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**COMMITTEE OF THE REVISED CONVENTION ON THE RECOGNITION OF STUDIES, **
**CERTIFICATES, DIPLOMAS, DEGREES AND OTHER ACADEMIC QUALIFICATIONS IN **
HIGHER EDUCATION IN AFRICAN STATES

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Third session

17 - 18 December 2025 Marrakech, Morocco

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**DRAFT GUIDELINES OF THE AFRICAN NETWORK OF **
**NATIONAL IMPLEMENTATION STRUCTURES **

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**ITEM 5 **

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Distribution: Addis Convention Committee

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[Revised Convention on the Recognition of Studies, Certificates, Diplomas, Degrees](<https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286>) [and Other Academic Qualifications in Higher Education in African States] (<https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286>) [(<https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286>)]

(Addis Convention)

****Draft Guidelines for the establishment of National Implementation Structures**

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Acronyms and Abbreviations

ACQF	African Continental Qualifications Framework
ANAQ-SUP	National Quality Assurance Authority for Higher Education**,**
Research and Innovation	
ANNIS	African Network of National Implementation Structures
APNNIC	Asia-Pacific Network of National Information Centres

| CESA | Continental Education Strategy for Africa (CESA 26-35), |
 | CRCE | Technical Commission for Recognition, Classification and Equivalence of
 Higher |
	Education Diplomas
ENIC	European Network of Information Centres
HEI	Higher Education Institution
NARIC	National Academic Recognition Information Centres in the European
Union	
NIS	National Implementation Structures
SADCQF	Southern Africa Development Community Qualifications Framework
SAQA	South Africa Qualifications Authority
UNESCO	United Nations Educational, Scientific and Cultural Organisations
ZAQA	Zambia Qualifications Authority

These Guidelines are a set of instructions or principles that provide guidance and recommendations on how to implement NIS in order to promote consistency and the sharing of best practices in Africa.

For the purposes of these guidelines, unless otherwise stated, the terms used shall be understood as defined and abbreviated in the [Revised Convention on the Recognition of Studies, Certificates,](<https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286>)[<https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286>][Diplomas, Degrees and Other Academic Qualifications in Higher Education in African States](<https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286>)[<https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286>]and the Charter for the African Network of National Implementation Structures (ANNIS).

Preface

The purpose of these guidelines is to create incentive and momentum to establish or assign National Implementation Structures (NISs) as envisaged in the Addis Convention by demonstrating that the roles and responsibilities of NISs can be undertaken within the existing framework of an education system without the need for substantial administrative commitment to establish and operate it. The guidelines further aim to provide practical clarity for Member States on what may constitute a NIS and possibility to adapt. These guidelines will provide practical insights that will be easily understood by decision makers from relevant governments, assuming that one of their purpose is to get high-level sign-on for establishing or assigning NISs for effective participation in the implementation of the Addis Convention.

1. Introduction and Background

The guidelines for the establishment of National Implementation Structures have been developed as per Article IV. 9, Sections 3,4 and 6 of the Addis Convention, which stipulate that:

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- *The Convention Committee shall assist and monitor the implementation of the Convention by Parties. In that context, the Convention Committee may provide

guidance on best practices and make recommendations on the implementation of the Convention. *

- *To that end, the Convention Committee shall adopt guidelines for the implementation of the Convention. *

*6. The Convention Committee may establish subsidiary bodies and technical committees as necessary for the accomplishment of its tasks, by defining their composition, powers and mandate. *

The inspiration for the development of these guidelines was drawn from other regional recognition conventions with subsidiary or similar texts. It is expected that the guidelines will ensure the consistency and common understanding of key provisions and serve as the basis for strengthened implementation.

2. Summary of the Regional Convention's Relevant Clauses

The Addis Convention requires State Parties to have a National Implementation Structure (NIS). This does not necessarily require a new structure or organization to be formed. State Parties need to provide a single point of contact from within existing ministries and organizations or from a new entity. The relevant enabling clauses are as follows:

Addis Convention Guiding Provision Article IV.8 - National Implementation Structures (NIS)

- Parties agree to put in place national structures, and to update them where and when necessary, in order to evaluate the practices of their higher education system and to ensure the transparency of the system, institutions, programmes and qualifications.

- Parties agree to create and ensure the regular operation of quality assurance mechanisms to be officially recognized and empowered to carry out periodic evaluations of higher education institutions and programmes.

- Parties agree to make use of national and regional qualifications frameworks, where they exist, in the recognition processes.

- Parties agree to encourage close cooperation among the relevant structures (governmental or nongovernmental), in particular the higher education institutions, the validation authorities, the professional organizations and other educational institutions and associations, in order to achieve the aims of this Convention.

- Parties, in order to reinforce exchanges of information on recognition of qualifications in higher education, agree to have a system to collect and disseminate information and successful experiences as regards recognition of qualifications, as well as mechanisms for quality assurance and accreditation of institutions and programmes. This may take the form of a national information service. Parties agree to make available to all other Parties complete, reliable and regularly updated data and information about level of enrolment, recognized higher education institutions, programmes, subjects, studies, degrees, qualifications, as well as the recognition of higher education qualifications and diplomas in their territories.

- Where central authorities of a Party are competent to make decisions in recognition cases, that Party shall be immediately bound by the provisions of this Convention and shall take the necessary measures to ensure the implementation of this Convention's provisions within the Party's territory.
- Where the competence to make decisions in recognition matters lies with components of a Party, the Party shall furnish the depository with a brief statement of its constitutional situation or structure at the time of signature or when depositing its instrument of ratification, acceptance, approval, or accession, or any time thereafter. In such cases, the competent recognition authorities of the components of the Party so designated shall take the measures necessary to ensure the implementation of the provisions of this Convention within the Party's territory.
- Where the competence to make decisions in recognition matters lies with individual higher education institutions or other entities, each Party according to its constitutional situation or structure, shall transmit the text of this Convention to these institutions or entities and shall take all possible steps to encourage the favourable consideration and application of its provisions.

3. Obligations of the Signatories of the Regional Convention

For effective implementation of the Addis Convention, State Parties should support and enhance the capacities of NISs to:

3.1 Provide information that will assist a NIS to work collaboratively with other NISs in sharing information from their higher education system, which includes:

- A description of their higher education system;
- An overview of the different types of Higher Education Institutions (HEIs)^[1] that belong to their higher education system;
- Typical characteristics of each type of institution designated as a NIS;
- A list of recognized and/or accredited HEIs, public and private, that belong to their higher education system, indicating their powers to award different types of qualifications and the requirements for gaining access to each type of institution and programme;
- A description of their quality assurance arrangements.

3.2 Provide information to support the recognition of qualifications by:

- Facilitating access to authoritative and accurate information on the description of their higher education system and qualifications;
- Facilitating access to authoritative information on the higher education systems and qualifications of other States Parties;
- Giving advice or information on recognition matters and assessment of qualifications in accordance with national laws and regulations.
- Provide information on the internationalization of higher education, including measures with regard to transnational education provision.

4. Format of a NIS

Key considerations on the format of a NIS are as follows:

4.1 Each country should seek to establish or identify an institution that acts / will act as the single point of contact for providing information on qualifications and the higher education system of the country.

4.2 The main objective of having an NIS is to assist in promoting recognition and mobility of all – including students, teachers, researchers and those with missing documentation – by providing authoritative advice and information concerning the recognition of full or partial qualifications obtained in other States.

4.3 The main users of this service will be HEIs and students and their advisers, parents, teachers, prospective employers, and other NISs.

4.4 The status, scope, and operation of individual NISs will differ from State to State. In the majority of the States, institutions of higher education are autonomous, making their own decisions with regard to admitting foreign students and exempting them from parts of courses or programmes based on education undertaken abroad. A NIS may be a body designated by the appropriate government body, ministry or department.

4.5 All NIS should have an appeals mechanism to ensure a formal process for handling appeals.

5. Establishing a NIS

This section provides guidance for countries wishing to establish a NIS. Most of the information suggested for an NIS is often available in the higher education system but is sometimes not centralised. NISs can provide the one-stop-shop for all this information. In establishing the NIS, the following aspects should be considered:** **

5.1 Basic NIS content

Provide the NIS's name, full address, phone number, email address, website link, and the name or title of the person to contact. This could also be a division within a government ministry or an independent organisation.

5.2 Role of NIS

NISs should be the principal providers of authoritative information on recognition, particularly on:

- Higher education systems and qualifications of the country where they are located;
- Procedures for Recognition of foreign qualifications in the country where they are located;
- At international level, NISs should represent their respective countries in the ANNIS network and on other qualification recognition engagements.
- whether the NIS is legally competent to take binding recognition decisions or whether that competence lies partly or exclusively with other entities, such as higher education institutions.

5.3 Quality Assurance and Accreditation

NISs should provide or refer to authoritative information on quality assurance and accreditation:

- This could include a description of the systems used for assuring quality for operating higher education institutions as well as for qualifications and programmes;
- The quality assurance modalities need to highlight all measures covering internal and external quality assurance.

- Qualifications Frameworks – National, Regional and Continental

Provide a brief description about the framework or system in place for organising higher education qualifications within the country. This could also be included in the section with a more detailed description of the higher education sector. If applicable, include information about the regional and/or continental framework(s) the national system is referring to (for example, the African Continental Qualifications Framework, ACQF).

- Procedures for the recognition of foreign qualifications

The procedures for the recognition of foreign qualifications could include:

- national legal or regulatory framework for recognition and assessment of qualifications, including competence of different stakeholders;
- Requirements regarding information that applicants must provide;
- Fees for recognition (where applicable) and average processing times;
- Possible requirements regarding the translations of foreign qualifications into national languages;
- Recognition decision review and appeals modalities.

6. Guidelines and Procedures in the operation of NIS

6.1 Information on Recognition

Information is of key importance in assisting students and those who already hold higher education qualifications to move as freely as possible within the African region and with the rest of the world. At the same time, information on recognition is equally important in ensuring acceptance of qualifications from other countries. It is also of crucial importance in a number of other contexts, including for further study, for gaining access to regulated professions, and for employment in non-regulated parts of the labour market.

The main problem credential evaluators, and others called upon to assess or otherwise make use of foreign qualifications, are faced with is not lack of information per se but lack of authoritative, adequate, relevant, well-targeted, and easily available information. A key function of the NIS is to provide this accurate, reliable, authoritative, and easily accessible information on their own higher education system and on the various procedures regarding the recognition of qualifications within it.

6.2 Description of education system

This section could provide a brief overview of the schooling, technical, vocational and higher education sectors as well as the roles of national public and private organisations.

6.3 Detailed description of the higher education system

Provide a brief overview of the national and/or regional education bodies that form part of the higher education system, along with a brief statement about their role. This could also include links to the relevant websites which can save time and avoid needing to update information that quickly becomes outdated.

6.4 Terminology – define specialized ones

In providing information, NISSs should explain their use of specialized terminology and define technical terms that are important in the context of the information provided and/or significantly differs from common international use of these terms.

6.5 Standards of Information Provision

NISSs should consistently aim to provide information that is of high quality, accurate, adequate, and relevant to users. In general, the information they provide should:

- Be meaningful to users and should respond to their needs;
- Recognize that different users or user groups have different information needs;
- Seek to provide information that is relevant to each group without overburdening them with irrelevant information;
- Be accessible in terms of content, language, and style (i.e., avoid unnecessary complications or specialized language);
- Be accurate (i.e., be factually correct and also avoid oversimplification, implying that a balance needs to be struck between accessibility and accuracy);
- Originate from and as much as possible be provided by the competent authority closest to the source of information (the subsidiarity principle [e.g., information on a given education system should be provided by the authority competent for that system]); and
- Be up-to-date and timely.

6.6 Target Groups

Each NIS should carefully consider the main target groups for its activities and, as much as possible, adapt the information it provides to the needs of individual target groups. While allowances should be made for the diversity of national situations, the key target groups are likely to include:

- Individual holders of qualifications (including refugees and displaced

persons)

- Potential Employers
- Public authorities (typically but not limited to ministries responsible for higher education)
- Quality assurance agencies
- HEIs and professional bodies or similar structures
- Other NISS

- Type of Information

NISSs should be in a position to provide information on both higher education systems and qualifications frameworks as well as on the status of individual institutions, programmes, and qualifications. Within each broad category of information, they should seek to identify the precise information that is most likely to be of interest to each of their main target groups.

- Information Dissemination

6.8.1 NISSs should use a variety of means to provide information to various target groups. Information should be provided by all appropriate means, including:

- Information technologies in accordance with internationally accepted standards;
- Printed information brochures, leaflets, and booklets;
- Interviews and articles in appropriate journals, newspapers, and other media;
- Other means of promotion, as may be appropriate.
- NISSs should as much as possible provide standardised information adapted to the needs of specific target groups. This information should be provided in the appropriate national languages as well as in at least one other widely spoken foreign language (and, if possible, in both English and French).
- In addition to written information provided electronically or in printed form, NISSs should seek direct contact with the main stakeholders through participation in relevant fairs and similar events as well as by organising information meetings and seminars for relevant target groups.

6.9 Networking and Information Exchange

NISSs should seek to establish regular contact with their main target groups such as ministries, HEIs, student organisations, employers and their organisations, quality assurance agencies, student loan and grant authorities, immigration authorities, and others. Where necessary, they should seek to establish networks of stakeholders and cooperation partners for regular exchange of information.

6.10 Appeals

NISSs should have a clear appeals policy and procedure guiding the recognition of qualifications. The Appeals policy and procedure should clearly state:

- Appeal eligibility criteria;
- Circumstances that may lead to an appeal;
- Appeal step by step procedure;
- Appeal submission and decision timelines.

7. Co-ordination of National Implementation Structures

7.1 National Implementation Structures

For purposes of implementing the Convention, State Parties will establish NISSs as provided in Article IV.8.1 of the Addis Convention.

Article IV.8.1

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Parties agree to put in place national structures, and to update them where and when necessary, in order to evaluate the practices of their higher education system and to ensure the transparency of the system, institutions, programmes and qualifications.

7.2 African Network of Implementation Structures

The NISSs of the individual State Parties constitute and form the ANNIS network as envisaged in Article IV.10.1 of the Addis Convention.

Article IV.10.1

A network of national implementation structures providing information on mobility and recognition shall be established to assist the practical implementation of this Convention by the competent recognition authorities by facilitating the exchange of information among the

Parties relating to recognition and mobility, as well as counter-fraud measures."

The NIS will be a member of the ANNIS network and a charter will guide the operations of the Network.

The ANNIS Charter has been developed and will guide the operation of the Network.

7.3 Website/ Information Exchange Platform

The ANNIS network will develop a website or an agreed Information Exchange Platform (IEP) to assist States Parties carry out the tasks they have been mandated to accomplish by directing them to up-to-date information supplied and maintained by competent bodies in each State Party and by each member organisation. Further, the website and/ or the IEP will be made available in order to help other interested organisations and individuals easily find information on current issues on the recognition of qualifications.

7.4 Workshops

From time to time, the Addis Convention Committee will organise workshops on a range of topics for NISs and Member States. These will generally be held in conjunction with the Regional Committee meetings.

8. Amendment of Guidelines

These guidelines shall be adopted and may also be amended by a decision taken by a simple majority of the States Parties present and voting.

9. References

- **ACQF (2024). ***African Continental Qualifications Framework Network Inception Report*. Available at:
[<https://acqf.africa/acqf>](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[-](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[network/acqf](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[-](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[sustainability](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[-main-](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[goal/acqf](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[-](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[network](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[-](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[inception](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[document/](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)[](<https://acqf.africa/acqf-network/acqf-sustainability-main-goal/acqf-network-inception-document/>)

- **ANASUP (2024)**. Available at:
[(*)](<https://anaqsup.sn/>)[*https://anaqsup.sn/*](<https://anaqsup.sn/>)[](<https://anaqsup.sn/>)

- **APNNIC (2019)**. [APNNIC Statement](<https://unesdoc.unesco.org/ark:/48223/pf0000371220>)[:](<https://unesdoc.unesco.org/ark:/48223/pf0000371220>) the Asia-Pacific Network of National Information Centres

(APNNIC). Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000371220>[](<https://unesdoc.unesco.org/ark:/48223/pf0000371220>) • **APNNIC (2025)**. Asia-Pacific Guidelines for National Information Centres.

- **CINALC (2025)**. *Regional Network of National Information Centers for Latin America and the Caribbean (CINALC)
[Guidelines](https://d.docs.live.net/a6e49b223508aeac/Documents/MiMuAka%20Files/Addis%20Convention%20Implementation%20Structures%20Project%20UNESCO/Guidelines)[*.*](https://d.docs.live.net/a6e49b223508aeac/Documents/MiMuAka%20Files/Addis%20Convention%20Implementation%20Structures%20Project%20UNESCO/Guidelines)* *Available at: [https://cinalc.org/wp](https://cinalc.org/wp-content/uploads/2024/12/LineamientosGuidelinesCINALC.pdf)[content/uploads/2024/12/LineamientosGuidelinesCINALC.pdf](https://cinalc.org/wp-content/uploads/2024/12/LineamientosGuidelinesCINALC.pdf)[](https://cinalc.org/wp-content/uploads/2024/12/LineamientosGuidelinesCINALC.pdf) • **CRCE (2025)**. Available at: https://www.fonctionpublique.gouv.sn[](https://www.fonctionpublique.gouv.sn/)

- **Education Policy Data Center (2018)**, Cabo Verde Available at: https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_CapeVerde.pdf[](https://www.epdc.org/sites/default/files/documents/EPDC_NEP_2018_CapeVerde.pdf)

- **IBN Immigration Solutions, (2024)**.** Understanding South Africa's Education System,

Available at: [https://www.ibn.co.za/blog](https://www.ibn.co.za/blog-and-news/q1-usa-education/)[-and-](https://www.ibn.co.za/blog-and-news/q1-usa-education/)[news/q1](https://www.ibn.co.za/blog-and-news/q1-usa-education/)[-usa-](https://www.ibn.co.za/blog-and-news/q1-usa-education/)[education/](https://www.ibn.co.za/blog-and-news/q1-usa-education/)[](https://www.ibn.co.za/blog-and-news/q1-usa-education/)

- **Revised Joint ENIC-NARIC Charter of Activities** (currently in final stages of adoption) – available on request from UNESCO*

- **UNESCO (2019)**.** *Revised Convention of the recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education. *Available at: [https://www.unesco.org/en/legal](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[-](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[affairs/revised](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[-](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[convention](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[-](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[recognition](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[-studies-](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[certificates](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[diplomas](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[-](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[degrees](https://www.unesco.org/en/legal-affairs/revised-convention-recognition-studies-certificates-diplomas-degrees-and-other-academic?hub=70286)[-and-other-academic?

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- **UNESCO (2025)**. *Global Convention on the Recognition of Qualifications concerning Higher Education Operational Guidelines (draft) – available on request from UNESCO.*

- **UNESCO (2025)**. Survey on NIS Addis Convention – available on request from UNESCO

Annex: Examples of NIS Information

This Section provides an example of the information that the NIS should be able to provide.

National Implementation Structures

This section should provide the name of the Institution or department that has been established or identified as the NIS of the State Party. Where the function is performed by different components of the State Party, this information should be clearly stated.

* *

***Example 1: ***

*The Commission is a body within the MESRSI responsible for reviewing all requests for recognition and equivalence of diplomas, certificates, school, professional, university, and postgraduate titles. The Commission is composed of a central commission, five specialized technical groups, and a permanent secretariat. *

*Address: Ministry of Higher Education, Scientific Research and Innovation, Almamyah, Kaloum, Conakry, *

*Guinea, BP 2201 *

*Phone: +224625487279 *

*Email: **contact@mesri.gov.gn** *

*Website: *[*https://mesrs.gov.gn/*](https://mesrs.gov.gn/)[
](https://mesrs.gov.gn/)

* *

***Example 2: ***

*In Senegal, the recognition of qualifications is based on rigorous standards and involves multiple institutional actors. ANAQ-Sup, as the regulatory body for higher education, plays a central role through the authorization of institutions and the accreditation of degrees, thereby ensuring their official recognition and compliance with quality standards. It also serves as the technical arm of the Technical Commission for Recognition, Ranking, and Equivalence of Degrees (CRCE), supporting it in the evaluation of diplomas for access to public service, participation in national competitions, and the administrative ranking of degree holders. *

*Within their autonomy, university academic departments handle the equivalence of degrees obtained elsewhere for student admission into various study cycles. *

*This overall system strengthens the quality of training and promotes academic and professional integration. Recognition is a prerequisite for any decision regarding equivalence or ranking and serves as a strategic lever to enhance skills and strengthen the openness of the Senegalese education system. *

* *

** **

National Education Bodies

This section should provide the national education bodies that are involved with higher education along with a brief statement about the role of the national education body.

***Example: ***

National Education Bodies** **

*Zambia Qualifications Authority (ZAQA) *

*Higher Education Authority *

*Professional bodies *

* *

*The ****Zambia Qualifications Authority (ZAQA)**** is a statutory body established under the Zambia *

*Qualifications Authority Act No. 13 of 2011. It operates under the Ministry of Education and is mandated to develop and oversee the implementation of the ****Zambia Qualifications Framework (ZQF), ****a national framework that classifies, registers, and accredits qualifications based on learning outcomes. *

*ZAQA plays a central role in ensuring the quality, relevance, and comparability of qualifications offered in Zambia. It works closely with education and training institutions, quality assurance bodies, employers, and other stakeholders to ensure that qualifications align with national development goals and international standards. *

*One of ZAQA's core responsibilities is the ****recognition, verification, and evaluation of qualifications, ****both local and foreign, to ensure that they meet the required standards for employment, further study, or professional licensing in Zambia. The Authority also manages the ****National Qualifications Register (NQR)****, a public database of recognized and registered qualifications. *

* *

** **

Education System

This should provide a brief overview of the entire education system or a link to a fuller description of the system.

***Example: ***

*In Cape Verde, the Ministry of Education is the government department whose mission is to define, implement and evaluate the national policy of the education system, for pre-school education, basic, secondary and technical education, extracurricular education, higher education, scientific research, technological development, as well as school social action. Cape Verde's education system is the organized set of institutions, standards, and practices that regulate education in the country, covering everything from preschool-age children to higher education. More details on the Cape Verde education system can be found at

[<https://minedu.gov.cv/quemSomos>*)(<https://minedu.gov.cv/quemSomos>)[* *]
(<https://minedu.gov.cv/quemSomos>)* *

* *

Higher Education Institutions

This section should provide an overview of the system of higher education, including entry and a description of the Government and non-Government components.

***Example: ***

*South Africa's higher education system consists of both public and private universities, as well as universities of technology and comprehensive institutions. *

*Public universities are funded by the government and offer a wide array of undergraduate and postgraduate programs across various disciplines. *

*Universities of technology focus more on applied sciences and technology-related fields, offering diplomas, undergraduate, and sometimes postgraduate degrees. *

*Admission to South African universities typically requires a National Senior Certificate (NSC) or an equivalent qualification. International students may need to meet additional requirements, such as language proficiency tests (e.g., IELTS or TOEFL) and specific academic prerequisites. *

* *

Quality Assurance in Higher Education

This section provides an overview of the quality assurance mechanisms in place.

* *

***Example: ***

*ANAQ-Sup is the body responsible for evaluation, accreditation, and quality assurance in higher education in Senegal. It ensures the quality of institutions, training programs, as well as research centers and organizations. It plays a central role in diploma recognition and the regulation of the university system, relying on rigorous and transparent criteria.

(*[*https://anaqsup.sn/*](https://anaqsup.sn/)[* *](https://anaqsup.sn/)*;
*[*https://anaqsup.sn/wp*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*content/uploads/2024/03/De%CC%81cret*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*-*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*n%C2%B02021*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*-*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*1790*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*-*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*du*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*-*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*29*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*-*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*de%CC%81cembre*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*-*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*2021*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*-*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[*.pdf*](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)[* *](https://anaqsup.sn/wp-content/uploads/2024/03/De%CC%81cret-n%C2%B02021-1790-du-29-de%CC%81cembre-2021-.pdf)*) The CRCE is an interinstitutional administrative commission attached to the Ministry of Public Service, which provides its permanent secretariat. It is competent, within the framework of access to the public service, to examine diplomas issued in Senegal or abroad for the purposes of recognition, hierarchical ranking, or equivalence. It is composed of representatives from several ministries, universities, and resource persons. ANAQ-Sup sits as a member, providing its technical expertise in evaluating qualifications, including admission criteria. The CRCE can establish ad hoc sub-commissions depending on the fields concerned and can rule on appeals. The CRCE

[illegible]

equivalence-de-diplome)[* *](https://senegalservices.sn/demarche/demander-un-classement-de-diplome-ou-une-equivalence-de-diplome)*) *

*The academic departments of Senegalese public universities are involved in the academic evaluation of students' records holding national or foreign diplomas. During enrollment, they verify the authorization of the originating institution, the accreditation of the program by ANAQ-Sup, and compliance with the LMD system (Bachelor-Master-Doctorate). They decide on the admission or reorientation of candidates according to the academic requirements specific to each program, thereby ensuring the coherence of study paths and the maintenance of quality standards. **(*[*https://www.ucad.sn/demandes*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[*-*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[*dequivalence*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[*et*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[*-*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[*dadmission*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[*-*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)

[*lucad#:~:text=Les%20d%C3%A9p%C3%B4ts%20de%20dossiers%20de,aux%20dipl%C3%B4mes%20de%20 *](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[*l'UCAD*](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)[* *](https://www.ucad.sn/demandes-dequivalence-et-dadmission-lucad)*) *

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Post-Secondary Non-University Education

This section briefly describes the technical, vocational, training sectors which are not part of the university or higher education sectors.

***Example: ***

*In the Gambia, Post Secondary non - university education covers Technical and Vocational Education and Training. This is coordinated by the Ministry of Higher Education, Research, Science and Technology with responsibility for institutional establishment, teacher capacity building, curricula **development and review and monitoring and supervision. More details are available at [*https://moherst.gov.gm/*](https://moherst.gov.gm/)[*](https://moherst.gov.gm/)* *

* *

Recognised Higher Education Institutions

This should provide information about the regulatory and legislative basis for establishing higher education institutions within the country.

***Example: ***

*The Higher Education Commission (HEC) is the Regulatory Body for tertiary education in Mauritius. The HEC is mandated to implement a regulatory framework by promoting the development of higher education and training facilities through equity of access, high quality learning and research outcomes, the efficient use of national resources and innovation. The regulatory framework is implemented through the establishment and registration of private higher education

institutions, accreditation of programmes, periodic accreditation audits in higher education institutions, and recognition and equivalence of higher educational qualifications. A list of recognised HEIs is available at
*[*https://www.hec.mu/hei*](https://www.hec.mu/hei)[*
](https://www.hec.mu/hei) *

* *

Policies and Procedures for the Recognition of Foreign Qualifications

This section briefly describes the policies and procedures existing in a States Party to guide the recognition of foreign qualifications.

***Example ***

*SAQA has developed several good practices and tools to ensure fair, transparent, and credible recognition of qualifications, both local and foreign. These practices support mobility, academic progression, and employability. Below are key examples: *

1. SAQA's Foreign Qualifications Evaluation and Advisory Service

*Its purpose is to evaluate foreign qualifications and provide a comparability statement against the South African NQF. These services are based on international conventions and qualification frameworks, and includes authentication, verification, and comparison of learning outcomes, credit volume, and institutional accreditation. *

*An online application portal with clear guidance for applicants has been developed. *

* *

Qualifications Framework

This section should describe the framework or system for organising higher education qualifications within the country.

* *

***Example: ***

*The NQF is a ten-level instrument to classify qualifications according to specified levels of learning achieved. It is based on set criteria and aims at integrating and coordinating qualifications to improve the transparency, access, progress, comparability and quality of qualifications in relation to the labour market and the public. Each level is defined by its level descriptor which is based on learning outcomes. SAQA has aligned its NQF to the SADC Qualifications Framework (SADCQF) and actively supporting initiatives by the African Continental Qualifications Framework (ACQF). *

* *

[^1]: As per Article IV.8, in this document "HEI's" also includes entities, programmes, subjects, studies degrees and qualifications in the given country.