and training for the learners who are taking its qualifications and awards certificates to candidates.

Outline of the vocational training and higher education system

Across the UK there are five stages of education: early years, primary, secondary, Further Education (FE) and Higher Education (HE). Education is compulsory for all children between the ages of 5 (4 in Northern Ireland) and 16. FE is not compulsory and covers non-advanced education which can be taken at further (including tertiary) education colleges and HE institutions (HEIs). The fifth stage, HE, is study beyond GCE A levels and their equivalent which, for most full-time students, takes place in universities and other HEIs and colleges.

The age at which pupils in the UK can leave school depends on where they live. Whilst pupils may leave school at the end of the year when they turn 16 in each of the UK countries, pupils in England must remain in compulsory education or training until they are 18, either in full-time education or as an apprentice or trainee, or in part-time education or training alongside 20 hours or more per week of work or volunteering.

Vocational secondary education

Vocational programmes for studies in subjects like healthcare, information technology, business and engineering are offered. After reform in 2007, these programmes can now lead to one of several credentials, such as the Applied General Certificate of Education. This credential is less theoretical than the GCE A-level and is intended to help recipients to enter the workforce.

Further education

Further education is also known as senior secondary vocational education. This refers to education that is no longer a part of the secondary system, but not included in higher education. It is focused on vocational programmes, or hybrid general academic and vocational programmes. The most common credential earned through further education is the BTEC Level 3 Diploma, which is awarded after two years of part-time study in England, Wales and Northern Ireland.

Admission to HEIs is managed by the Universities and Colleges Admissions Service (UCAS). UCAS is responsible for post-secondary admissions. Prospective students begin the UCAS application process a year in advance of their anticipated enrollment. Once these prospective students are accepted by the admissions office, they are given a list of universities to which they may apply. HEIs then send conditional offers, or, in rare cases, unconditional offers to their chosen applicants. Conditional offers stipulate the examination results that must be obtained on the GCE A-Levels in order to guarantee admission. Most HEIs request three GCE A-levels and three GCSE, though this depends on the institution and programme.

For those students who wish to continue their studies after vocational secondary education, many British HEIs will admit students on the basis of vocational A-level results or BTEC Level 3 Diplomas. This type of admission often requires the student to continue in the same vocational field of study.

In the UK some higher engineering-technician positions that require 4–5 years' apprenticeship require academic study to HNC / HND or higher City & Guilds level. Apprenticeships are increasingly recognised as the gold standard for work-based training. There are four levels of apprenticeship available for those aged 16 and over:

1 - Intermediate-level apprenticeships

Apprentices work towards work-based learning qualifications such as a Level 2 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge-based qualification.

2 - Advanced-level apprenticeships

Apprentices work towards work-based learning such as a Level 3 Competence Qualification, Functional Skills and, in most cases, a relevant knowledgebased qualification. They can take four years to complete.

3 - Higher apprenticeships

Apprentices work towards work-based learning qualifications such as a Level 4 and 5 Competence Qualification, Functional Skills and, in some cases, a knowledge-based qualification such as a Foundation Degree. They can take between four and five years to complete, depending on the level at which an apprentice enrolls.

Degree and professional apprenticeships

They are similar to higher apprenticeships, but differ in that they provide an opportunity to gain a full bachelor's (Level 6) or master's degree (Level 7). The courses are designed in partnership with employers, with part-time study taking place at a university. They can take between four and six years to complete, depending on the level of the course, and the level of entry.

Higher education

Higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education in the U.K. is categorised as undergraduate or postgraduate study. Undergraduate study leads to a British "first degree," which is generally a bachelor's degree credential. Postgraduate programmes are entered into after a bachelor's degree has been earned and result in master's or doctorate degrees, or postgraduate diplomas.

Most bachelor's degrees are earned after three years of undergraduate

study, however there are many four-year programmes as well. The programmes result in degrees such as the Bachelor of Arts, Bachelor of Science, Bachelor of Engineering, Bachelor of Laws, and Bachelor of Education etc.

Bachelor's degrees can be awarded as "honours" or "pass" degrees.

BRITISH QUALIFICATIONS				NVQ Level	FHEQ Level
Year 10 (GCSE, iGCSE)		Year 10 (BTEC Firsts)		1-2	
Year 12 (A Level, IB)		Year 12 (BTEC Nationals)			
Bachelor's Degree Years 1 & 2	Professional & Employer Awards	Foundation Degree	Higher National Certificate (HNC)	4	C
			Higher National Diploma (HND)		
Bachelor's (Honours) Degree - Final Year				6	H
Master's Degree (MSc, MA, MBA)				7	M
Doctoral Degree (PhD)				8	D

National qualification frameworks

This indicates the type of programme followed, the course load required to obtain the degree, and the final grade percentage earned. Both degrees usually require the same time to complete, but the honours programme has a “higher study load and more examinations.” The level of achievement of the student is designated by the class obtained. Students can achieve first class, upper second class, lower second class, or third class. Students typically need a bachelor’s degree with honours in the first or upper-second class in order to enter a master’s degree programme.

Although England and Northern Ireland have large and successful university systems offering three year bachelor degrees, they both stand out as countries where, relative both to other countries, and to potential demand, there is limited provision of post-secondary VET, potentially leading to a shortage of mid-level skills. The current system of awarding bodies which operate in many parts of the UK (but works differently in Scotland) has very serious drawbacks. The proliferation of competing qualifications in England and Northern Ireland undermines the labour market value of vocational qualifications, and prevent employers from engaging effectively in the construction of qualifications. In England and Northern Ireland, post-secondary VET programmes

Scotland

In Scotland, shorter post-secondary qualifications such as the Scottish Higher National Certificates and the Higher National Diplomas have a long history, are well regarded by employers and students and they account for almost one quarter of all higher education enrolments. In Scotland while work-based learning is built into some post-secondary programmes and the Scottish Modern Apprenticeship has many strengths, its use is highly variable depending heavily on the programme and individual provider. Colleges enjoy a lot of autonomy and are free to provide work placements to students (in programmes where such placements are not mandatory).

Vocational education

Vocational study in Scotland results in a Scottish Vocational Qualification (SVQ). SVQs are designed to give students the “the knowledge and skills required in order to do a specific job.” These credentials are taught at five different levels of difficulty to address the training needs of all students, from novices to experienced professionals.

Higher education

Admission to higher education in Scottish institutions is also managed by UCAS. Most Scottish institutions require four or five SCE Higher credentials as an entrance requirement. The higher education system in Scotland is very similar to the system in place in England, Wales, and Northern Ireland. One distinction is that bachelor’s degree with “honours,” which traditionally takes four years to complete; “pass” degrees are earned after three years of study.

Another difference is the “first degree,” which is awarded by the four oldest universities in Scotland. The University of Aberdeen, the University of St. Andrews, the University of Edinburgh and the University of Glasgow all award a Master of Arts (Honors) degree after four years of study; this credential is viewed by World Education Services as equivalent to a bachelor’s degree.

SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK

SCQF Levels	SQA Qualifications		Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12	Some SQA qualifications are changing between 2013-2016. See www.sqa.org.uk/readyreckoner		Doctoral Degree	
11			Masters Degree, Integrated Masters Degree, Post Graduate Diploma, Post Graduate Certificate	SVQ 5
10			Honours Degree, Graduate Diploma, Graduate Certificate	
9			Professional Development Award	Bachelors/ Ordinary Degree, Graduate Diploma, Graduate Certificate
8	Higher National Diploma		Diploma of Higher Education	
7	Advanced Higher Scottish Baccalaureate	Higher National Certificate	Certificate of Higher Education	SVQ 3
6	Higher			
5	Intermediate 2 Credit Standard Grade			SVQ 2
4	Intermediate 1 General Standard Grade	National Certificate	National Progression Award	SVQ 1
3	Access 3 Foundation Standard Grade			
2	Access 2			
1	Access 1			

Administrative Structure for the regulation of professions and study titles

In general, the devolution of governance in the UK means that the government and institutional frameworks differ between England, Scotland, Northern Ireland, and Wales, all of which have extensive autonomy. There are two parallel frameworks for higher education qualifications of UK degree-awarding bodies, one that applies to Scotland and one that operates in the rest of the UK:

- The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
- The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS). These frameworks are the principal national reference points for academic standards in UK higher education. Each framework sets out a hierarchy of qualification levels and describes the general achievement expected of holders of the main qualification type at each of the levels. UK degree-awarding bodies are required to use the relevant frameworks in setting and maintaining academic standards. When awarding qualifications, they are expected to ensure that the requirements of the frameworks are met.

The general pattern is as follows:

- overall policy for education, vocational learning and skills is the responsibility of the learning or education department of each national government. Universities are independent institutions with their own charter;
- the funding, provision and management of learning opportunities in each nation is delegated to a funding council, which determines priorities and the allocation of funding and oversees data collection.
- regional and local bodies advise on the provision of learning opportunities to meet local needs, within the overall national policy and funding arrangements, but individual colleges have considerable autonomy;
- inspection of the quality of provision is the responsibility of an independent body in each nation, as is research, evaluation of initiatives and staff development;
- approval of qualifications for use in publicly funded provision is the responsibility of an accrediting body for each nation, although those for England, Wales and Northern Ireland work closely on accreditation issues;
- employment policy and training programmes for the unemployed are the responsibility of the UK Department for Work and Pensions (DWP), working with the governments of the devolved administrations;
- sector skills councils (SSCs), responsible for identifying skills needs in economic sectors and for defining the occupational standards on which occupational qualifications are based, work across the UK, as does their coordinating body, the Sector Skills Development Agency (SSDA).

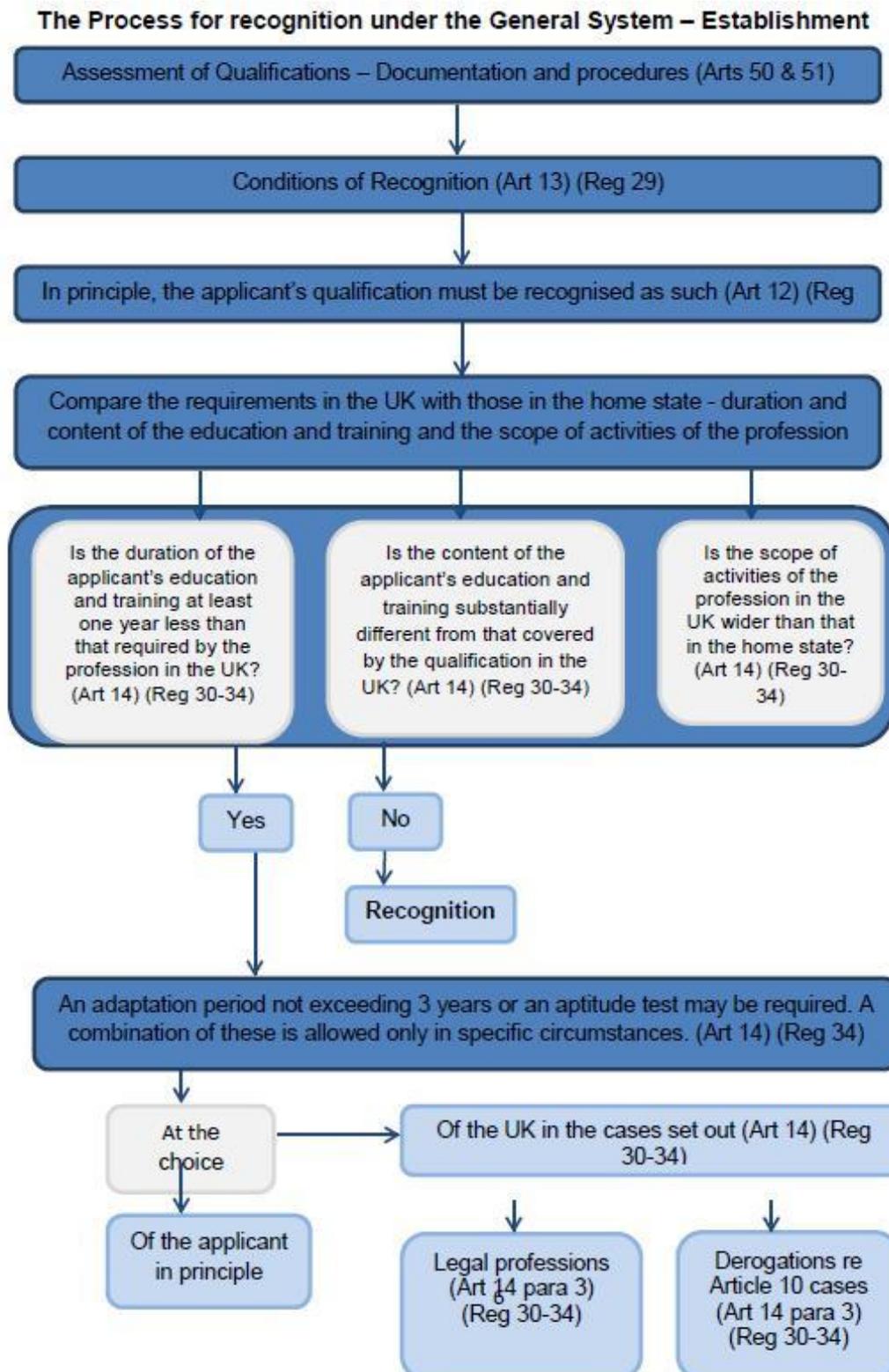
Protected professional titles and recognition provisions

Certain chartered titles, professional titles or designatory letters are protected by a competent authority holding a Royal Charter Professions and are regulated by Professional Bodies Incorporated by Royal Charter. Typically these professions do not have a reserve of activities, but this should be verified with the appropriate competent authority. Individuals may choose to hold corporate membership of a chartered body due to the professional status it confers in their field (For a list of regulated professions, see Annex 1).

EU nationals are eligible to apply for assessment and recognise their professional titles as regulated if they:

1. are already fully qualified to practise that regulated profession in their home State;
2. want to practise a profession, where automatic recognition would normally apply but for specific reasons they do not meet the criteria for automatic recognition;
3. are practising their profession in an EU State which does not regulate the profession, but who have a relevant qualification, together with any further necessary training which has prepared them for the profession. In addition, the applicant must have practiced the profession for a minimum of one year during the last ten years. The exception to this rule is where the applicant provides proof that they have undergone "regulated education & training";

4. may hold a qualification which entitles them to practise the regulated profession but which is an "old style" qualification as changes have been made to the access of the profession in their home State. In such cases the competent body in the home State must confirm that the qualification gives "acquired rights" to practise that regulated profession; or e) where the profession is regulated in their home State but the education and training is of a different level to that required in the UK.



Third Country Qualifications

A third country qualification is a qualification that has been awarded outside of the EU. Such qualifications must be accepted as eligible to apply for recognition if the holder has subsequently had three years professional experience in the EU state which recognised the qualification (in other words accepted the holder into that profession) and that experience is certified by that EU State – entitlement under the Directive only applies for the “second” recognition within the EU. In the case of sectoral professions (except architects), at the first recognition stage the applicant will be required to satisfy the minimum training conditions and may also have to meet additional higher requirements. In respect of architects, the minimum training requirements are only a condition for the automatic recognition of qualifications.

Processes regarding the recognition of qualifications held by refugees, displaced persons or 'persons in a refugee-like situation' are governed by Article VII of the Lisbon Recognition Treaty - which sets out general principles, rather than detailed procedures. As a result, institutions responsible for the recognition of qualifications may face key challenges in the evaluation and recognition process. These are often associated with the lack of established recognition procedures and policy for undocumented qualifications, documentary evidence of academic credentials and qualifications from the applicant and information on legal obligations. In the UK, as in most EU countries, there are no particular recognition processes for different types of migration (though some exceptions apply, especially for refugees), but migrants are included in widening participation programmes to lifelong learning which also target ethnic minorities, women, the elderly, the young and disabled groups. Many regulated occupations take care of international recognition through multinational and bilateral agreements. There are also EU programmes to accentuate sectoral collaboration. For example, under the provisions of the Recognition of Professional Qualifications Directive, individuals have rights of recognition and licence to practise in other European countries. This applies to a number of occupations, such as engineers, doctors and actuaries (the latter through Groupe Consultatif Agreement). Family migrants have to undergo the same procedures as other types of migrants.

However, there are a number of audits and initiatives to help different groups of refugees to get their qualifications recognised and help them to integrate into the labour market. For instance, RETAS (Refugee Education and Training Advisory Service) assists refugees with the recognition of qualifications – with a particular emphasis on women. Some audits have led to new initiatives, such as the Department of Work and Pensions refugee employment strategy, there is also the Refugee Health Professional Steering Group which aims to recruit and integrate health-care professionals from overseas. The Council for Assisting Refugee Academics provides help to teachers and lecturers, and Scotland has the Refugee 182 Recognition of Qualifications and Competences of Migrants into Teaching in Scotland scheme – which should help refugees to smooth the transition into employment (APL plays an important part). The UK has accreditation of prior learning (APL), which is a long-standing mechanism to recognize prior informal and non-formal learning, for higher education admission and for credit towards higher education degrees and other awards. Nonetheless, it is not clear what ‘prior’ means. This is not targeted in particular towards immigrants. The non-formal and informal learning of refugees and other migrants may be recognised through the same APL process as for UK applicants. Nonetheless, it is possible that

migrants have a greater difficulty in providing sufficient evidence of their learning. APL is part of the government's strategy to widen participation in higher education by different groups, such as those with lower socio-economic groupings, ethnic groups, older students, but also immigrants.

A very promising initiative started in October 2015, when UK NARIC, based on its past experience in supporting Balkan refugee integration needs, developed the 'European qualifications passport for refugees', in conjunction with NOKUT (NARIC's Norwegian counterpart). In 2017 a new project pilots these processes in a draft scheme involving, in addition to the UK and Norway (through UK NARIC and NOKUT), Greece, through the relevant Ministries and the Hellenic NARIC, DOATAP; Italy, through CIMEA - NARIC Italia; and the Council of Europe. The European Qualifications Passport for Refugees is a document providing an assessment of the higher education qualifications based on available documentation and a structured interview. It also presents information on the applicant's work experience and language proficiency. The document provides reliable information for integration and progression towards employment and admission to further studies. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications.

More information on the pilot project 'Recognition of Refugees Qualifications' can be found at:

<http://www.coe.int/en/web/education/recognition-of-refugees-qualifications>

Procedures for recognition of professional titles as well as study titles and for obtaining permission to practice in (regulated) professions

There are different regulatory bodies recognising study titles with the most important one being UK National Recognition Information Centre. All regulatory bodies implement the revised Mutual Recognition of Professional Qualifications Directive 2005/36/EC (PQD) when dealing with EU citizens.

The Centre for professional qualification/ ECCTIS is a not-for-profit company that manages a number of national agencies on behalf of the UK Government and the European Union, responsible for the recognition of study titles. These include:

UK NARIC - UK National Recognition Information
Centre UK NEC - National Europass Centre for the UK
CPQ - The Centre for Professional Qualifications

ECVET - The national contact point for England, improving the mobility of those holding vocational qualifications across Europe

ReferNet - The European network offering comparable information on Vocational Education and Training across Europe

ECCTIS Ltd - Also offers Research and Consultancy services

Foreign citizens who wish to hold a Chartered title, must apply directly to the relevant institution (See Annex 1). The institution will consider the applicant's qualifications and any relevant practical experience. Once qualifications have been recognised, the professional will be able to access the profession and practise it on the same terms as nationals of, and those who qualified in that country.

The authority responsible for access to the relative profession in the host country will explain what documents are required. If your profession isn't regulated at home, applicants may not have relevant diplomas, certificates, or proof of membership in a professional association. They may then need to prove by other means that they have practised your profession for at least 2 of the last 10 years. The authorities have 1 month to acknowledge receipt of the application and request any documents they need. If the authorities find that the applicant's education and professional experience do not correspond to the standards required in the UK, they could ask the applicant to take additional measures to prove he/she is qualified. In principle, applicants should be able to choose between aptitude tests or an adaptation traineeship (which could take as long as 3 years).

On being accepted into the UK profession, the professional will operate under the UK professional title, where one exists. The professional also has the right to use their home State academic title. However, the competent authority can make certain stipulations – these are detailed in Regulations 26 and 58. In the cases of Partial Access, a Competent Authority can require a professional to use their home state academic title or use of that title in English.

Characteristics of

a. Formal qualifications (Educational attainment)

A qualification can be broadly defined as evidence of education and training which:

- is awarded by a recognised authority in an EU State;
- shows that the holder has successfully completed education and training of an appropriate duration;
- shows that the holder has the qualifications to practise the profession in the EU State.

In the UK., the qualifications that pupils work towards at the end of their secondary schooling and beyond, are determined by the authorities in each of the four UK countries . In England, Northern Ireland and Wales qualifications have remained similar (with GCSEs typically taken at age 16 and A levels taken at age 18) and are all mapped onto the National Qualifications Framework (NQF).

In Scotland all qualifications can be mapped onto the Scottish Credit and Qualifications Framework (SCQF).

Because of the differences in the qualifications across the UK, direct comparisons are not advised and so statistical data are presented separately for the four states:

-England: Just over half (53.8%) of the cohort at the end of compulsory schooling (key stage 4, typically aged 16) in 2014/15, achieved 5 or more GCSEs at A*- C grade including English and mathematics (NQF Level 2) without retakes. This is an increase compared to 53.4% in 2013/14. - Wales: In 2014/15, 57.9% of pupils in their final year of compulsory schooling (typically aged 16) achieved 5 or more GCSE or equivalent passes at grade A*-C including English and mathematics (NQF Level 2) including those who passed as part of a retake. This has increased from 55.4% in 2013/14.

-Northern Ireland: in 2014/15, 67.0 % of pupils in their last year of compulsory schooling in grant-aided mainstream schools (typically aged 16) achieved 5 or more GCSE or equivalent passes at grade A*-C including English and mathematics (NQF Level 2), including those who passed as part of a retake. This has increased from 65.2% in 2013/14.

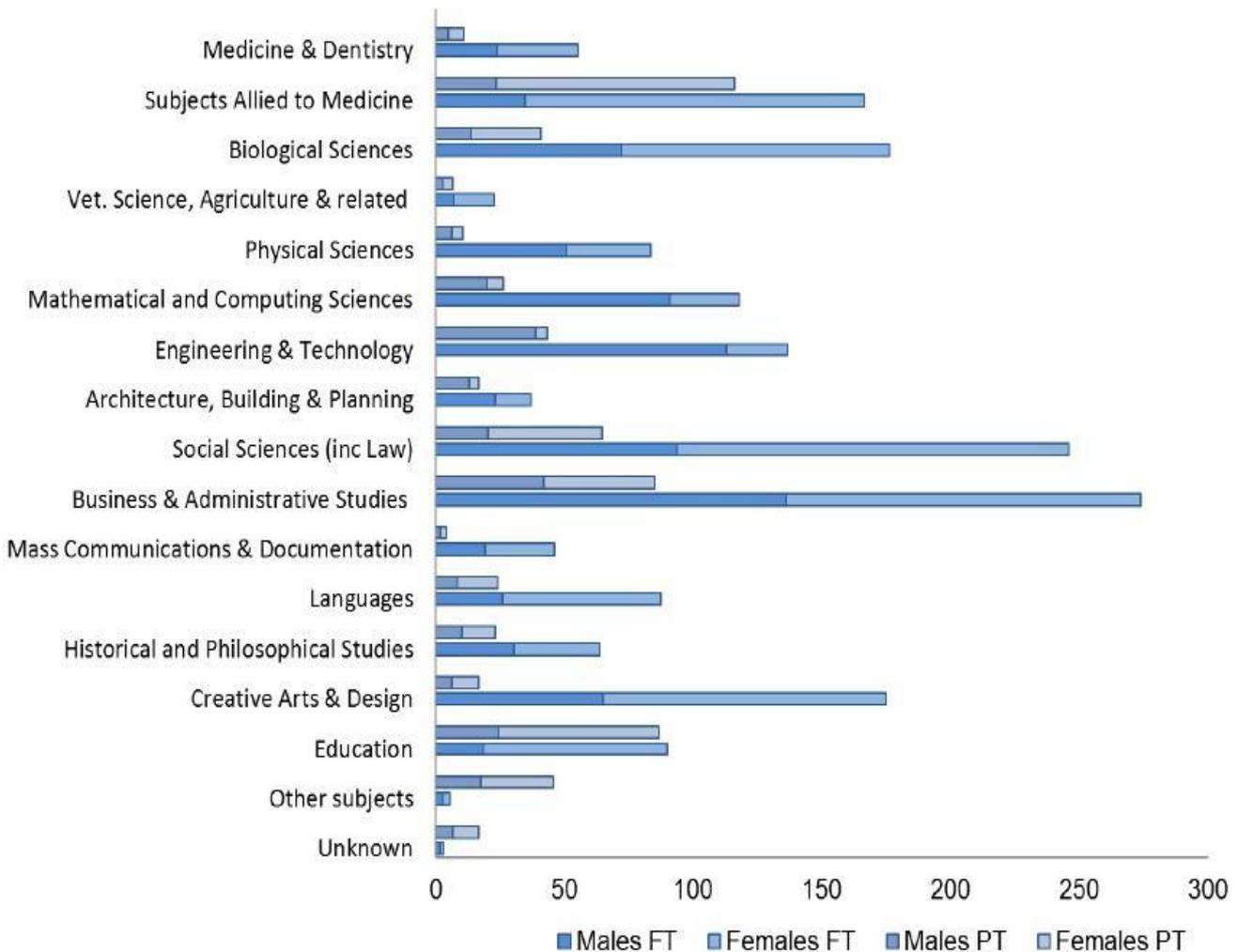
-Scotland: in 2014/15, 60.2 % of school leavers (those who leave school at the end of the academic year who could be between 16 and 18 and at various stages in their education) from maintained schools in Scotland obtained one or more qualifications at SCQF Level 6 or better. This has increased from 58.1% in 2013/14. 85.2% of school leavers obtained one or more qualifications at SCQF Level 5 or better.

Numbers of Higher Education Institutions and Further Education Colleges, according to the 2015 census:

Universities	132
Other Higher Education Institutions	29
Further Education colleges	382

Student numbers in the UK have decreased from 4.9 million in 2010/11 to 4.1 million in 2014/15 for further education (FE) programmes and from 2.7 million in 2010/11 to 2.4 million in 2014/15 for higher education (HE) programmes. The decrease in HE student numbers is due to a decline in part-time students since 2010/11 (30.6%) particularly for other undergraduate courses (declined by 47.5%), whereas there has been an increase in full-time students.

Full- and part-time higher education students by subject and gender (2014/15, in thousands)



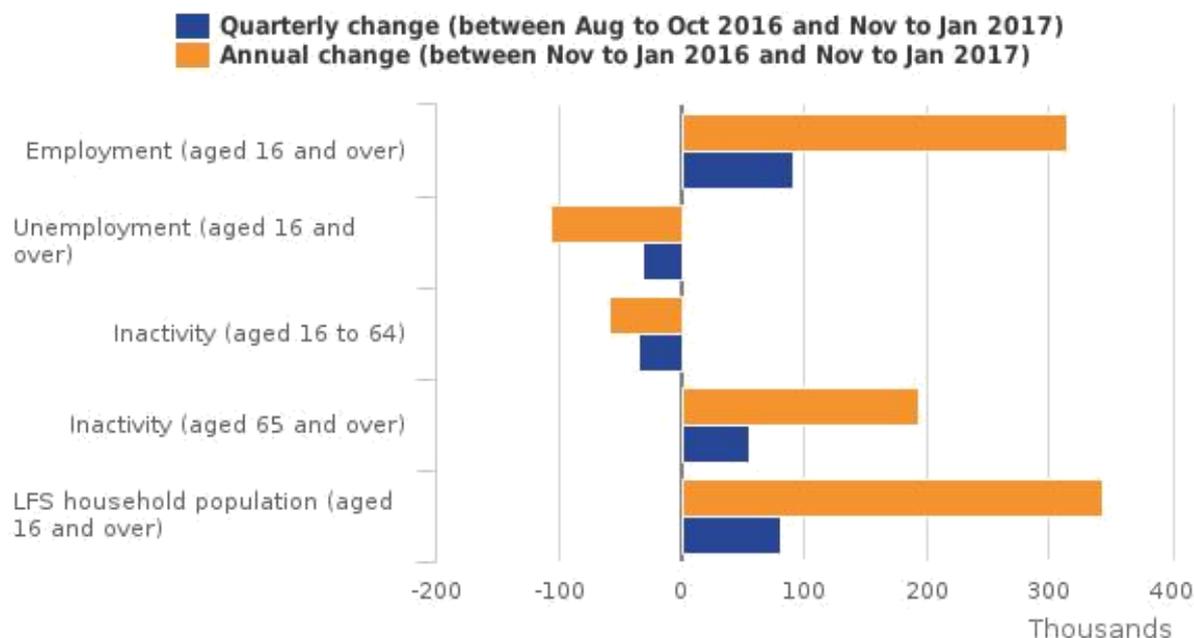
b. Labour market experiences

Estimates from the Labour Force Survey show that, between August 2016 to January 2017, the number of people in work increased, the number of unemployed people fell, and the number of people aged from 16 to 64 not working and not seeking or available to work (economically inactive) also fell.

There were 31.85 million people in work, 92,000 more than for August to October 2016 and 315,000 more than for a year earlier.

There were 23.34 million people working full-time, 305,000 more than for a year earlier. There were 8.52 million people working part-time, 10,000 more than for a year earlier.

The employment rate (the proportion of people aged from 16 to 64 who were in work) was 74.6%, the joint highest since comparable records began in 1971.



There were 1.58 million unemployed people (people not in work but seeking and available to work), 31,000 fewer than for August to October 2016 and 106,000 fewer than for a year earlier. There were 867,000 unemployed men, 21,000 fewer than for August to October 2016 and 56,000 fewer than for a year earlier.

There were 717,000 unemployed women, 10,000 fewer than for August to October 2016 and 50,000 fewer than for a year earlier.

The unemployment rate was 4.7%, down from 5.1% for a year earlier. It has not been lower since June to August 1975. The unemployment rate is the proportion of the labour force (those in work plus those unemployed) that were unemployed.

There were 8.87 million people aged from 16 to 64 who were economically inactive (not working and not seeking or available to work), 34,000 fewer than for August to October 2016 and 59,000 fewer than for a year earlier.

The inactivity rate (the proportion of people aged from 16 to 64 who were economically inactive) was 21.6%, slightly lower than for August to October 2016 (21.7%) and lower than for a year earlier (21.8%).

Latest estimates show that average weekly earnings for employees in Great Britain in nominal terms (that is, not adjusted for price inflation) increased by 2.2% including bonuses, and by 2.3% excluding bonuses, compared with a year earlier.

c. Informal skills (e.g. language proficiency, productivity...)

Informal learning is defined as learning that is not organised or structured in terms of goals, time or instruction. This covers skills acquired (sometimes unintentionally) through life and work experience, for example:

- project-management or IT skills acquired at work
- languages and intercultural skills acquired during a stay abroad
- IT skills acquired outside work
- skills acquired through volunteering, cultural activities, sports, youth work and through activities at home (e.g. taking care of a child).

Methods of assessing prior learning are varied and include: evaluation of prior experience gained through volunteer work, previous paid or unpaid employment, or observation of actual workplace behavior. The essential element is assessing evidence provided by an individual to support their claim for competence against a given set of standards or learning outcomes.

d. Soft skills

Soft skills enable those qualities and attributes needed to succeed in the workplace. They encompass an individual's ability to listen well, to communicate effectively, to be positive, to manage conflict, accept responsibility, show respect, build trust, work well with others, manage time effectively, accept criticism, work under pressure, be likeable, and to demonstrate good manners. Other authors have also added trust, empathy, work ethic, enthusiasm, optimism, integrity, motivation, professionalism and – above all – communication.

Soft skills sit alongside and complement other types of skills, including technical or job-specific skills, literacy, numeracy and information technology skills. Soft skills are relevant to all workers and employees of all occupations and staff grade levels, including senior executives. It is possible to group soft skills into clusters of linked skills.

Soft skills are consistently reported as being highly valued by employers throughout the UK economy, and are recognised as 'key competencies that employees need to secure employment and succeed in the workplace.'

In the UK context, recent research published by the UK Commission for Employment and Skills (UKCES – the non-departmental public body that advises the UK Government and the devolved administrations on skills and employment policy), based on a survey of 91,000 businesses across the UK, identifies that soft skills are associated with between 33%-40% of all reported skills-shortage vacancies.

Skills gaps are a major problem for all UK sectors, and research has been undertaken over a number of years that has investigated the extent and nature of the problem across different occupational types and different sectors, and also by region. The numbers of employees in the overall workforce who are expected to exhibit significant levels of sub-optimal productive performance due to soft skills deficits is expected to total some 535,000 by 2020, and 550,000 by 2025.

Existing regulations and opportunities for the recognition of informal skills and competences and work experience

As previously stated, the qualifications frameworks in the UK differ in nature and scope and the UK countries have different approaches to the recognition of non-formal certificated learning. There are a number of approaches used in the UK for the recognition of informal learning. Some of these approaches are linked to the framework while other approaches sit outside the framework.

England and Northern Ireland

In England and Northern Ireland the following three qualifications frameworks are in operation:

- The Qualifications and Credit Framework (QCF);
- The National Qualifications Framework (NQF); and
- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ).

Approaches to the recognition of non-formal learning are considered in relation to the QCF.

The QCF provides a simple, consistent framework that presents information on qualifications in a way that makes them easy to understand, measure, and compare. Through the use of units and credit the QCF gives individuals the chance to learn in a more flexible way and enables a wider range of organisations, including employers, to have their training recognised. Credit, levels, and qualifications.

Every unit and every qualification in the QCF has a credit value. One credit represents a notional 10 hours of learning, showing how much time on average it takes to achieve. The titles of all qualifications in the QCF contain the same three elements - content, level, and size.

The content identifies what the qualification is about. For example it might cover retail, or construction or sport. The level indicates the level of difficulty of the learning involved. There are nine levels - from Entry level to level 8. The size expressed in credit tells you how long the qualification will take to achieve on average.

Under the QCF, there are three sizes of qualification; Award, Certificate, and Diploma:

- Awards are 1 to 12 credits in size
- Certificates are 13 to 36 credits in size
- Diplomas are 37 credits or more in size

So there can be a Diploma at level 1 or at level 8, because 'Diploma' represents the size of a qualification not how difficult it is.

Rules of combination (RoC)

Rules of combination set out which units are mandatory or optional, how many credits are needed for the qualification and at which level, and whether or not there are any forbidden/unauthorised combinations. These rules are specific to each qualification, and are developed by Sector Skills Councils (SSCs), awarding organisations and other approved organisations. Learners can accumulate units to achieve a qualification so long as they choose units in accordance with the rule of combination for that qualification.

Recognising employer in house training within the QCF

The validation of employer in-house training was initiated as part of the UK wide Vocational Qualifications (VQ) Reform Programme which seeks to increase the relevance, value and flexibility of VQs through a credit-based unit and qualifications system – the Qualifications and Credit Framework (QCF).

Initiatives were launched in England (Employer Recognition Programme - September 2007) and Northern Ireland (The Recognition of Training in Employment Programme - April 2009) to enable employers to have their own internal training accredited or recognised within the QCF.

Many employers have their training nationally accredited by working in partnership with existing awarding organisations and this opportunity allowed employers to have bespoke training accredited, which greatly expands the ways in which skills gaps can be addressed and learners can gain credit and recognition for their hard work and achievements.

Wales

The Credit and Qualifications Framework for Wales (CQFW) embraces all types of learning within a common recognition framework. This allows comparison of achievements from different education and training activities, recognition of full and partial completion of qualifications and brings in the vast range of education and training activity within and outside the regulatory and funding arrangements.

Learning programmes fall into one of three types, higher education, general and vocational education and lifelong learning. The CQFW gives qualifications and other learning a credit value which is a reflection of size (1 credit =10 hours of learning) and a credit level which reflects the level of achievement (Entry to Level 8). The Lifelong Learning pillar recognises learning that is outside Higher Education and General and Vocational Education and Training. It reflects an understanding that all learning wherever and it takes place should be valued and recognised.

There is an agreed national approach in Wales. The development of Quality Assured Lifelong Learning (QALL) provides a mechanism to recognise (certificate) the knowledge or skills gained through learning gained through any wider learning. It can include:

- adult and Community Learning including learning to assist adults to return to learning;
- introductory or additional learning undertaken by all types of learners that might help learners to move into QCF units and / or qualifications;
- learning which is additional to QCF units and / or qualifications;
- training you might do as part of a job which is not formally recognised currently;
- informal learning or training provided in a variety of situations;
- informal, specialist, interest or hobby based learning provided by a variety of organisations, such as libraries, museums, unions and voluntary organisations.

One of the main providers of QALL in Wales is Agored Cymru. Agored Cymru is the Welsh awarding organisation specialising in meeting the needs of all learners in Wales. It developed from the Open College Networks in Wales. OCN Wales was established in October 2004 with the merger of the 3 former OCNs in Wales. In August 2009 OCN Wales became an Awarding Organisation in the QCF and changed its name to Agored Cymru.

Agored Cymru develops qualifications and accreditation opportunities to meet the priorities of the Welsh Government in supporting learners of every age in Wales, helping individuals, communities and employers, from all walks of life to gain access to the benefits of learning.

Scotland

The Scottish Credit and Qualifications Framework (SCQF) was developed in 2001 to meet the needs of Scotland’s learners. It was created by bringing together the majority of Scotland’s mainstream qualifications into a single unified Framework.

The SCQF is designed to help learners, their families, learning providers and employers to understand the wide range of qualifications in Scotland and how they relate to each other. Scotland has many different qualifications ranging from Nationals to Highers and Higher National Certificates/Degrees to different Higher Education qualifications.

The SCQF uses two measures to help in understanding and comparing qualifications and learning programmes: SCQF Level and SCQF Credit Points.

The SCQF allocates levels to qualifications making them easier for learners, employers and the general public to understand and to help them to be able to broadly compare the range of Scottish qualifications. For example, looking at the SCQF Framework diagram it can be seen that a Scottish Vocational Qualification level 4 is comparable in terms of difficulty to a Higher National Diploma. Qualifications may also sit at the same level on the Framework but have a different amount of credit points. This is because the amount of time it takes to achieve one qualification often differs from the amount of time it takes to achieve another. So the SCQF levels indicate how difficult a qualification is to achieve and the credits demonstrate how long it takes the average learner to complete the learning.

	Entry Level	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
NQF	Entry level awards, certificates or diplomas	GCSE – grades D, E, F, G	GCSE – grades A*, A, B, C	AS and A levels	Certificate of Higher Education	Diploma of Higher Education, Foundation Degree	Honours Degree	Master’s degree	Doctorate

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
SCQF	National 1	National 2	National 3	National 4	National 5	Higher
	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12
	Advanced Higher, Certificate of Higher Education	Diploma of Higher Education	Bachelors, Ordinary Degree	Honours Degree, Graduate Diploma	Master’s Degree	Doctorate

There are 12 SCQF Levels and a set of descriptors for each level.

The SCQF operates on a similar basis to the other UK Frameworks insofar as it is based on awarding credit points for completion of units. Each unit and qualification has a credit value and one credit point represents 10 notional hours of learning.

The Scottish Qualifications Authority (SQA) applies a different definition to “regulated” qualifications than in the rest of the UK, resulting from its unique position as having self-regulatory responsibility for its general education and Higher National qualifications. Regulated qualifications in this context in Scotland, only refers to qualifications accredited by SQA’s accreditation function. Mandatory accreditation is required for certain qualifications, such as Scottish Vocational Qualifications, and certain other qualifications that establish a licence to practise. Accreditation of other qualifications is on a voluntary basis although a number of awarding organisations have elected to submit qualifications for accreditation and therefore regulation (Annex 1)

UK EQF National Contact Point (NCP) Information

-England : EQF NCP: Ofqual (www.ofqual.gov.uk)

-Northern Ireland: EQF NCP: CCEA Accreditation (www.ccea.org.uk)

-Scotland: EQF NCP: Scottish Credit and Qualifications (www.scqf.org.uk)

-Wales : EQF NCP: ColegauCymru / CollegesWales (www.colegaucymru.ac.uk/
www.collegeswales.ac.uk)

National practice concerning other forms of recognition of professional qualifications (e.g. reference letters, skill passes)

Professional qualifications recognition needs to follow formal channels and there are no provisions for the recognition of reference letters or Skill passes as proof of qualification.

Several documents can be submitted in favour of an application for the recognition of professional qualifications. These may include:

- Curriculum vitae;
- Transcript of records & documents supplementing a diploma; Subjects studied;
- Proof of continuous professional development;
- Participation in seminars;
- Relevant training and life-long learning;
- Proof of knowledge of languages etc.

In any case, applications are not assessed on the basis of these documents and they only serve as compliments to the official certificates issued by an awarding body.

Contact points and access for refugees to acquire information about the existing system and procedures in respective country

There are some specialist organisations which help refugees with particular skills to pursue their careers in the UK:

Refugee professionals of all kind – Transitions www.transitions-london.co.uk

Refugee Healthcare Professionals – www.rose.nhs.uk and Refugee Assessment and Guidance Unit
<http://www.londonmet.ac.uk/ragu/>

CARA-Refugee Academics – <http://academic-refugees.org>

From 1 April 2014 the charity Migrant Help has been providing the Asylum Support Applications UK and Asylum Advice and Guidance services called Asylum Help. They provide general information, advice and guidance through a Telephone Advice Centre, or face to face appointments at the initial accommodation centres or outreach sessions. Multilingual information is given via Migrant Help's website in different forms: web/video presentations, audio briefings and written briefings. These are in 15 languages and may be downloaded.

NGOs work and role in the field

Below follows an indicative – non exhaustive- list of NGOs working with migrants:

Organisation	Website	Legal address
Refugee Action	www.refugee-action.org.uk	Victoria Charity Centre, 11 Belgrave Road, London SW1V 1RB
The Refugee Council	www.refugeecouncil.org.uk	PO Box 68614 London E15 9DQ
Migrants' Rights Network	www.migrantsrights.org.uk	33 Corsham Street London N1 6DR
Migrant Help	www.migranthehelpuk.org	Charlton House, Dour Street, Dover, Kent, CT16 1AT
Amnesty International UK	www.amnesty.org.uk	99–119 Rosebery Avenue UK – London EC1R 4RE
Asylum Aid	www.asylumaid.org.uk	28 Commercial Street UK - London E1 6LS
Immigration Advisory Service	e-mail: iasuk@gn.apc.org	County House 190 Great Dover Street UK – London SE1 4YB
Kalayaan	e-mail: kalayaanuk@aol.com	St Francis Centre 13 Hippodrome Place London W11 4 SF United Kingdom
Shelter	www.shelter.org.uk	88 Old Street London EC1V 9HU
Stonewall Immigration Group	www.stonewall-immigration.org.uk	c/o Central Station 37 Wharfdale Road Islington UK - London N1 9SE

The British Red Cross	www.redcross.org.uk	UK Office, 44 Moorfields London EC2Y 9AL
Maternity Action	www.maternityaction.org	52-54 Featherstone Street London, EC1Y 8RT
Useful links:		
Scotland welcomes refugees	www.scotlandwelcomesrefugees.scot/	Scotland's informative portal
Asylum Law	http://www.asylumlaw.org	This portal site covers a range of countries world-wide and their current laws on immigration
PICUM	www.picum.org	Platform for International Cooperation on Undocumented Migrants

ANNEX 1

REGULATED PROFESSIONS IN THE UK

Professions with protected titles under a licensing system

Generic title	Profession	Reserved titles	Licensing body	Region
Dental assistant/ Dental Nurse	Dental Nurse	Dental nurse, dental surgery assistant	General Dental Council	UK
Dental hygienist	Dental hygienist	Dental hygienist	General Dental Council	UK
Dental technician	Clinical dental technician	Clinical dental technician, clinical dental technologist, denturist	General Dental Council	UK
Dental therapist	Dental therapist	Dental therapist	General Dental Council	UK
Pharmaceutical technician/Pharmaceutical assistant	Pharmacy technician	Pharmacy technician	General Pharmaceutical Council	GB
Social worker	Social Worker		Care Council for Wales/Scottish Social Services Council/Northern Ireland Social Care Council	Wales, Scotland and NI
Blacksmith, Farrier, Forging, Stamping, Pressing	Farrier	Farrier	Farriers Registration Council	UK

Professions with protected titles without reserve of activities

Generic title	Protected title	Postnominal letters	Professional body	Region
Conveyancer	Licensed conveyancer		Council for Licensed Conveyancers	UK
Dental therapist	Orthodontic Therapist		General Dental Council	UK
Colourist	Licentiate of the Society of Dyers and Colourists	LSDC	Society of Dyers and Colourists	UK
Dance teacher	Licentiate of the Royal Academy of Dance	LRAD	Royal Academy of Dance	UK
	Registered Teacher of the Royal Academy of Dance	RTRAD	Royal Academy of Dance	UK
Engineer	Engineering technician	EngTech	Engineering Council	UK
	ICT Technician	ICTTech	Engineering Council	UK
Marketing consultant	Associate Member of The Chartered Institute of Marketing	ACIM	Chartered Institute of Marketing	UK
Meteorologist	Registered Meteorologist	RMet	Royal Meteorological Society	UK
Surveyor	Associate Member of Royal Institution of Chartered Surveyors	ARICS	Royal Institution of Chartered Surveyors	UK
Textile expert	Licentiate of the Textile Institute	LTI	Textile Institute	UK
Chiropodist (podiatrist)	Chiropodist, Podiatrist		Health and Care Professions Council	UK

Dietitian	Dietitian		Health and Care Professions Council	UK
Lawyer/Barrister/Solicitor	Advocate		Faculty of Advocates	Scotland
Medical/Biomedical laboratory technician	Biomedical Scientist		Health and Care Professions Council	UK
Occupational therapist	Occupational therapist		Health and Care Professions Council	UK
Orthoptist	Orthoptist		Health and Care Professions Council	UK
Paramedic	Paramedic		Health and Care Professions Council	UK
Physiotherapist	Physiotherapist		Health and Care Professions Council	UK
Prosthetist/Orthotist	Prosthetist, Orthotist		Health and Care Professions Council	UK
Radiographer	Radiographer		Health and Care Professions Council	UK
Social worker	Social Worker		Health and Care Professions Council	England
Speech and language therapist	Speech and language therapist, Speech therapist		Health and Care Professions Council	UK
Surgical assistant	Operating Department Practitioner		Health and Care Professions Council	UK
Accountant/Tax advisor	Chartered Tax Advisor	CTA	Chartered Institute of Taxation	UK
	Chartered Management Accountant	CIMA	Chartered Institute of Management Accountants	UK

Auditor/Accountant	Chartered Certified Accountant	ACCA/FCCA	Association of Chartered Certified Accountants	UK
	Chartered Accountant	ACA	Institute of Chartered Accountants in England and Wales/Institute of Chartered Accountants in Ireland	UK
		CA	Institute of Chartered Accountants of Scotland	
Banker	Member of the Chartered Institute of Bankers in Scotland (Chartered Banker)	MCIBS	Chartered Institute of Bankers in Scotland	GB
	Member of the Institute of Financial Services	Aifs	Institute of Financial Services	UK
Biologist	Chartered Biologist	CBiol	Society of Biology	UK
Building engineer	Associate of the Chartered Institute of Building	ACIB	Chartered Institute of Building	UK
	Chartered Builder	MCIQB	Chartered Institute of Building	UK
Building Surveyor	Chartered Building Surveyor	MRICS/FRICS	Royal Institution of Chartered Surveyors	UK

Chartered Secretary	Chartered Secretary	ACIS	Institute of Chartered Secretaries and Administrators	UK
Colourist	Associateship of Society of Dyers and Colourists	ASDC	Society of Dyers and Colourists	UK
	Chartered Colourist	CCol	Society of Dyers and Colourists	UK
Electrical and computer (technology) engineer	Member of the Institution of Engineering and Technology	MIET	Institution of Engineering and Technology	UK
Engineer	Incorporated Engineer	IEng	Engineering Council	UK
Environmental engineer	Chartered Wastes Manager	MCIWM	Chartered Institution of Wastes Management	UK
Environmental health officer	Environmental Health Officer	MCIEH/FCIEH	Chartered Institute of Environmental Health	England & Wales
Forest engineer	Chartered Forester	MICFor/FICFor	Institute of Chartered Foresters	UK
Geographer	Chartered Geographer	CGeog	Royal Geographical Society	UK
Health and Safety Officer	Chartered Safety and Health Practitioner	CMIOSH/CFIOS	Institution of Occupational Safety and Health	UK
Housing expert	CIH Chartered Member	CIHCM	Chartered Institute of Housing	UK
Information systems engineer	Chartered IT Professional	CITP	British Computer Society	UK
Insurance and Reinsurance intermediaries	Chartered Insurance Broker	ACII	Chartered Insurance Institute	UK

Insurance underwriter	Chartered Financial Planner	AFPS	Chartered Insurance Institute	UK
	Chartered Insurer (insurance underwriting)	ACII	Chartered Insurance Institute	UK
Land Surveyor	Chartered Land Surveyor	MRICS/FRICS	Royal Institution of Chartered Surveyors	UK
Lawyer/Barrister/Solicitor	Chartered Legal Executive	FCILEx	Chartered Institute of Legal Executives	UK
Librarian	Chartered Institute of Library & Information Professionals	CILIP	Chartered Institute of Library and Information Professionals	UK
Loss adjuster	Chartered Loss Adjuster	ACLA	Chartered Institute of Loss Adjusters	UK
Manager (not elsewhere classified)	Chartered Manager	CMgr	Chartered Management Institute	UK
Marketing consultant	Chartered Marketer	CMktr	Chartered Institute of Marketing	UK
	Member of The Chartered Institute of Marketing	MCIM	Chartered Institute of Marketing	UK
Mathematical expert	Chartered Mathematician	CMath	Institute of Mathematics and its Applications	UK
	Chartered Statistician	CStat	Royal Statistical Society	UK

Measurement and control technologist	Chartered Measurement and Control Technologist	MInstMC	Institute of Measurement and Control	UK
Mechanical engineer	Member of the Institution of Mechanical Engineers	MIMechE	Institution of Mechanical Engineers	UK
Meteorologist	Chartered Meteorologist	CMet	Royal Meteorological Society	UK
Minerals surveyor	Chartered Minerals Surveyor	MRICS/FRICS	Royal Institution of Chartered Surveyors	UK
Mining and metallurgy expert	Member of the Institute of Materials Minerals and Mining	MIMMM	Institute of Materials, Minerals and Mining	UK
Public finance accountant	Chartered Public finance accountant	CPFA	Chartered Institute of Public Finance and Accountancy	UK
Quantity surveyor	Chartered Quantity Surveyor	MRICS/FRICS	Royal Institution of Chartered Surveyors	UK
Shipbroker/Shipping Agent	Chartered Shipbroker	FICS	Institute of Chartered Shipbrokers	UK
Surveyor	Chartered Surveyor	MRICS/FRICS	Royal Institution of Chartered Surveyors	UK
Textile expert	Chartered Textile Technologist	CText	Textile Institute	UK

Town planner/Town and Country Planner	Chartered Town Planner	MRTPI	Royal Town Planning Institute	UK
Valuation surveyor	Chartered Valuation Surveyor	MRICS/FRICS	Royal Institution of Chartered Surveyors	UK
Water service manager	Chartered Water and Environment Manager	MCIWEM	Chartered Institution of Water and Environmental Management	UK
Lawyer/Barrister/Solicitor	Barrister		General Council of the Bar Honourable Society of the Inn of Court of Northern Ireland	England and Wales Northern Ireland
Optometrist (ophthalmic optician)	Optometrist (ophthalmic optician)		General Optical Council	England and Wales
Arts therapist in the health service	Art Psychotherapist, Art Therapist, Dramatherapist, Music Therapist		Health and Care Professions Council	UK
Chiropractor	Chiropractor		General Chiropractic Council	UK
Medical physicist	Clinical Scientist		Health and Care Professions Council	UK
Osteopath	Osteopath		General Osteopathic Council	UK
Psychologist	Practitioner psychologist		Health and Care Professions Council	UK
Aeronautical engineer	Member of Royal Aeronautical Society	MRAeS	Royal Aeronautical Society	UK
Architectural Technologist	Chartered Architectural Technologist	MCIAT	Chartered Institute of Architectural Technologists	UK

Building Engineer	Chartered Building Services Engineer	MCIBSE	Chartered Institution of Building Services Engineers	UK
Chemical Engineer	Chartered Chemical Engineer	MIChemE	Institution of Chemical Engineers	UK
Chemist	Chartered Chemist	CChem	Royal Society of Chemistry	UK
Civil Engineer	Chartered Civil Engineer, Member of ICE	MICE	Institution of Civil Engineers	UK
	Chartered Structural Engineer	MIStructE	Institution of Structural Engineers	UK
Chartered Scientist	Chartered Scientist	CSci	Science Council	UK
Energy Engineer	Chartered Energy Engineer	MEI/FEI	Energy Institute	UK
Engineer	Chartered Engineer	CEng	Engineering Council	UK
Environmental health officer	Chartered Environmental Health Officer	Ch EHO	Royal Environmental Health Institute of Scotland	UK
	Environmental Health Officer	EHO	Royal Environmental Health Institute of Scotland	UK
Gas Engineer	Chartered Gas Engineer	MIGEM	Institution of Gas Engineers and Managers	UK
Geologist	Chartered Geologist	CGeol	Geological Society	UK

Landscape architect/designer	Member of the Landscape Institute	CMLI	Landscape Institute	UK
Marine engineer	Chartered Marine Engineer	CMarEng	Institute of Marine Engineering, Science and Technology	UK
Naval architect	Member of the Royal Institution of Naval Architects	MRINA	Royal Institution of Naval Architects	England
Petroleum industry - production and processing of fuels and lubricants	Chartered Petroleum Engineer	MEI/FEI	Energy Institute	UK
Physicist	Chartered Physicist	CPhys	Institute of Physics	UK
Arbitrator	Member of the Chartered Institute of Arbitrators	MCIArb	Chartered Institute of Arbitrators	UK
	Chartered Arbitrator	FCIArb	Chartered Institute of Arbitrators	UK

Professions with reserved activities and protected titles

Generic title	Protected title	Postnominal letters	Professional body	Region
Environmental health officer	Environmental Health Practitioner	Chartered Institute of Environmental Health	MCIEH/FCIEH	UK
Hearing aid dispenser	Hearing aid dispenser	Health and Care Professions Council		UK
Optician (Dispensing optician)	Dispensing optician	General Optical Council		UK

2.1.5 Framework System Procedures for the recognition of qualifications in GREECE

Introduction

Greece is located at the external border of the European Union, at the crossroads between Asia, Africa and Europe. Considerable numbers of refugees and migrants arrive in Greece, although they do not always stay. Still, out of a population of eleven million persons, more than one million are third country nationals. A migrant-producing country until three decades ago, Greece has today become a country of reception.

Greece is a State Party to the 1951 Convention on the Status of Refugees since 1960 and its Protocol since 1968. It has developed a national asylum system in cooperation with UNHCR, and it has further participated in EU efforts to harmonise asylum and migration policies and to establish a common asylum system. In support of efforts to bring the current Greek asylum policies and practice in line with international and European standards, including those referred to “*The Common European Asylum System/ COM (2016) 466 FINAL*”, member states should provide to refugees:

- full access to the education system, under the same conditions as nationals of the Member State that has granted protection,
- adults granted international protection have access to the general education system, further training or retraining, under the same conditions as third-country nationals legally resident in that Member State who are in a comparable situation¹.

Regarding access to procedures for recognition of qualifications and validation of skills:

- beneficiaries of international protection have equal treatment with nationals of the Member State that has granted protection in the context of the existing recognition procedures for foreign diplomas, certificates and other evidence of formal qualifications.
- beneficiaries of international protection have equal treatment with nationals of the Member State that has granted protection as regards access to appropriate

schemes for the assessment, validation and accreditation of their prior learning and experience².

1. The Common European Asylum System/ COM (2016) 466 final, Article 31, *Access to education*

2. The Common European Asylum System/ COM (2016) 466 final, Article 32, *Access to procedures for recognition of qualifications and validation of skills*

Description of Greek educational system

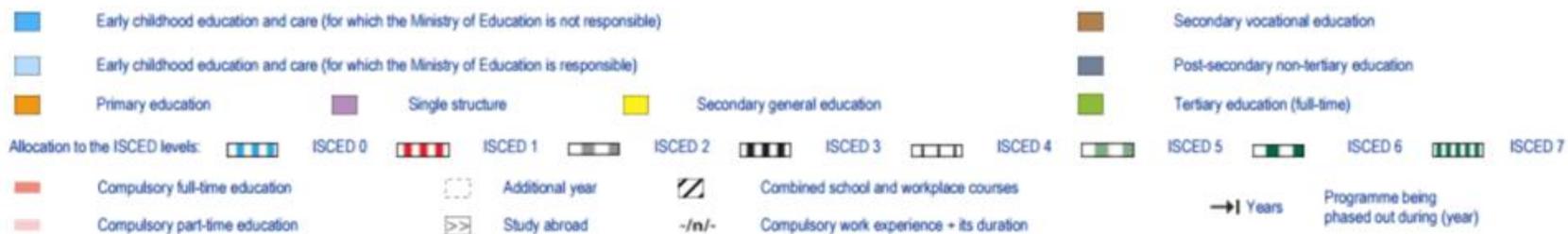
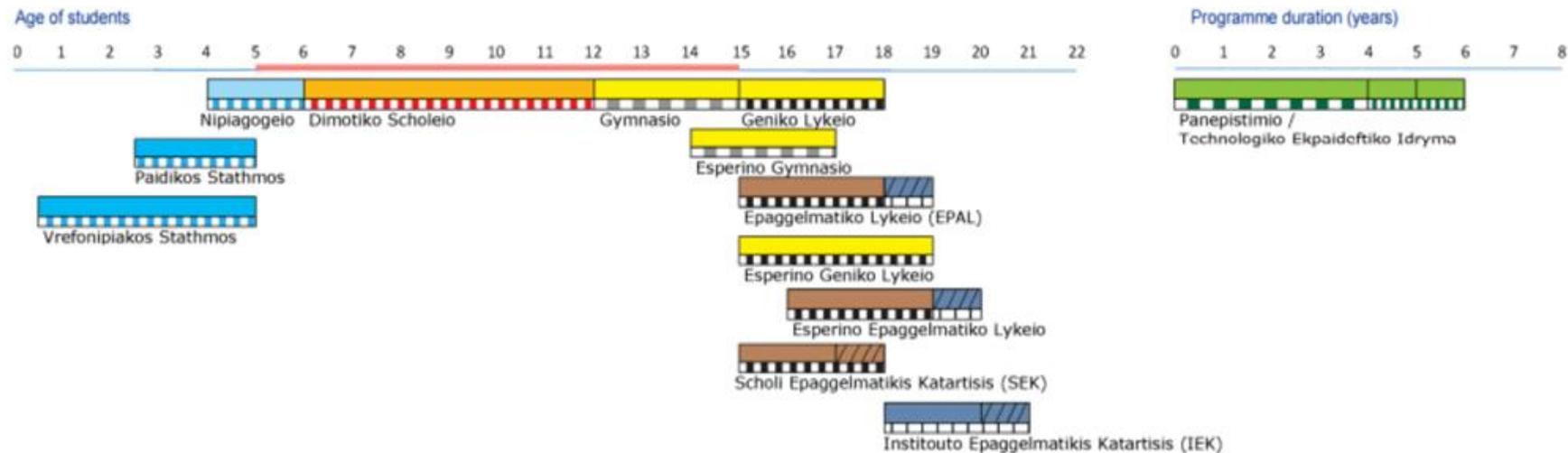
In Greece, educational policy is mainly issued by the Ministry of Education, Research and Religious Affairs. The Greek educational system is divided into three levels:

- primary, secondary and tertiary, with an additional post-secondary level providing vocational training.

Management and supervision of primary and secondary education is exercised at a central level; it falls under the responsibility of the Ministry of Education, Research and Religious Affairs, while the managerial administration is exercised at regional level by the Regional Education Directorates. Higher education institutions are supervised by the Ministry of Education, Research and Religious Affairs, but are self-governed public law entities. The supervision of the providers for ‘non-formal education’, both public and private, as well as the authority to define their educational framework, falls under the responsibility of the General Secretariat for Lifelong Learning of the Ministry of Education, Research and Religious Affairs. In this respect, accreditation of “input” (providers of Initial and Continuing Vocational Training, Occupational profiles, learning programmes for Initial and Continuing Vocational Training) falls under the responsibility of National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) and Ministry of Education, Research and Religious Affairs, while certification of “output” (certification of graduates of the Initial Vocational Training and Continuing Vocational Training, certification of qualifications) falls under the responsibility of EOPPEP (Law 4186/2013, art. 17, paragraph 2)³.

Greek educational is presented in the following table:

3. EOPPEP (2016). Greece EQF Referencing Report, This publication is available on the internet and can be accessed through the Europa server (https://ec.europa.eu/ploteus/sites/eac-eqf/files/Greece_EQF_Referencing_Report.pdf).



Compulsory education

HQF (Hellenic Qualification Framework) and EQF Level 1

Primary education (Dimotiko): The purpose of attendance at the Primary School is the “multifaceted intellectual and physical development of children”, according to the provisions of Law 1566/1985 (A 167/30.09.1985). Attendance at the Primary School lasts for 6 years, beginning at age 6, is compulsory, and is offered free of tuition fees in public schools. Private schools count less than 5 % of all Primary schools. Completion of Primary school leads directly to enrolment in a Lower Secondary School, and to the award of the Primary School Certificate. This is a level 1 qualification.

Secondary education: Secondary education is divided into two cycles: Compulsory lower secondary education (Lower Secondary School) and Non-compulsory upper secondary education (Upper Secondary School).

Compulsory secondary education: Upon completion of Primary School, students are obliged to continue their studies in the Lower Secondary School (Gymnasio). The age of students ranges from twelve to fifteen years. Attendance lasts for three years and has the purpose of catering for “the integrated development of students in proportion to their abilities at that age and the respective requirements of life”. Its specific objectives include linguistic cultivation, proper expression of thoughts, both orally and in written, enrichment of their value system, problem solving strategies development, familiarisation with various forms of art, and realization of their abilities and talents, according to the provisions of Law 1566/1985

HQF and EQF Level 2

(A167/30.09.1985).

At the end of this 3-year process, a qualification is awarded, the Lower Secondary School Certificate, which, on the one hand, certifies the completion of the compulsory cycle of education and, on the other hand, provides access to post-compulsory learning opportunities. The qualification is of Level 2.

There is also a range of other specialized types of Lower Secondary Schools. These include:

1. Pilot Experimental Lower Secondary Schools which, in liaison with a university, implements innovative experiments on individual aspects of the formal curriculum.
2. Evening Lower Secondary Schools, aiming to facilitate working students (above 15 years of age).
3. Special Training and Education Lower Secondary Schools and Special Vocational Lower Secondary Schools aiming to cover educational needs of students with disabilities.
4. Intercultural Lower Secondary Schools, Minority Lower Secondary Schools and the European Education School aiming to cover the needs of specific population groups.

Finally, a special category of educational institutions includes the Second Chance Schools, operating within the area of lifelong learning, based on the principles of adult education.

Duration of study is two years. They appeal to adults who have abandoned the education system before completing compulsory education and grant a diploma equivalent to that of Secondary School level.

Non-compulsory Upper Secondary Education HQF and EQF Level 4

General Upper Secondary School (Geniko Lykeio-GEL) - General Education of 3-year attendance offered in General Upper Secondary Schools (GEL). The aim of General Upper Secondary School is, among others, to provide quality general education that will contribute to balanced cognitive, emotional, intellectual and physical development of all students. At the end of this 3-year process, a qualification is awarded, the **General Upper Secondary School Certificate** (“Apolytirio Lykeiou”), which, on one hand, certifies the completion of the post-compulsory cycle of studies and, on the other hand, ensures eligibility of the graduate to participate in the national exams for admission to institutions of Tertiary Education. The qualification is at Level 4.

Vocational Upper Secondary School (Epaggelmatiko Lykeio-EPAL) and Vocational School (Epaggelmatiki Scholi-EPAS). These two groups of vocational schools offer ranges of occupationally-focused programmes. The schools operate within the upper secondary sector of the education system.

The Vocational School (EPAS); Pupils who finish the 1st year of General Lyceum or Vocational Upper Secondary School (EPAL) have the possibility to enrol to the 1st class of the Vocational School (EPAS). The Vocational School (EPAS) takes 2 years to complete. The Greek public manpower and employment service (OAED) operates a total of 51 Vocational apprenticeship schools EPAS. Their courses last two school years (four semesters). The paid practical work takes place four or five days a week in public or private sector enterprises on terms specified in the relevant apprenticeship contract. Participating enterprises are subsidised. The school is responsible for finding work placements for its students.

Graduates of the Vocational School (EPAS) have the option to:

- to receive a license to practice a trade or profession (upon completion of exams);
- to enrol in the second grade of the EPAL;
- to register at an Initial Vocational Training Institute (IEK) in a similar specialisation.

According to Law 4386/2016 the operation of the Vocational School (EPAS) of OAED has been extended until the years 2020-2021.

The Vocational Upper Secondary School (EPAL)

Programmes at vocational upper secondary school (EPAL) can lead to two levels:

1. a three-year programme;
2. an additional ‘apprenticeship year’.

The Vocational Upper Secondary School (EPAL) takes 3 years to complete. Graduates of the EPAL are awarded a School Leaving Certificate equal to that of the General Upper Secondary School (GEL). Graduates of EPAL achieving the Vocational Upper Secondary School Certificate are eligible to take the national examinations for access to the technological sector of higher education programmes.

Graduates of the Vocational Upper Secondary School (EPAL) have the following options:

- to seek admission to higher education programs of studies relevant to their specialization upon completion of national examinations);
- to receive a license to practice a trade or profession (upon completion of exams);
- to enrol in an Initial Vocational Training Institute (IEK).
- to enrol in the ‘apprenticeship year’ (fourth year) and after completion, can participate in certification exams.

HQF and EQF Level 5

Graduates of the ‘apprenticeship year’ receive a diploma at EQF level 5 issued jointly by the Ministry of Education and OAED, after procedures for certification of their qualifications by EOPPEP have been completed. Graduates of a vocational upper secondary evening school do not have to enrol in the ‘apprenticeship year’ but can apply for certification of their qualifications if they have worked for at least 600 days in the specialty with which they graduated from the third year. The body responsible for certification of qualifications and for awarding specialisation diplomas to graduates of ‘apprenticeship year’ is EOPPEP (National Organisation for the Certification of Qualifications and Vocational Guidance). Those who pass certification examinations receive both the related specialisation diploma and a licence to practise their trade. As appropriate, other ministries that issue corresponding occupational licences may take part in conducting examinations.

Initial Vocational Training

HQF and EQF Level 3

The School of Vocational Training (SEK), which provides initial vocational training to graduates of compulsory education; SEK programmes are of three years’ duration. Holders of a lower secondary school leaving certificate or equivalent can enrol in the first year of SEK without sitting examinations. Students who are over 20 or employed attend evening vocational training schools for four years. The last year of the three-year SEK programme is apprenticeship. Upon successful completion of the certification exam, graduates of Schools of Vocational Training (SEK) are awarded a Vocational Training School (SEK) Certificate at HQF and EQF level 3.

Non-compulsory Secondary Education (General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), Vocational School (EPAS)) and Initial Vocational Training Institutes (IEK) programmes are open to SEK graduates. According to recent law 4386/2016 SEK will be finally abolished on 31 8 2019.

HQF and EQF Level 5

The Institute of Vocational Training (IEK) provides initial vocational training to graduates of non-compulsory Secondary Education – General Upper Secondary School (GEL), Vocational Upper Secondary School (EPAL), Vocational School (EPAS)) or higher education (Universities/Technological Educational Institutions (TEI)) – as well as graduates of SEK. IEK programmes last five semesters. Students who successfully complete all the prescribed semesters can participate the certification exam for graduates of initial vocational training institutes. This certification entitles them to take part in the (practical and theoretical) vocational training certification examinations conducted under the jurisdiction of EOPPEP (National Organisation for the Certification of Qualifications and Vocational Guidance). Upon successful completion of the certification exam, graduates of Institutes of Vocational Training (IEK), are awarded Initial Vocational Training Diplomas at HQF and EQF level 5.

Post upper secondary and not higher education

HQF and EQF Level 5

Vocational programmes are also offered by ‘post upper secondary and not higher education’ schools. Their programmes require two years, three years or four years of study. In most cases they include a period of practical training in the workplace, which is a particularly important feature of their courses. In some cases admission to these schools is contingent upon passing the general examinations for admission to higher education programmes, while others require special admission examinations (such as university-level schools of dance, theatre). These higher professional schools operate under the supervision of the competent ministries.

Higher education

HQF and EQF Level 6, 7 and 8

The organization and operation of the higher education institutions in Greece is largely defined by article 16 of the Hellenic Constitution of 1975, as applied, where it is stipulated that “the higher education is solely provided by fully- autonomous institutions under public law”. Higher education comprises the University Sector (Universities) and the Technological Sector (Technological Educational Institutions) (Law 2916/2001).

University studies are structured in three levels: undergraduate (bachelor - EQF Level 6), postgraduate (master - EQF Level 7) and doctorate (PhD - EQF Level 8). Studies in

Technological Educational Institutions include the levels of undergraduate and, most recently, postgraduate studies.

Table: Qualification Types in the HQF⁴

Table: Qualification Types in the HQF

LEVEL	VET	GENERAL EDUCATION	HIGHER EDUCATION
1		PRIMARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO DIMOTIKOU)	
2		LOWER SECONDARY SCHOOL CERTIFICATE (compulsory) (APOLYTIRIO GYMNASIOU)	
3	<p>INITIAL VOCATIONAL TRAINING VOCATIONAL TRAINING SCHOOL (SEK) 'DEGREE' (post lower secondary level) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 3)</p> <p><i>*(VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE (Initial Vocational Training - post lower secondary level) (PISTOPOIITIKO EPAGELMATIKIS KATARTISIS EPIPEDOU 1 - I.E.K. EPIPEDOU 1)</i></p>		
4	<p>VOCATIONAL SCHOOL (EPAS) CERTIFICATE (post lower secondary level) (PTYCHIO EPAS)</p> <p>VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) 'DEGREE'** (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 4)</p> <p>VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) CERTIFICATE (APOLITIRIO EPAGGELMATIKOU LYKEIOU)</p>	GENERAL UPPER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO LYKEIOU)	
5	<p>VOCATIONAL EDUCATION VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE'** Post-secondary cycle (Apprenticeship class) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5)</p> <p>INITIAL VOCATIONAL TRAINING VOCATIONAL TRAINING DIPLOMA (DIPLOMA EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5) (post secondary level)</p> <p>POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR "DEGREE"** (DIPLOMA/PTYCHIO ANOTERAS SCHOLIS)</p>		
6			BACHELOR DEGREE (PTYCHIO) UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI) – HIGHER EDUCATION
7			MASTER'S DEGREE (METAPTYCHIAKO DIPLOMA EIDIKEFSIS) UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI) – HIGHER EDUCATION
8			DOCTORATE (DIDAKTORIKO DIPLOMA) UNIVERSITIES

4. EOPPEP (2016). Greece EQF Referencing Report, This publication is available on the internet and can be accessed through the Europa server (https://ec.europa.eu/ploteus/sites/eac-eqf/files/Greece_EQF_Referencing_Report.pdf).

Protected professional titles and recognition provisions

Regulated profession is the activity or the set of regulated professional activities that constitute the profession in an EU Member State (Article 2 (5) of the Presidential Decree). 231/1998 (Government Gazette 178 A), which incorporates in the Directive 92/51 / EEC Council of the European Communities, 94/38 / EC and 95/43 / EC of the European Communities]. A profession is considered to be legally regulated if it requires the possession of specific qualifications (academic or non-academic). The license to practice a profession is only necessary for regulated professions.

Below are presented the regulated professional titles in Greece⁵:

Child care worker: (a) Child care working with children with special abilities (b) creative and expression activities' animator	Mass media and communications specialist: (a) video-editing operator (b) production coordinator (c) cameraman (d) professional make-up artist (e) sound technician
Primary school teacher: (a) Physical education (b) Music teacher	Aesthetician/ Beauty care services
Kindergarten teacher/ Nursery school teacher/Preparatory school teacher	Hairdresser / Barber /Wig-maker
Nursery nurse	Chiropodist (podiatrist)
Special needs teacher	Language teacher in private language school
Secondary school teacher	Accountant/ Tax advisor
Druggist: drugs, cosmetics and related products	Car technician
Diving instructor	Medical physicist
Architect	Veterinary Surgeon
Electrical engineer	Pharmacist
Electrician / Senior electrician	Nurse

5. Data were collected by EU regulated professions database, from EC site http://ec.europa.eu/growth/tools-databases/regprof/index.cfm?action=map_regulations , access at March 2017

/Specialised electrician	
Machinery operator	Doctor of Medicine ; includes all of specialities
Midwife	Dental technician
Agronomist / agricultural engineer	Dental Practitioner
Social worker	Dietician
Speech and language therapist	Telecommunications engineer
Optician (Dispensing optician)	Physiotherapist
Water and sewer systems professional/Pipe and drainage professional	Information systems engineer
Telecommunications-electronics installer	Informatics technician
Civil engineer	Economist
Chemical engineer	Auditor/ Accountant
Energy engineer	Radiographer / Radiotherapist
Industrial engineer	Forest expert
Mining engineer	Lift maintenance /Lift contractor/Lift electrician
Museum director/Curator	Production and management engineer
Electronic telecommunications engineer	Fisheries expert
Planning and regional development engineer/physical planner	Pharmaceutical technician/Pharmaceutical assistant
Mining engineer	Occupational therapist
Aeronautical engineer	Air conditioning technician/Heating/Central heating technician/installer/repairer/Maintenance-Installation of ventilation equipment
Welder / steel worker	Mechanical engineer
Archeologist	Prosthetist and orthotist / Orthopaedic technician /Surgical truss-maker
Gas installer /repairer	Health inspector

Radio technician	Electrical and computer (technology) engineer
Chemist	Land surveyor
Environmental engineer	Translator/Interpreter
Psychologist	Geologist
Telecommunications-electronics installer	Marine engineer
Medical/Biomedical laboratory technician	Environmental health officer
Building engineer	Lawyer/Barrister/Solicitor
Tourist guide	Plumber
Electrical Technician	Electronic engineering and Computer systems technician

Recognition of Vocational Qualifications of foreign citizens

Under the rules of the Internal Market of the European Union, each Member State has the power to legislate the access to a particular profession by having specific professional qualifications, which are the professional qualifications that are acquired on the national territory. This constitutes an obstacle to the free movement of professionals within the European Union. As a solution to this problem, the free movement of professionals, Directive 2005/36/EC was adopted with a view to establishing rules to facilitate the mutual recognition of professional qualifications between Member States.

The Presidential Decree 38/2010 "Adapting Greek Legislation to Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications and other provisions" (Government Gazette 78 A), as amended and is in force, incorporates the Directives: (a) Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications, (b) Council Directive 2006/100/EC of 20 November 2006 adapting certain directives on the free movement of persons following the accession of Bulgaria and Romania, and (c) Council Directive 2013/25/EU of 13 May 2013 for adapting certain directives in the field of the right to establish and provide services in respect of the free movement of persons, by reason of the accession of the Republic of Croatia.

Directive 2005/36/EC is being applied to nationals of the 28 other Member States of the European Union (EU), and to the three additional Member States of the European Economic Area (EEA): Iceland, Norway, Liechtenstein, and Switzerland, wishing to have a regulated profession in Greece either as self-employed or as employees. Based on above decisions and proposals Greece.

The administrative procedure for the recognition of professional qualifications can be handled through: (a) Ministry of Education, Research and Religious Affairs, (b) the *Citizen Service Centers* (KEP) that act as a Single Service Centers, and (c) DOATAP Hellenic National Academic Recognition Information Center (NARIC). The processing of the procedure takes place by submitting the required application and the supporting documents either in paper form or, where possible, in accordance with the procedure and specifications of p. 150/2001 "Adaptation to Directive 99/93 / EC of the European Parliament and of the Council on a Community framework for electronic signatures" (Government Gazette 125 A). However, in the case of submission of the required application and the supporting documents according to the procedure and specifications of p. 150/2001, the competent authority referred to in Article 59 of the Presidential Decree. 38/2010 reserves the right to request the submission of all necessary documents in paper form, if this is necessary due to justified doubts⁶.

List of supporting documents for recognition of Vocational Qualifications

1. Application form
2. Proof of nationality (copy of identity card or passport)
3. Certificate of professional competence in case that the required profession / training is regulated in the origin country
4. In case that the profession or training is not regulated in the origin country, are required the following evidence: insurance and employers' statements including salary statements, of at least two years of full-time professional experience in origin country over the past 10 years. Such evidence must clearly identify the professional activity
5. Transcript from the institution that issued the training/ education title which should include the total period of study and all courses attended by the applicant per year.
6. Training/ education titles
7. Government fee of 100 Euros

The above documents shall be photocopied, certified and officially translated by the competent Greek authorities or competent authorities of origin country.

6. Data were collected from the site of Greek Ministry of Education, Research and Religious Affairs <http://www.minedu.gov.gr/component/content/?view=categories&id=589> , access at May 2017

Recognition of Professional Equivalence of Typical Higher Education Titles

The PD. 38/2010, as amended by Law 4093/2012 (Government Gazette 222 A), 4111/2013 (Government Gazette 18 A) and 4205/2013 (Government Gazette 242 A) provides also the possibility for recognition of professional equivalence of formal higher education qualifications which are held by citizens of EU Member States when the conditions of Directive 2005/36/EC on the recognition of professional qualifications are not met, should be proofed that are⁷:

A) Higher Education Titles:

- at least three years of study, in the case of first-cycle degree,
- less than three years of study in the case of a postgraduate specialization diploma,
- at least three years of study and study in the case of PhD course of study.

or

B) postgraduate degrees after studying in colleges in the country whose degree programs have been accredited by international certification bodies according to the no 151668/IA/3-12-2012 (Government Gazette 3324 B) and

94538/IA/15-7-2013 (Government Gazette 1785 B) Decisions of the Minister of Education and Religious Affairs.

List of supporting documents for recognition Typical Higher Education Titles

1. Application form
2. Proof of nationality (copy of identity card or passport)
3. Higher Education Title
4. Transcript from the institution that issued the education title which should include the total period of study and all courses attended by the applicant per year.
5. Analytical study programme/ syllabus
6. Government fee of 100 Euros

⁷Data were collected from the site of Greek Ministry of Education, Research and Religious Affairs <http://www.minedu.gov.gr/component/content/?view=categories&id=589>, access at May 2017

Migration - Refugees

Greece is developing a mechanism to manage the largest refugee crisis in the past few decades. The OECD Economic Surveys Greece (March 2016, Overview) reported that the refugee crisis could pose major problems for the Greek economy. Preliminary estimates put the cost of the influx of refugees at around 0.4% of GDP in 2015. The dimensions of the refugee crisis is not just humanitarian, but it is expected that it might raise issues in education and labor market systems (i.e. recognition of educational qualifications, access to education and employment).

In support of efforts to bring the current Greek asylum policies and practice in line with international and European standards, including those referred to “*The Common European Asylum System/ COM (2016) 466 final*”, Greek inclusion system provides to refugees with:

- full access to the education system, under the same conditions as nationals of the Member State that has granted protection,
- adults granted international protection have access to the general education system, further training or retraining, under the same conditions as third-country nationals legally resident in that Member State who are in a comparable situation.

All immigrant children have access to public schools for the mandatory nine-year period. Migrants’ children have direct access to the Greek education system. The children of regular migrants enjoy the same rights as Greek children, and children of families residing irregularly in Greece also have access to school and to hospitals for medical care. Some schools offer additional language classes for migrant children in the context of programmes run by the Centre of Intercultural Education of the University of Athens. The Ministry of Education has also created intercultural schools to address the needs of children from different cultural, linguistic and ethnic backgrounds.

Access to higher education and vocational training is guaranteed for adult migrants who are in principle entitled to equal treatment in education and vocational training. Migrant adults who legally reside in Greece have access to the so-called “Second chance schools”, which are open to people between 18 and 30 years old who have not finished the mandatory nine-year schooling. Migrants also have access to programmes of adult education run by the General Secretariat for Adult Education of the Ministry of National Education. Unemployed immigrants legally residing in Greece can participate in vocational training, which is run by the Organisation for Manpower Employment (OAED) in cooperation with the EU-funded Centres of Professional Training.

Finally, Greek law establishes a process of certification for adequate knowledge of Greek language, history and culture. In its annual report covering the 2012-2014 period, in the section titled “Language and Culture for the Social Integration of Immigrants”, the General Secretariat of Lifelong Learning offers immigrants who reside legally in the county the opportunity to learn with quality and effectively, the Greek language, to familiarise themselves with the culture and history of the country. The opportunities to obtain Greek language proficiency certification also improve their employability (General Secretariat for Lifelong Learning, 2013, 30). One of the more well known projects is the programme “Training of immigrants in the Greek language, Greek history and Greek civilization –ODYSSEAS”. There are also several training programmes, such as vocational courses for craftsmen, housekeeping, electricians, construction workers, etc. These programmes are sponsored by the Ministry of Employment and Social Protection.

Regarding access to procedures for recognition of qualifications and validation of skills:

- beneficiaries of international protection have equal treatment with nationals of the Member State that has granted protection in the context of the existing recognition procedures for foreign diplomas, certificates and other evidence of formal qualifications
- beneficiaries of international protection have equal treatment with nationals of the Member State that has granted protection as regards access to appropriate schemes for the assessment, validation and accreditation of their prior learning and experience

European Qualifications Passport: a new assessment tool of the higher education qualifications for refugees

This initiative is a pilot project run by the Council of Europe's Education Department in the framework of the Action Plan Building Inclusive Societies. Partners include the Greek Ministry of Education, Research and Religious Affairs and qualification recognition centres in Greece, Italy, Norway and the UK. The UNHCR Office in Greece also supports the project. The first European Qualifications Passports for Refugees were issued in Athens on March of 2017. This certificate will help refugees who had to flee their countries to continue with their studies or work. Fifty candidate refugees went through individual interviews with experienced evaluators to ascertain their qualifications in the absence of supporting documentation in this pilot phase in Athens. The idea is to gradually establish a system which can be used by other countries in the future. The Ministry of Education, Research and Religious Affairs in Greece, which is leading this process, will contact refugees who claim to have completed or partially completed studies at the level of upper secondary school and above, even with insufficient or missing documentation and wish to enter this process.

The European Qualifications Passport for Refugees is a document providing an assessment of the higher education qualifications based on available documentation and a structured interview. It also presents information on the applicant's work experience and language proficiency. The document provides reliable information for integration and progression towards employment and admission to further studies. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications.

The European Qualifications Passport for Refugees includes three sections – the assessment part, the explanatory part and an advice on the way ahead. The assessment part of the document contains information describing the highest achieved qualification(s), subject field, other relevant qualifications, as well as work experience and language proficiency. The explanatory and advisory sections contain information about the status of the document and a short description of the pilot project. The evaluation is a combination of an assessment of available documentation, covering a considerable amount of information gained through previous evaluations and a structured interview. As a result, the document provides credible information that is relevant for employment, internships, enrollment to qualification courses and admission to studies.

For more information European Qualifications Passport for Refugees, please visit:

<http://www.coe.int/en/web/education/recognition-of-refugees-qualifications>

Characteristics of qualifications

Formal Qualifications

The architecture of the Hellenic Qualifications Framework is simple and, above all, functional:

Levels - Learning Outcomes - Descriptors - Types of Qualifications

The current needs of the country as well as the relevant European and international developments were taken into account when designing the Hellenic Qualifications Framework. The **8 Levels of HQF** cover the entire range of qualifications, from compulsory education to higher education. Each level is defined by descriptions of the knowledge, skills and competence which determine the learning outcomes for this particular level. The HQF/EQF referencing relates to all formal qualifications in Greece, including the three types of qualifications awarded in the higher education institutions. The HQF development policy has focused initially on analysing and accommodating the full range of qualifications that are currently awarded within the formal system in Greece.

Classification procedures for Qualification Type Specifications

The HQF provides a range of means to describe and classify Qualification Types, resulting in a complete Specification for each Type:

Title: this refers to a standard nomenclature to be adopted for each Type, e.g. General Upper Secondary School Certificate.

Level: this refers to the level of the Type within the HQF.

Awarding body: this refers to the body entitled by law or other procedure to set standards for qualifications of this Type and award qualifications to learners who are acknowledged to have achieved these standards.

The Type Specification for HQF Qualification Types includes a classification of the “purpose” or “application” of the Type, on the following basis:

- “Basic” qualifications reflect coherent sets of learning outcomes and are usually comparatively high in volume; they convey a sense of ‘completion’ – in relation to a stage in a learning process (such as the Apolityrio Lyceum, marking the end of secondary education), or in relation to a defined area of learning (such as ‘office administration skills’), or in relation to an occupation (such as Architect).
- “Supplementary” qualifications are awarded for learning achievement that is additional to a previous qualification. They relate to updating and refreshing of knowledge or skills, or to continuing professional development – e.g. a qualification in the application of VAT, which extends the value of a Basic qualification in accountancy.
- “Special purpose” qualifications are awarded for sets of learning outcomes that form a distinct, coherent achievement but that may relate to only some of the strands of learning outcomes defining a level. These qualifications are often based on occupational standards, and have relatively narrow purposes e.g. certification of competence in health and safety in the construction industry.

Awarding bodies

“Awarding bodies” are entities of key importance within the HQF. They are bodies established in Greece, which are entitled by law or other procedure to set standards for qualifications and award qualifications to learners who are acknowledged to have achieved these standards. An awarding body can be solely responsible for this function, i.e., to design and /or award qualifications (e.g. the Ministry of Education, Research and Religious Affairs and EOPPEP), or it can also be an education provider. Universities are both education providers and awarding bodies.

The awarding bodies in the context of the Hellenic Qualifications Framework are listed in the following table⁸:

⁸EOPPEP (2016). Greece EQF Referencing Report, This publication is available on the internet and can be accessed through the Europa server (https://ec.europa.eu/ploteus/sites/eac-eqf/files/Greece_EQF_Referencing_Report.pdf).

TYPE OF QUALIFICATION	HQF LEVEL	AWARDING BODY	AUTHORITY REPRESENTATIVE
ELEMENTARY SCHOOL CERTIFICATE (APOLYTIRIO DIMOTIKOU)	1	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
LOWER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO GYMNASIOU)	2	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
VOCATIONAL TRAINING SCHOOL (SEK) CERTIFICATE (post lower secondary level) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS EPIPEDOU 3- SEK)	3	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
* (VOCATIONAL TRAINING INSTITUTE (IEK) CERTIFICATE) <i>(Initial Vocational Training - post lower secondary level)</i> (PISTOPHITIKO EPAGELMATIKIS KATARTISIS EPIPEDOU 1 - I.E.K. EPIPEDOU 1)	3	EOPPEP	EOPPEP
VOCATIONAL SCHOOL (EPAS) CERTIFICATE (post lower secondary level) (PTYCHIO EPAS)	4	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS
VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) 'DEGREE' (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 4)			
VOCATIONAL UPPER SECONDARY SCHOOL (EPAL) CERTIFICATE (APOLYTIRIO EPAGGELMATIKOU LYKEIOU-EPAL)			
GENERAL UPPER SECONDARY SCHOOL CERTIFICATE (APOLYTIRIO LYKEIOU)			
VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE' (VOCATIONAL UPPER SECONDARY SCHOOL 'DEGREE' / CERTIFICATE + APPRENTICESHIP CLASS) (PTYCHIO EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5)	5	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS + MANPOWER EMPLOYMENT ORGANIZATION (OAED)	MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS + MANPOWER EMPLOYMENT ORGANIZATION (OAED)
INITIAL VOCATIONAL TRAINING VOCATIONAL TRAINING DIPLOMA (DIPLOMA EPAGGELMATIKIS EIDIKOTITAS, EKPAIDEFSIS KAI KATARTISIS, EPIPEDOU 5) (post secondary level)	5	EOPPEP	EOPPEP
POST SECONDARY AND NOT HIGHER EDUCATION DIPLOMA OR "DEGREE" (DIPLOMA/PTYCHIO ANOTERAS SCHOLIS)	5	MINISTRY OF TOURISM/ MINISTRY OF MARINE & AEGEAN SEA/ MINISTRY OF CULTURE/ MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS/ MINISTRY OF NATIONAL DEFENCE	MINISTRY OF TOURISM/ MINISTRY OF MARINE & AEGEAN SEA/ MINISTRY OF CULTURE/ MINISTRY OF EDUCATION & RELIGIOUS AFFAIRS/ MINISTRY OF NATIONAL DEFENCE (HELLENIC AIR FORCE/ HELLENIC NAVY/ HELLENIC ARMY)
BACHELOR DEGREE (PTYCHIO) (UNIVERSITIES/TECHNOLOGICAL EDUCATIONAL INSTITUTIONS (TEI)- HIGHER EDUCATION)	6	UNIVERSITIES / TECHNOLOGICAL EDUCATION INSTITUTIONS (TEI)	RECTORS' CONFERENCE TEI PRESIDENTS' CONFERENCE
MASTER'S DEGREE (METAPTYCHIAKO DIPLOMA EIDIKEFSIS)	7	UNIVERSITIES / TECHNOLOGICAL EDUCATION INSTITUTIONS (TEI)	RECTORS' CONFERENCE
DOCTORATE (DIDAKTORIKO DIPLOMA)	8	UNIVERSITIES	RECTORS' CONFERENCE

Informal Qualifications

The National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) develops the regulatory framework for the certification of qualifications, i.e. the learning outcomes of non-formal education and informal learning, in response to labour market needs and priorities and in liaison with the accreditation of inputs, i.e. providers, trainers, occupational profiles and curricula standards.

EOPPEP's current fields of responsibility are the certification of the qualifications listed below and the licensing of awarding bodies, as follows:

- Development of a National System for the Certification of Qualifications

Designing and developing a national system for the certification of qualifications is EOPPEP's principal policy priority in the field of lifelong learning (LLL), comprising the following key areas of responsibility:

- Development of a model system for the accreditation of outputs and setting the respective legal framework. Designing a system for the recognition and certification of qualifications acquired via non-formal and informal learning and establishing the framework for licensing awarding bodies.
- Inspection, monitoring and evaluation of awarding bodies.
- Implementation of certification processes by EOPPEP.

The National System for the Certification of Qualifications aims at:

- certifying those qualifications for which a state interest is attested and those which reinforce employment,
- assuring the certified qualification corresponds to the specifications set in the respective accredited occupational profile and the accreditation/certification process is in compliance with set standards and criteria
- providing equity and open access to qualifications, irrespective of the learning pathway and regardless of the way learning outcomes have been acquired.

Accreditation/Certification procedures:

- Accreditation of Vocational Training & Certification of Vocational Training Institute (IEK) Graduates

The accreditation of vocational training and the certification of the vocational training institutes (IEK) graduates embeds a national accreditation exam procedure conducted at national and regional level and based on the vocational training exam regulation framework per speciality.

EOPPEP organises at national level the accreditation examinations for IEK graduates of all specialities. Upon successful examination results, IEK graduates are awarded the Vocational Training Diploma recognised both in Greece and in EU member states (for lower secondary education graduates) or the Certificate Level I (for upper secondary education graduates).

- Accreditation of Awarding Bodies

EOPPEP has developed a system for the accreditation of awarding bodies certifying knowledge & skills in additional areas of expertise.

Recognition of reference letters or skill passes as proof professional qualification

In Greece there are no provisions for the recognition of reference letters or skill passes as proof of qualification. In order professional qualifications to be recognized candidates should provide to assessment authority:

1. Certificate of professional competence in case that the required profession / training is regulated in the origin country
2. In case that the profession or training is not regulated in the origin country, are required the following evidence: insurance and employers' statements including salary statements, of at least two years of full-time professional experience in origin country over the past 10 years. Such evidence must clearly identify the professional activity
3. Transcript from the institution that issued the training/ education title which should include the total period of study and all courses attended by the applicant per year.
4. Training/ education titles

Contact points and access for refugees to acquire information about the existing system and procedures in respective country

In Greece governmental and non-governmental organisations provide support to refugees on legal counselling, recognition procedures and access to the labour market. Those organizations are listed below:

Organization	Address	Web site
Greek Council for Refugees (GCR)	25 Solomou Str., 10682, Athens Kassandrou 37A, 54633, Thessalonica	http://www.gcr.gr/index.php/en/
UNHCR, the UN Refugee Agency in Greece	Michalakopoulou 91, 115 28 Athens	http://www.unhcr.gr/
International Organization for Migration (IOM)	6 Dodekanisou Str., Alimos, 17456, Athens	http://greece.iom.int

National Centre for Social Solidarity (E.K.K.A.)	Vas. Sofias 135 & Zacharof, Ampelokipi, Athens, 11521	http://www.ekka.org.gr/EKKA!show.action?lang=en
LABOUR CENTRE OF ATHENS-DEPARTMENT OF MIGRATION	G' Septembriou 48 B, Athens	http://www.eka.org.gr/index.php/en
GREEK MANPOWER EMPLOYMENT ORGANIZATION (OAED)	Ethnikis Antistaseos 8, Alimos 17456, Athens	http://www.oaed.gr/web/guest/home
DOATAP Hellenic National Academic Recognition Information Center (NARIC)	54, Ag. Konstantinou Street, 10437 Athens	http://www.doatap.gr/en/index.php
National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP)	41 Ethnikis Antistaseos Avenue, 142 34 Athens	http://www.eoppep.gr/index.php/en/

NGOs work and role in the field

In Greece many practitioners and operators in the field of migrants reception and integration processes are coming from public sector or volunteer teams. Due the migrant crisis, many NGOs are active as well in social, labour and training services provided to refugees and asylum seekers. Most important NGOs are listed below:

ORGANIZATION	TYPE OF ORGANIZATION	WEB
ARSIS – Association for the Social Support of Youth	Non Governmental Organization, specializing in the social support of youth that are in difficulty or danger and in the advocacy of their rights	http://arsis.gr/
AITIMA	N.G.O.	http://www.aitima.gr/
Generation 2.0	N.G.O.	http://g2red.org/index.php
GREEK FORUM OF MIGRANTS (G.F.M.)	N.G.O.	http://www.migrant.gr/cgi-bin/pages/indexv2.pl?arlang=Greek&type=i index

2.2 Graphic overview of procedures of recognition of qualifications

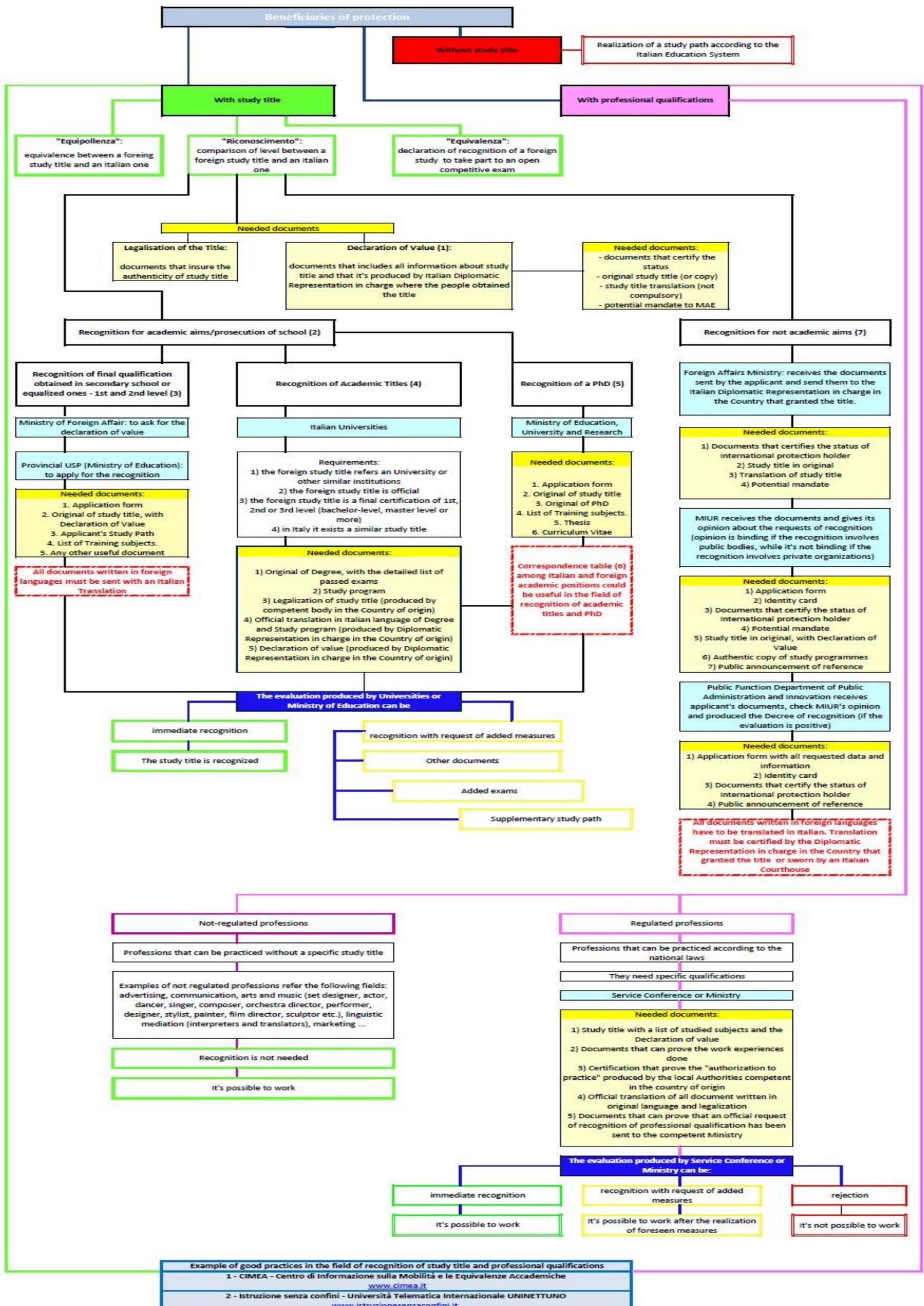
Understanding the legal system and regulations of professions is important but not as important for asylum seekers and migrants as the practical advises how to get the recognition of study titles and qualifications. To underline the practical information about procedures for the recognition of professional titles and study titles we tried to provide the relevant information as practical as possible. It is important to visualise it in an easy format so that asylum seekers are able to understand it in a first place even with improvable language skills. Chapter 2.5 contains graphics that give a summary of the procedures for recognition of professional titles and procedures on how to start working, if allowed to.

The following picture shows the meaning of the different colours used in the graphics below:

	Needed documents		Notice	legend		Positive evaluation		Evaluation with request of added measures
	Competent Authority		Evaluation			Negative evaluation		Examples of good practices

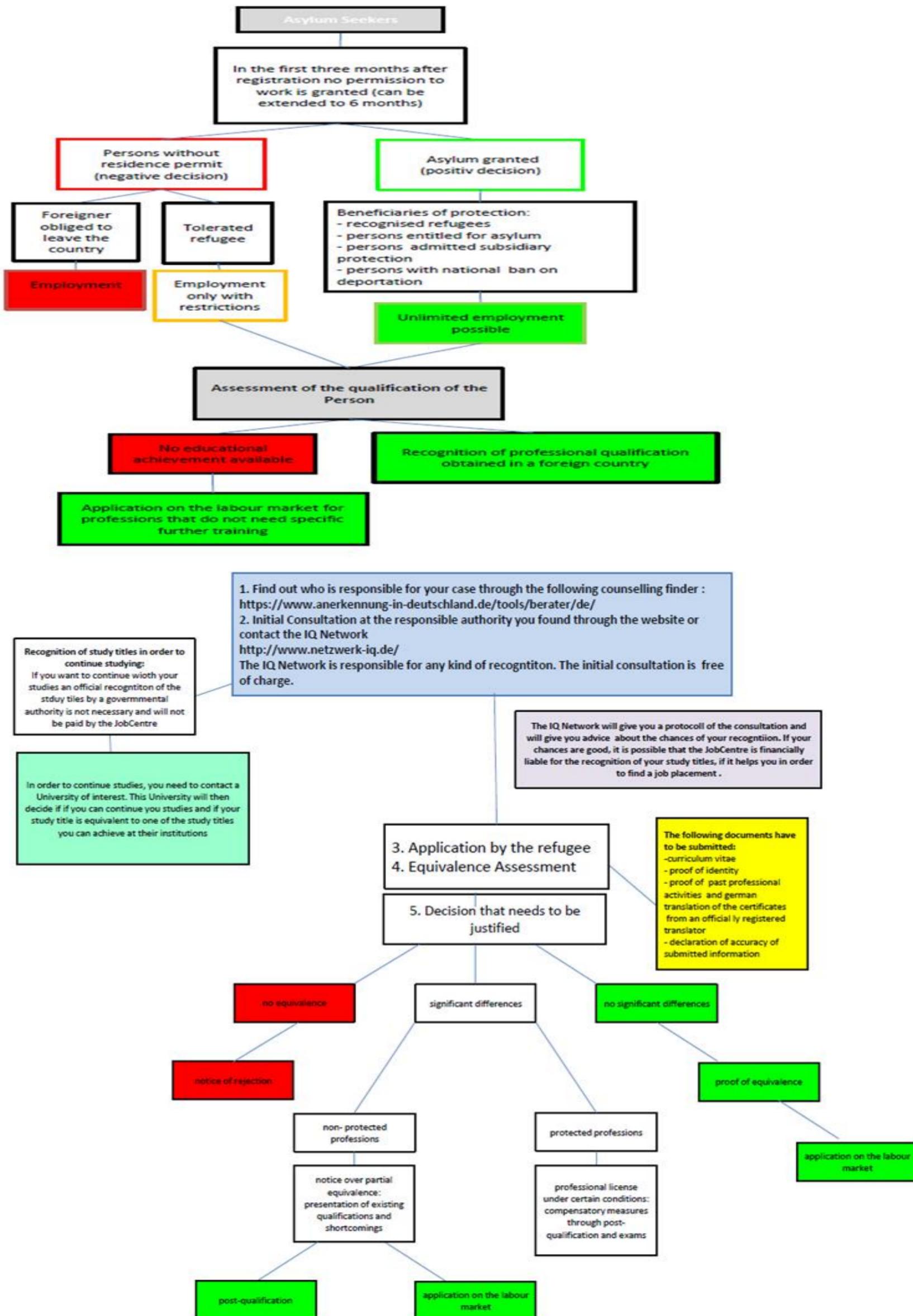
2.2.1 Graphic overview of procedures of recognition of qualifications in ITALY

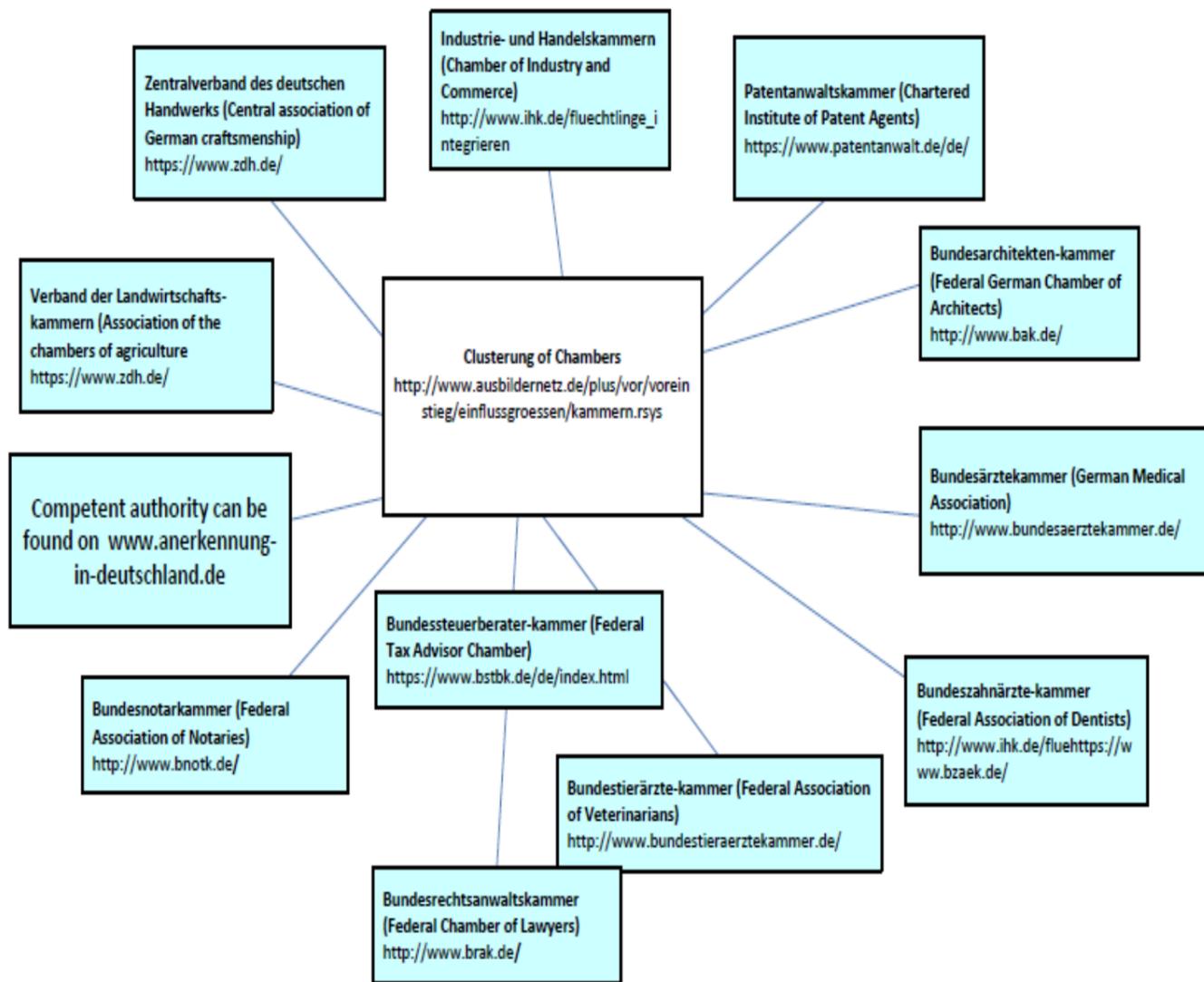
The following graphics visualise the procedures of recognition in Italy.



2.2.2 Graphic overview of procedures of recognition of qualifications in GERMANY

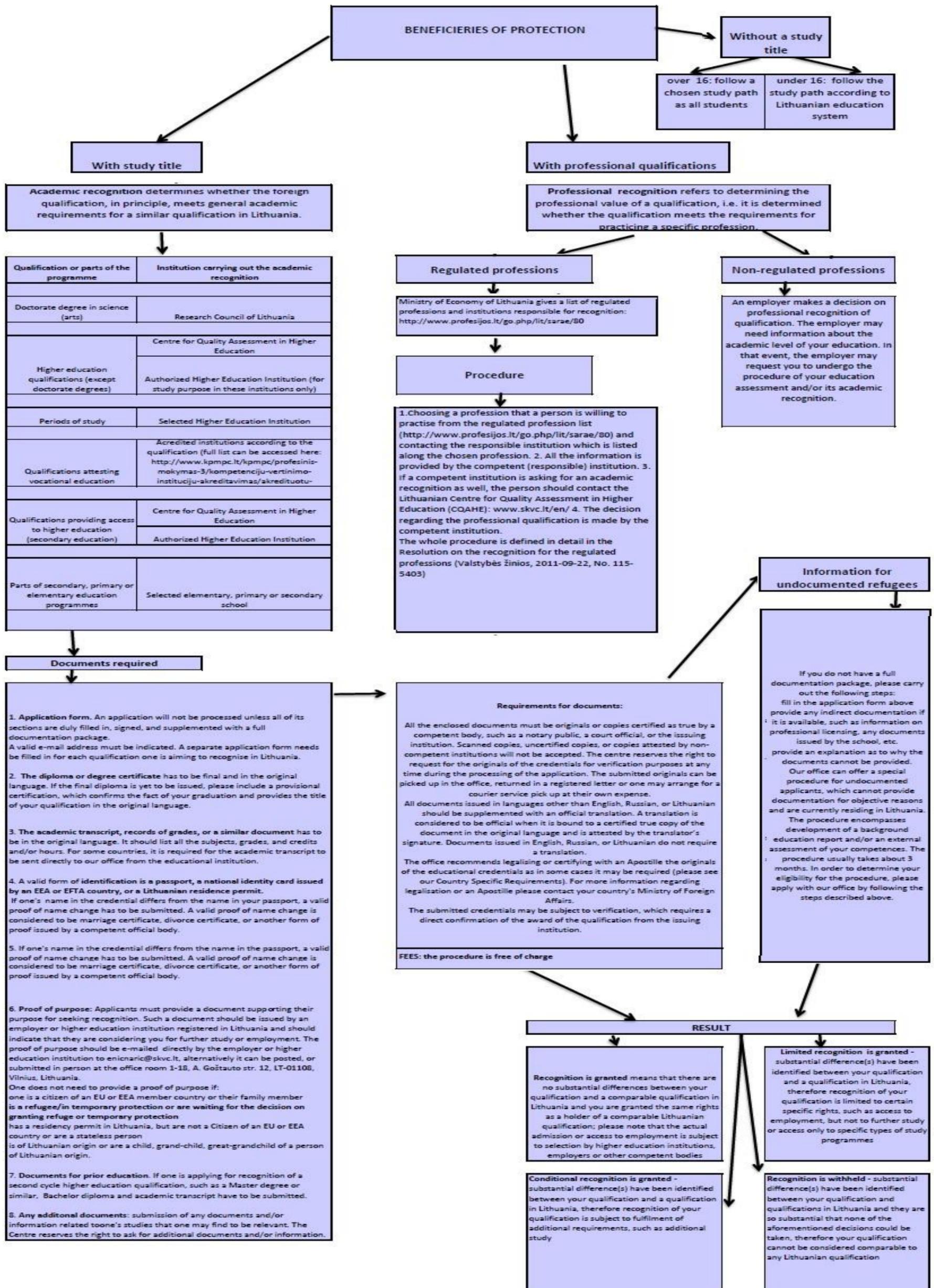
The following graphics visualise the procedures of recognition in Germany.





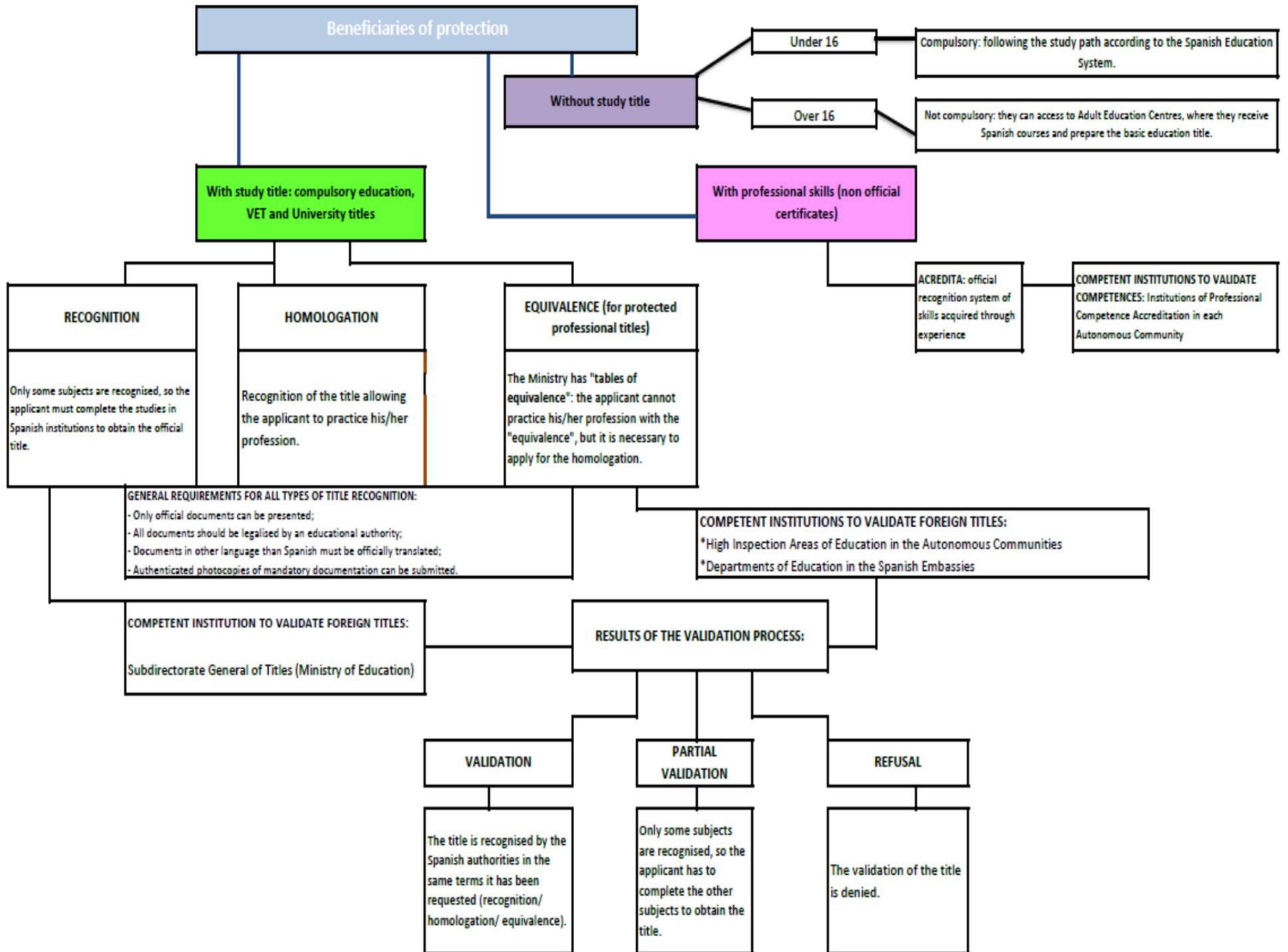
2.2.3 Graphic overview of procedures of recognition of qualifications in LITHUANIA

The following graphics visualise the procedures of recognition in Lithuania



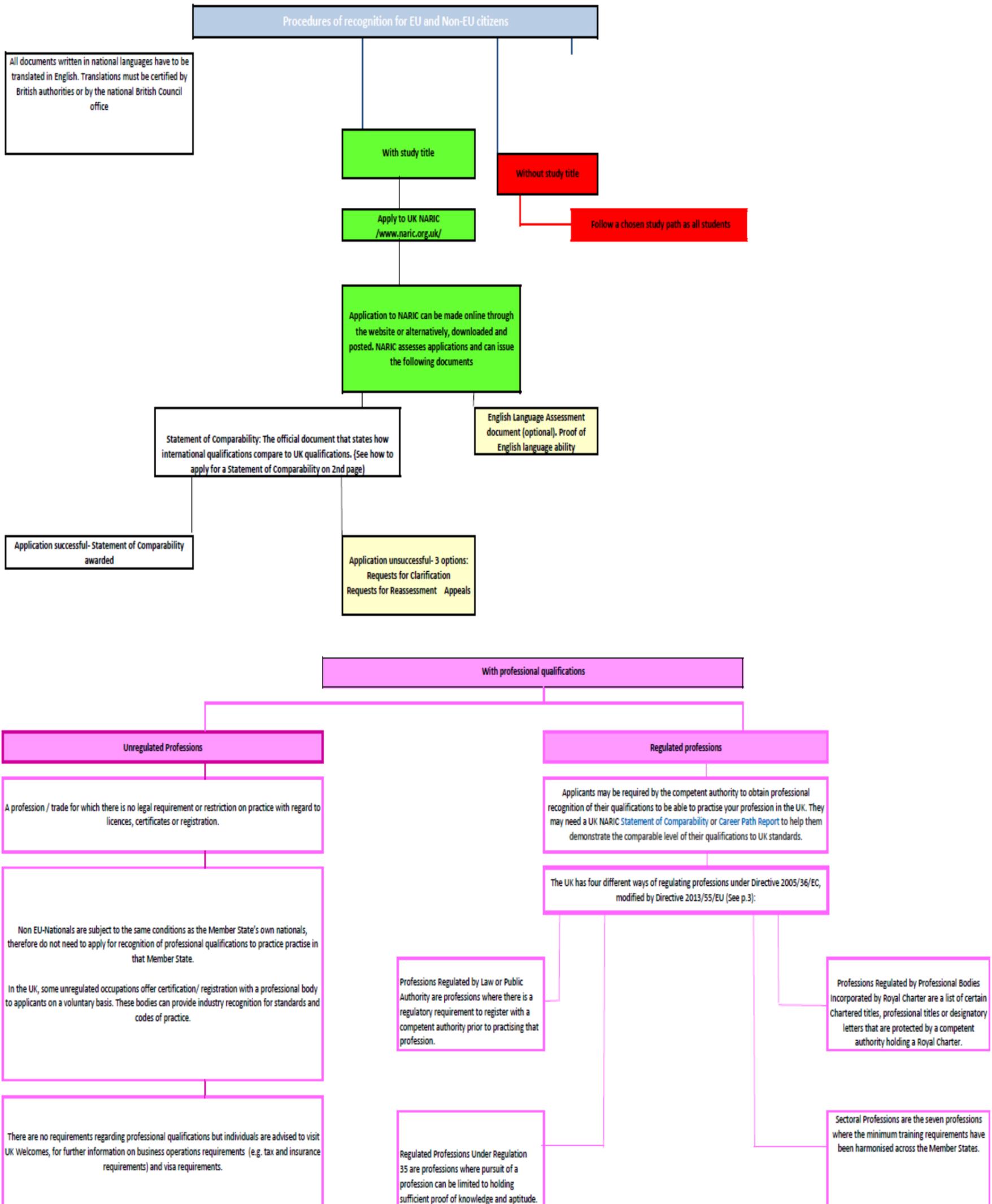
2.2.4 Graphic overview of procedures of recognition of qualifications in SPAIN

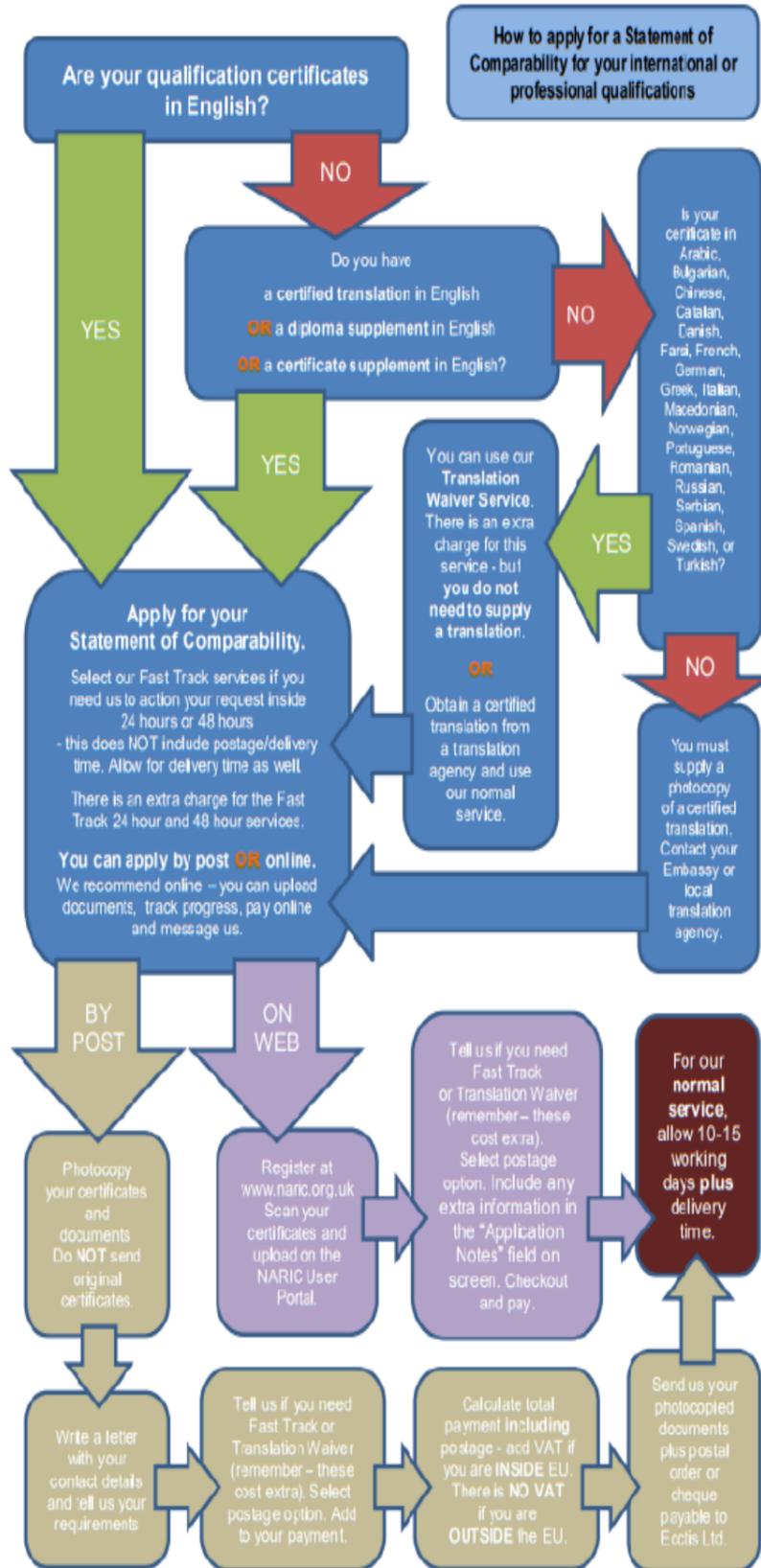
The following graphics visualise the procedures of recognition in Spain.



2.2.4 Graphic overview of procedures of recognition of qualifications in UK

The following graphics visualise the procedures of recognition in UK.



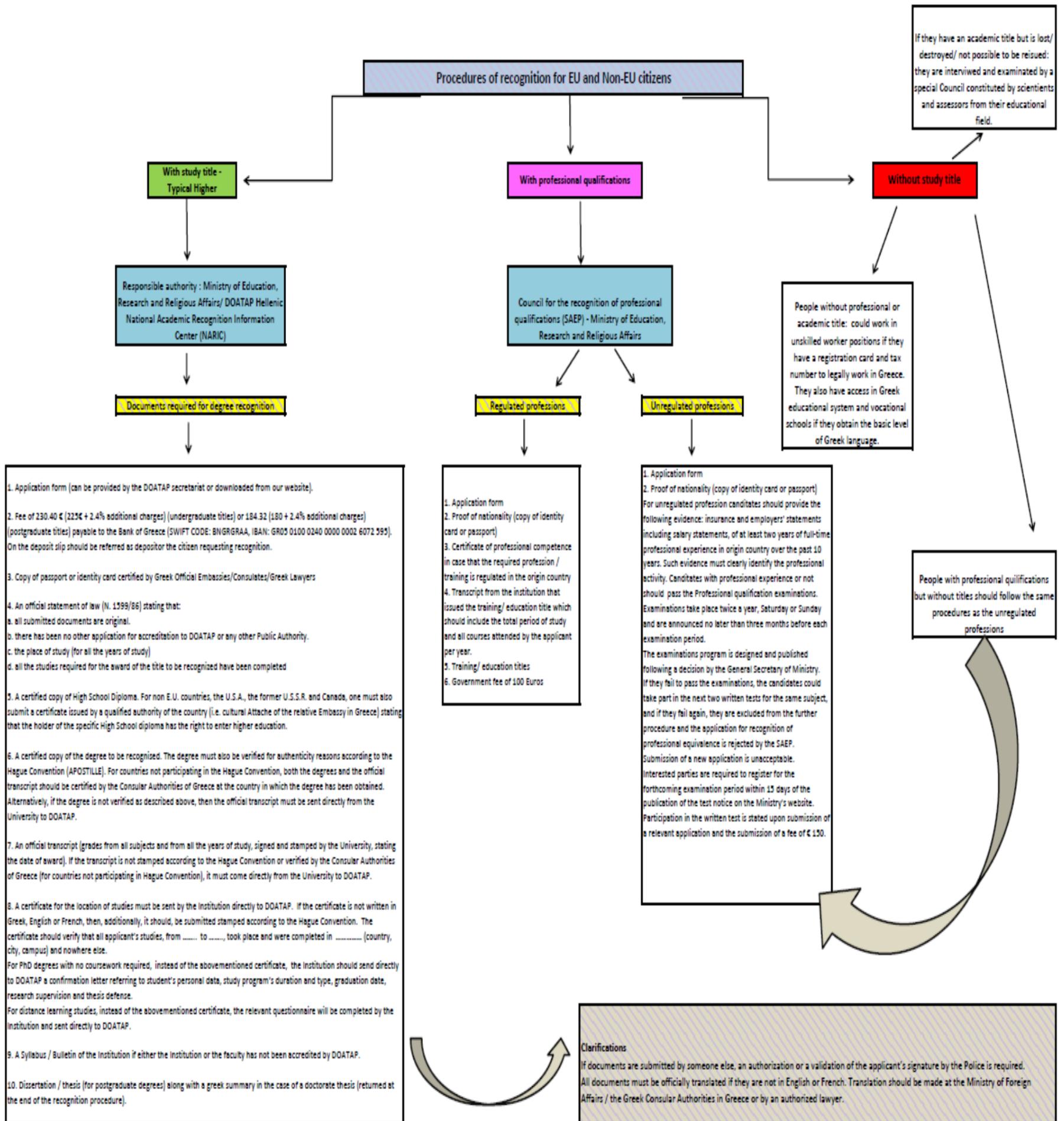


Procedure for applying for a statement of Comparability

1	Documentation submitted is analysed by UK NARIC Information Officer(s) who determine(s) whether correct or required information has been provided
2	An initial decision is made as to whether assessment can be provided
3	Qualifications are evaluated in accordance with NARIC guidelines
4	Validity of certificates considered
5	Response drafted
6	Verification and quality checking of all responses and evaluations.

2.2.6 Graphic overview of procedures of recognition of qualifications in GREECE

The following graphics visualise the procedures of recognition in Greece.



SECOND SECTION
Presentation of survey results

1. Framework of Best Procedures

According to the researches realized in all involved Countries, we found 21 procedures of recognition of qualifications that represent the Framework of Best Procedures because they can be transferred from a Country to another one.

N.	TITLE	COUNTRY OR INSTITUTION OF ORIGIN	YEAR OF REFERENCE	VALIDITY PERIOD (ACTIVE OR NOT ACTIVE)	LINKS
1	Progetto Università senza Confini (UNINETTUNO)/Education without Borders Project (UNINETTUNO)	ITALY	more than 20 years ago	ACTIVE	www.istruzioneesenzaconfini.it
2	CIMEA - Centro di Informazione sulla Mobilità e le Equivalenze Accademiche (Information Center on Academic Mobility and Equivalence)	ITALY	1984	ACTIVE	http://www.cimea.it
3	Groupe Consultatif Agreement	UK	different years for different agreements	ACTIVE	n.a.
4	RETAS - Refugees Educational and Training Advisory Service	UK	2002	ACTIVE	http://retasleeds.wixsite.com/retasleeds

5	The Department of Work and Pensions refugees employment strategy	UK	n.a.	ACTIVE	https://www.gov.uk/government/organisations/department-for-work-pensions
6	The Refugees Health Professional Steering Group	UK	2009	ACTIVE	https://www.refugeecouncil.org.uk/what_we_do/refugee_services/refugees_into_jobs/refugee_health_professionals
7	Recognition of Qualification and Competences of Migrants into Teaching in Scotland	UK	n.a.	ACTIVE	http://www.academic-refugees.org/

8	Accreditation of Prior Learning (APL)	UK	n.a.	ACTIVE	<p>APL information are available in many websites of UK Universities and higher education institutions (ex. http://www.bbk.ac.uk/linking-london/resources/apel-credit-resources/leaflet_PanLondonAPELlearner.pdf; https://www.imperial.ac.uk/media/imperial-college/administration-and-support-services/registry/academic-governance/public/academic-policy/apl/Guidelines-for-the-use-of-accreditation-of-prior-learning.pdf; https://www.kcl.ac.uk/study/learningteaching/kli/Programmes/apl.aspx)</p>
9	The "European Qualification Passport for Refugees" Pilot Project	UK NARIC/NOKUT(NORWEGIAN NARIC)/DOATAP (HELLENIC NARIC)/CIMEA - NARIC ITALIA	2015/2017	ACTIVE	<p>https://rm.coe.int/168070016d</p>

10	ASYLUM HELP	UK	2014	ACTIVE	http://www.asylumhelpuk.org/
11	RECOGNITION OF PROFESSIONAL STUDY TITLES FOR OBTAIN PERMISSION TO PRACTICE IN REGULATED PROFESSIONS	SPAIN	n.a.	ACTIVE	http://www.mecd.gob.es/servicios-al-ciudadano-mecd/en/catalogo/educacion/gestion-titulos/estudios-universitarios/titulos-extranjeros/homologacion-educacion-superior.html
12	RECOGNITION OF INFORMAL SKILLS AND COMPETENCES AND WORK EXPERIENCE	SPAIN	2009	ACTIVE	http://www.todofp.es/inicio.html
13	PROCEDURE OF ACADEMIC RECOGNITION FOR REFUGEES WITH DOCUMENTS	LITHUANIA	1995	ACTIVE	http://www.skvc.lt/default/en/60/apply/documentation_requirements

14	PROCEDURE OF PROFESSIONAL RECOGNITION FOR REFUGEES WITH DOCUMENTS	LITHUANIA	1995	ACTIVE	http://www.profesijos.lt/go.php/lit/IMG
15	PROCEDURE FOR UNDOCUMENTED REFUGEES	LITHUANIA	1996	ACTIVE	http://www.skvc.lt/default/en/60/apply/documentation_requirements
16	THE COMMON EUROPEAN ASYLUM SYSTEM	GREECE	2016	ACTIVE	https://ec.europa.eu/home-affairs/what-we-do/policies/asylum_en
17	SECOND CHANCE SCHOOLS PROGRAMME	GREECE	n.a.	ACTIVE	http://ec.europa.eu/epale/it/node/28958
18	PROCESS OF CERTIFICATION FOR ADEQUATE KNOWLEDGE OF GREEK LANGUAGE, HISTORY AND CULTURE: ODYSSEAS	GREECE	2012	ACTIVE	https://www.inedivim.gr/en/programmes-actions/%E2%80%99Codysseus-education-immigrants-greek-language-greek-history-and-greek-culture

19	NETWORK "INTEGRATION THROUGH QUALIFICATION (IQ)	GERMANY	2005	ACTIVE	http://www.netzwerk-iq.de/network-iq-start-page/network-iq/programme-description.html
20	"RECOGNITION IN GERMANY" WEB PORTAL	GERMANY	n.a.	ACTIVE	https://www.recognition-in-germany.info/
21	MigraNet/InteGRAID/ProfilPass	GERMANY	2005	ACTIVE	http://www.migranet.org/

Description of Best Procedures

Procedure n. 1

PROGETTO UNIVERSITÀ SENZA CONFINI (UNINETTUNO)/EDUCATION WITHOUT BORDERS PROJECT (UNINETTUNO)

It's an on-line University especially addressed to refugees and immigrants. It allows the recognition of Study title through:

- 1) Production of self-certifications related to the study title own by the immigrants
- 2) Evaluation done by a Commission of teachers that check the connection between applicant's study title and the existing Training courses
- 3) Issue of a Declaration of Recognition with the total or partial recognition of immigrant's study title

It also allows the recognition of Professional qualification through:

- 1) Production of self-certifications related to the professional skills (EuroPass Certificate)
- 2) Evaluation done by a Commission of Technical and Scientific experts the check the connection between applicant's professional qualification and the existing ones
- 3) Issue of a Recognition of Professional Qualification Documents according to EQF-European Qualification Framework

Procedure n. 2

CIMEA - CENTRO DI INFORMAZIONE SULLA MOBILITÀ E LE EQUIVALENZE ACCADEMICHE (INFORMATION CENTER ON ACADEMIC MOBILITY AND EQUIVALENCE)

It's the Information Center on Academic Mobility and Equivalence. It gives information and advice on the procedure for recognition of qualifications and issues related to the Italian and international education. CIMEA has an international documentation center and specialized databases on foreign higher education systems, kinds of national qualifications and national legislation in the field of higher education.

It provides by e-mail free answers to 10.000 people per year about questions regarding the recognition and evaluation of qualifications (contacts: Italian and foreign universities, students, teachers and researchers, international organizations, Ministries, research institutions and Italian public bodies, foreign organizations, companies and associations). It provides Certificates of comparability in order to make easier the connection between Italian and foreign education systems and the recognition of foreign study title.

Procedure n. 3

GROUPE CONSULTATIF AGREEMENT

They are multinational or bilateral agreements stipulated with the aim to give to the refugees the rights of recognition and licence to practise their professions in other European countries. This applies to a number of occupations, such as engineers, doctors and actuaries.

Procedure n. 4

RETAS - REFUGEES EDUCATIONAL AND TRAINING ADVISORY SERVICE

It's an initiative born with the aim to help different groups of refugees to get their qualifications recognised and help them to integrate into the labour market. It assists refugees with the recognition of qualifications – with a particular emphasis on women.

Procedure n. 5

THE DEPARTMENT OF WORK AND PENSIONS REFUGEES EMPLOYMENT STRATEGY

It's a project born with the aim to realize specific audit addressed to refugees' new initiatives in order to give them the possibility to work in the hosting country as entrepreneur or freelance

Procedure n. 6

THE REFUGEES HEALTH PROFESSIONAL STEERING GROUP

It's a project realized by Refugee Council, as lead partner, with the aim to support refugee doctors. It assists refugee doctors to re-qualify to UK standards and secure employment appropriate to their professional qualifications. It helps refugee doctors to:

- 1) Refresh medical knowledge and skills before taking PLAB Part 1 and Part 2 exams
 - 2) Improve their language and communication skills
 - 3) Prepare for working in the NHS and providing patient centered care
 - 4) Familiarise themselves with UK medical procedures and systems through clinical attachments
 - 5) Understand recruitment processes in the UK and develop the necessary skills
 - 6) Find employment through the CAPS (Clinical Apprenticeship Scheme) or other routes
 - 7) Develop and maintain a strong peer-to-peer network to share experience and provide emotional, social or practical help to each other
-

Procedure n. 7

RECOGNITION OF QUALIFICATION AND COMPETENCES OF MIGRANTS INTO TEACHING IN SCOTLAND

It's a process managed by The Council for Assisting Refugee Academics with the aim to should help refugees to smooth the transition into employment through the Recognition of Qualifications and Competences of Migrants into Teaching in Scotland scheme. It offers grants to refugees who have been paid researchers or lecturers in their home country, allowing them to requalify and gain employment in the UK, Run an Education, Employment and Training and Employment guidance service.

Procedure n. 8

ACCREDITATION OF PRIOR LEARNING (APL)

It's a long-standing mechanism to recognize prior informal and non-formal learning, for higher education admission and for credit towards higher education degrees and other awards. If a refugee undertaken a programme of study within an University or an higher education institution in his country or have achieved certain learning outcomes through agency-based in-service or through your professional experience, it may be possible for him to apply for Accreditation of Prior Learning. Such prior learning should be over and above the qualifications and experience required for admission to relevant Masters Programme.

Procedure n. 9

ASYLUM HELP

It's a document providing an assessment of the higher education qualifications based on available documentation and a structured

interview. It also presents information on the applicant's work experience and language proficiency. The document provides reliable information for integration and progression towards employment and admission to further studies. It is a specially developed assessment scheme for refugees, even for those who cannot fully document their qualifications.

Procedure n. 10

RECOGNITION OF PROFESSIONAL STUDY TITLES FOR OBTAIN PERMISSION TO PRACTICE IN REGULATED PROFESSIONS

It's a project realized by the charity Migrant Help with the aim to support the Asylum Applications UK and give Asylum Advices and Guidance services. It provides general information, advice and guidance through a Telephone Advice Centre, or face to face appointments at the initial accommodation centres or outreach sessions. Multilingual information is

given via Migrant Help's website in different forms: web/video presentations, audio briefings and written briefings. These are in 15 languages and may be downloaded.

Procedure n. 11

RECOGNITION OF PROFESSIONAL STUDY TITLES FOR OBTAIN PERMISSION TO PRACTICE IN REGULATED PROFESSIONS

It's the official procedure used in Spain in order to apply for homologation or validation of higher education qualifications issued by foreign institutions or Masters titles giving access to regulated profession in Spain. It also allows query the status of the application processing, after completing the application and submit it in an official register. It foresees that applicant send to the Spanish Ministry of Education a list of documents (documents proving the applicant's identity and nationality, diploma, academic transcript, payment of the fee Accreditation of the linguistic competence in Spanish). All documents must be: 1) legalized through diplomatic channels (Ministry of Education, Ministry of Foreign Affairs or Diplomatic or consular representation of Spain); 2) Accompanied by an official translation into Spanish ; 3) Authenticated by the corresponding authority

Procedure n. 12

RECOGNITION OF INFORMAL SKILLS AND COMPETENCES AND WORK EXPERIENCE

It's the official procedure used in Spain in order to evaluate and recognize professional competences acquired through work experience and non-formal and informal training. The National Catalogue of Vocational Qualifications serves as an objective reference for this procedure, since it lists the vocational qualifications to be recognised and accredited, identified in the productive system on the basis of the skills required to practice the profession. In order to facilitate knowledge of this procedure and its requirements, the Ministry of Education, Culture and Sport provides all stakeholders with the IT tool ACREDITA through the TodoFP web portal. All the education authorities have published different calls for the recognition of certain competences. The procedure comprises the following stages:

- 1) Guidance, on the basis the documents provided: An advisor draws up a non-binding report. If it is positive, the candidate may have access to the evaluation stage. If negative, the report indicates the additional training to be undertaken by the candidate as well as the institutions where he/she can receive it.
- 2) Evaluation of the professional competence: It is checked whether the candidate has the professional competence required.
- 3) Accreditation and record of the professional competence: The accreditation is issued to candidates who have completed the evaluation stage for each competence unit for which the professional competence has been demonstrated. If the workers' professional competences that have been evaluated are not enough to achieve the level of qualification required by a vocational training certificate or a certificate of professional experience, they are partially accredited. Thus, they can complete their training in order to obtain the relevant qualification or certificate.

Procedure n. 13

PROCEDURE OF ACADEMIC RECOGNITION FOR REFUGEES WITH DOCUMENTS

It's the official evaluation and recognition of foreign school-leaving certificates and higher education qualifications carried out by the Lithuanian Centre for Quality Assessment in Higher Education (CQAHE). It foresees the application of recognition through an application form and the production of documents (diploma, academic transcript, form of identification, documents for refugees' prior education and any additional 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:

- 1) Center for Quality Assessment in Higher Education (SKVC)
- 2) Higher Education Institutions authorized by the Ministry of Education and Science (Vilnius University, Vilnius Gediminas Technical University and Lithuanian University of Health Sciences)
- 3) The Research Council of Lithuania
- 4) The Ministry of Education and Science

If an assessment of refugees' competences is necessary it can be carried out by competence assessment institutions: accredited social partners or other institutions authorized to assess a person's professional competence. The procedure is free of charge.

Procedure n. 14

PROCEDURE OF PROFESSIONAL RECOGNITION FOR REFUGEES WITH DOCUMENTS

It's the official evaluation and recognition of foreign qualification gained abroad, when a refugee seeks to start work in a certain area carried out by the Lithuanian Centre for Quality Assessment in Higher Education (CQAHE). When performing the recognition of professional qualifications it is important to evaluate not only the gained qualification, but also whether the refugee's knowledge, professional skills and abilities are sufficient to start working in the country of destination. Professions are of two types as follows: regulated and non-regulated.

In a case of regulated profession an institution authorized by the Government of the Republic of Lithuania carries out the professional recognition of foreign qualification.

In a case of non-regulated profession an employer makes a decision on professional recognition of qualification. The procedure is free of charge.

Procedure n. 15

PROCEDURE FOR UNDOCUMENTED REFUGEES

It's a special procedure offered by the Lithuanian Centre for Quality Assessment in Higher Education (CQAHE) to undocumented applicants, which cannot provide documentation for objective reasons and are currently residing in Lithuania. The procedure encompasses development of a background education report and/or an external assessment of applicant's competences. The procedure usually takes about 3 months. In order to determine the refugee's eligibility for the procedure the following steps should be taken by the applicant: 1) fill in the application form 2) provide any indirect documentation if it is available, such as information on professional licensing, any documents issued by the school, etc. 3) provide an explanation as to why the documents cannot be provided. The documents have to be submitted in person, by e.mail or by a authorised representative. The procedure is free of charge.

Procedure n. 16

THE COMMON EUROPEAN ASYLUM SYSTEM

It's an European standard, adopted by the Greek Ministry of Education. It foresees that all immigrant children have access to public schools for the mandatory nine-year period. Migrants' children have direct access to the Greek education system. The children of regular migrants enjoy the same rights as Greek children, and children of families residing irregularly in Greece also have access to school and to hospitals for medical care. Some schools offer additional language classes for migrant children in the context of programmes run by the Centre of Intercultural Education of the University of Athens. The Ministry of Education has also created intercultural schools to address the needs of children from different cultural, linguistic and ethnic backgrounds.

Procedure n. 17

SECOND CHANCE SCHOOLS PROGRAMME

It's an European project, run in Greece by the Ministry of National Education, It's addressed to Migrant adults who legally reside in Greece between 18 and 30 years old who have not finished the mandatory nine-year schooling. The project also gives to the refugees the possibility to participate in vocational training, which is run by the Organisation for Manpower Employment (OAED) in cooperation with the EU-funded Centres of Professional Training

Procedure n. 18

PROCESS OF CERTIFICATION FOR ADEQUATE KNOWLEDGE OF GREEK LANGUAGE, HISTORY AND CULTURE: ODYSSEAS

It's a project managed by General Secretariat of Lifelong Learning and sponsored by the Ministry of Employment and Social Protection. It aims at realize a process of certification for adequate knowledge of Greek language, history and culture giving to immigrants the opportunity to learn with quality and effectively, the Greek language, to familiarise themselves with the culture and history of the country. There are also several training programmes, such as vocational courses for craftsmen, housekeeping, electricians, construction workers, etc

Procedure n. 19

NETWORK "INTEGRATION THROUGH QUALIFICATION (IQ)

It's a programme coordinated by IQ Dissemination Project (IQ DP) and it involves 16 regional networks (one for each federal state) . It offers counselling for credentials recognition and skills advancement and develop as well as implement the necessary bridge training to attain full recognition of foreign qualifications. It also provides information, advice and training to labour market stakeholders in order to raise awareness for the specific concerns of migrants and disseminate specialised knowledge. In work in cooperation with five competence centres dedicated to migrant-specific concerns at the federal level, that develop training schemes, instruments and policy recommendations for integrating migrants into the labour market. In addition, the competence centres are responsible for giving specialist advice to decision-makers in politics, business and public administration. This can range from the development of quality standards and learning materials to the dissemination of research results.

Procedure n. 20

"RECOGNITION IN GERMANY" WEB PORTAL

It's the multilingual web portal of the Federal Government for the recognition of foreign professional qualifications. The portal works in close cooperation with the Network IQ.

The programme is funded by the Federal Ministry for Labour and Social Affairs (BMAS) and the European Social Fund (ESF). Strategic partners in implementing the programme are the Federal Ministry for Education and Research (BMBF) and the Federal Employment Agency (BA). The use of this web portal is very easy and foresees some steps: 1) To use Quick Check to find out more about the requirements for living and working in Germany; 2) To use the Recognition Finder to check whether official recognition of qualification is a requirement or would help to find a job in Germany; 3) To make an application of professional or vocational qualification; 4) The recognition authority will check the application; 5) The recognition authority will send you a certificate of recognition (partial or full)

Procedure n. 21

MIGRANET/INTEGRAID/PROFILPASS

It's one of the 16 regional networks (Bundesland Bavaria) that connects Institutions, organisations and companies together with associations that work in the field of migration with the aim to improve the integration of migrants into the labour market, especially in Bavaria. The operator implementing that goal is the organisation tür-an-tür.

2. Summary of the Findings

The legal framework, the administrative structures, the education systems and consequently the recognition of profession and study titles are different in all the member countries such as Germany, Italy, Spain, Lithuania, United Kingdom and Greece.

The comparison of the reports that refer to the structure of our reports give the impression that structures of the recognition of professional titles and study titles within European countries are extremely different.

In contrast to chapter where the different procedures of the recognition of study titles for migrants and asylum seekers are presented in a graphical form. In this way the similarities of the different procedures become clear.

In almost every country to get your qualifications recognized in the first instance you need to find the competent authority. After that you need to fill in an application form and hand it in together with a Curriculum Vitae, a proof of identification, proof of qualifications and the translation of the documents in the respective national language by an official translator.

A general conclusion of the research cannot contain the detailed information about the social and work inclusion and the therefore necessary procedures of recognition of professional and study titles in all the countries.

Therefore it is way to complex and it has too much volume. It is actually more important to find out which information is most relevant to the refugees, asylum seekers and migrants that want to integrate into the labour market.

The reason why this is most important is that by doing this research it was recognized that gaining all the knowledge and information is not easy because detailed information about the structures and procedures of the recognition of qualifications and profession and study titles are either not available online or not available in different languages.

Thus relevant information for asylum seekers are not easy to access, neither for native speaking researchers nor for asylum seekers and migrants.

The Re.Inclusion project can contribute to ease the access to this relevant information for the social and work inclusion for refugees, asylum seekers and migrants.