



Association of International  
Education Administrators

2020 ANNUAL  
CONFERENCE

*Rethinking Comprehensive  
Internationalization for a  
Global Generation*

# **UNESCO's Global Convention on Recognition of Qualifications concerning Higher Education: Implications for the U.S. International Student Marketplace**

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AACRAO: American Association of Collegiate  
Registrars and Admissions Officers

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*Navigate to [sli.do](https://sli.do)  
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*Who are you?*

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*How are you feeling about the  
US International Recruitment  
Landscape right now?*

# International Recruitment Today: The Context

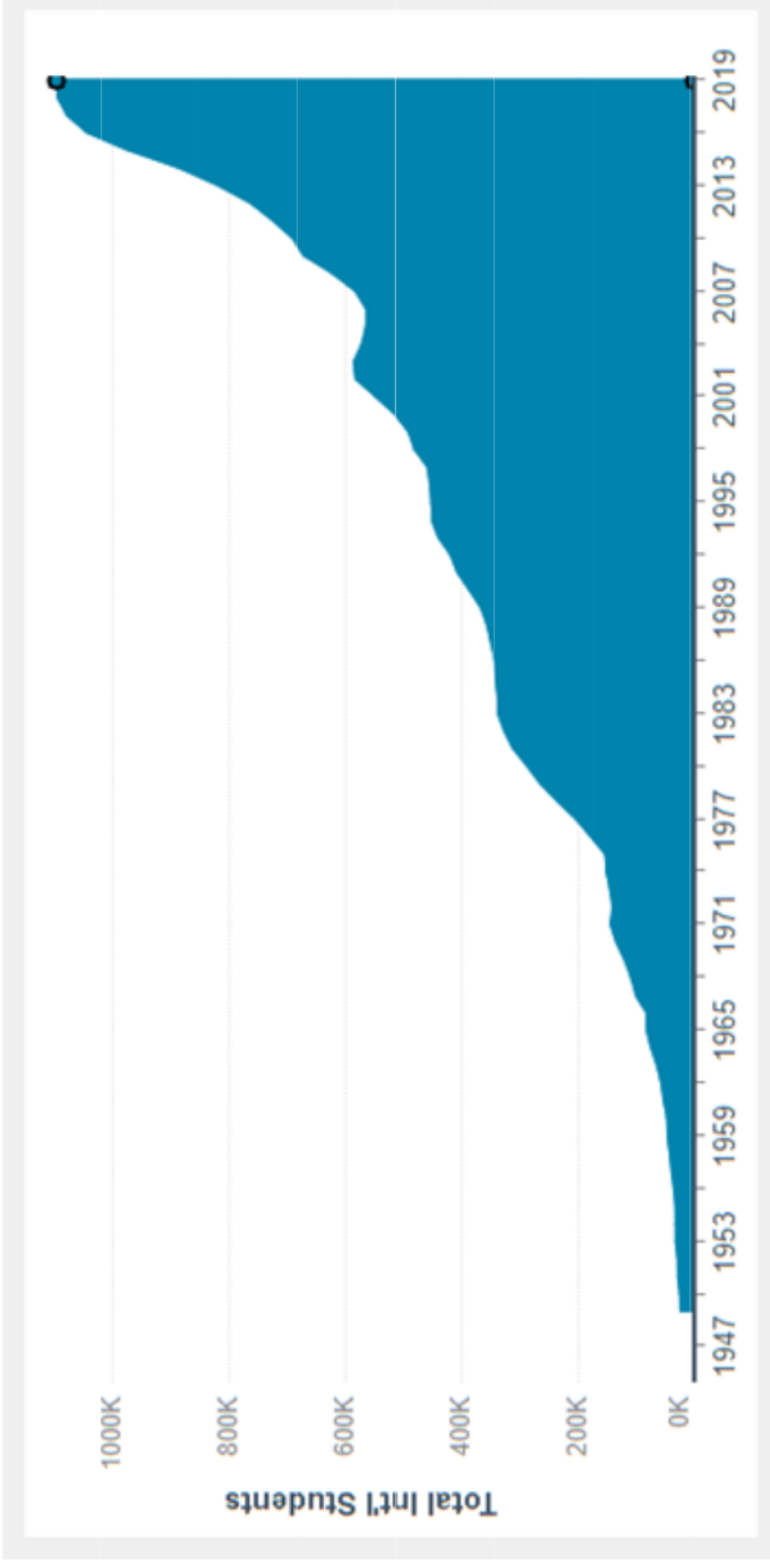
**Open Doors®** research on international educational exchange is conducted annually by the Institute of International Education with the support of the Bureau of Educational and Cultural Affairs of the U.S. Department of State.

Online at:  
[www.iie.org/opendoors](http://www.iie.org/opendoors)

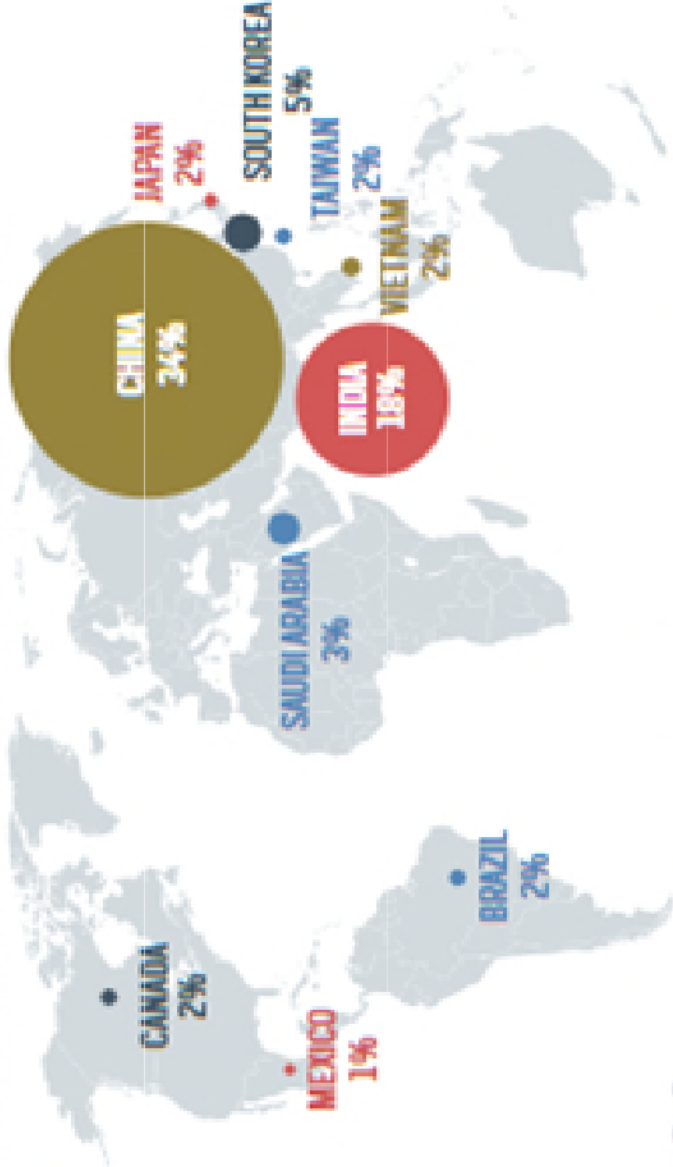
**Economic Impact in 2018:**  
**\$44.7 billion\***

*According to the US Department of Commerce*

**Total International Students for 2019: 1,095,299**



## TOP TEN PLACES OF ORIGIN OF INTERNATIONAL STUDENTS



Rank	Place of Origin	Number of Students	% of Total	% Change
1	China	369,548	33.7	1.7
2	India	202,014	18.4	2.9
3	South Korea	52,250	4.8	-4.2
4	Saudi Arabia	37,080	3.4	-16.5
5	Canada	26,122	2.4	0.8
6	Vietnam	24,392	2.2	0.3
7	Taiwan	23,369	2.1	4.1
8	Japan	18,105	1.7	-3.5
9	Brazil	16,059	1.5	9.8

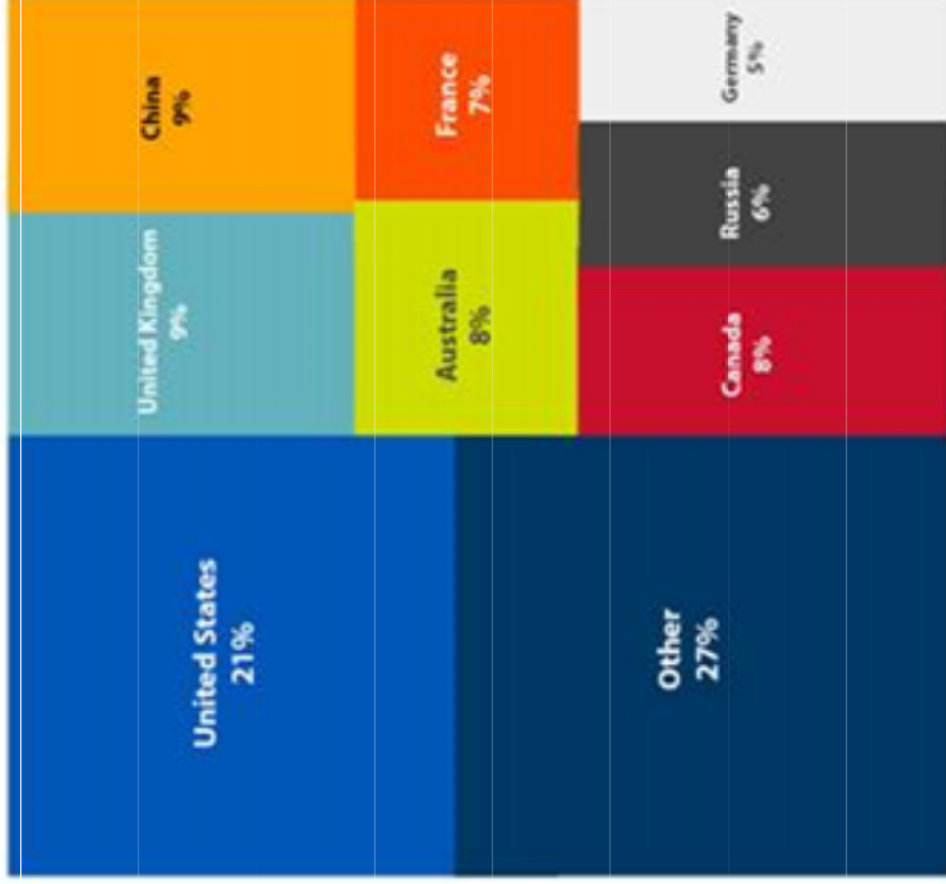
**52%** of international students come from China and India.

# GLOBAL COMPETITION FOR INTERNATIONAL STUDENTS

2001: 2.1 million students worldwide



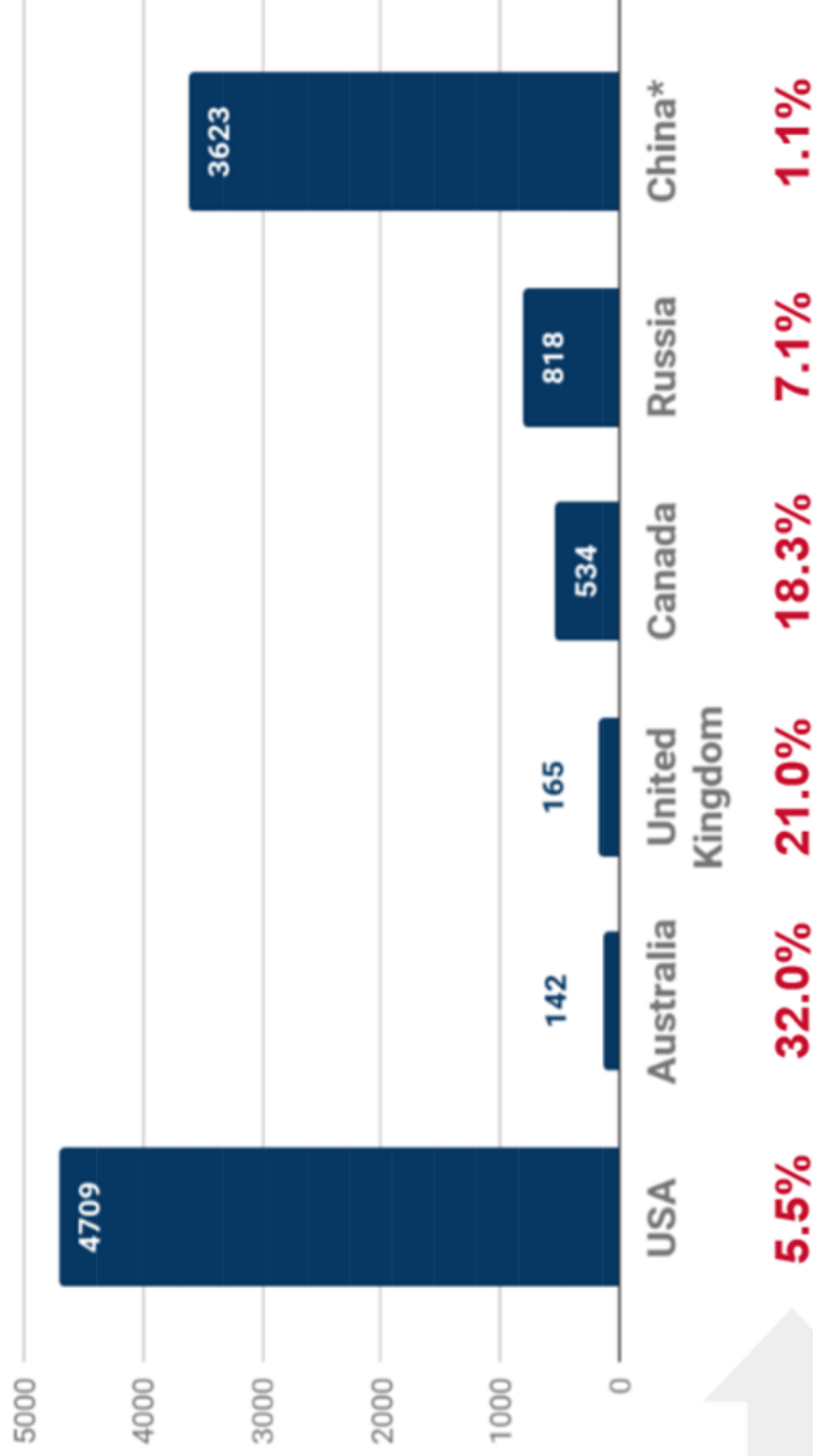
2018: 5.3 million students worldwide



Source: Institute of International Education, Project Atlas; A.T. Kearney analysis

- U.S. remains top destination and brand
- We have significant capacity to host
- 70% study at only 200 institutions — one out of every three studies in Texas, California, or New York

## Number of Higher Education Institutions



Percentage of international students

Source: Project Atlas 2018, \*2015



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*What is your level of knowledge  
about the Global Convention on  
Recognition (GCR)?*

# The Global Convention on Recognition emerged from Regional Conventions

Regional Conventions, signed between 1974 and 2014:

- Latin America and the Caribbean (1974)
- Mediterranean Region (1976)
- European Region (1979 and 1997)
- Asia and the Pacific (1983 and 2011)
- Arab States (1978)
- African States (1981 and 2014)

# The Global Convention on Recognition: What is it?

- Strengthen and promote inter-regional mobility
- Planning earnestly began in 2011
- 69 Member States and 10 stakeholder organizations  
(including AACRAO)

*The US is not a party to the convention because of status with UNESCO and the decentralized nature of higher education*



# Objective:

Facilitate global mobility... in higher education for the **mutual benefit** of qualification holders, higher education institutions, employers ...while **understanding and respecting the diversity of ...higher education systems.**

Provide an inclusive global framework for the **fair, transparent, consistent, coherent, timely and reliable recognition** of qualifications concerning higher education.

- *UNESCO Global Convention on the Recognition of Higher Education Qualifications*

# Global Convention on Recognition

## Components

- Consists of a Preamble and XXV Articles
  - Includes definitions, basic principles, objectives, obligations, and recognition
- Addresses Partial Studies and Prior Learning
- Alternatives for Refugees and Displaced Persons

# Global Convention on Recognition

## What does it mean for the U.S.?

- **TRANSPARENCY** of policy and placement recommendations
- **DOCUMENTATION & CONSISTENCY** of philosophy/practice
- **APPEALS PROCESS**
- Alternatives for **REFUGEES**

# Global Convention on Recognition

## What it does NOT mean for the US?

- Respects institutional autonomy in terms of standards, policies, procedures.
- Does not prescribe policies or establish a global framework.
  - A global convention will also fully recognize the sovereign nature of higher education policies and thus the sovereignty of State Parties to award diplomas, degrees and certificates in all fields of higher education within their systems.
- “Substantial difference” not strictly defined – an advantage for the US

# The Global Convention on Recognition: What is it?

- ✓ Establishes the right to **obtain educational recognition** and provide information about education systems
- ✓ Requires parties to make recognition practices **fair, consistent, non-discriminatory, non-arbitrary, transparent, quality-assured and “in accordance with established rules and regulations of each Party”**
  - ✓ Recognition should be **based on good information and clear criteria**
  - ✓ recognition should be granted unless there are **substantial differences**
  - ✓ **explanation/appeal** should be available
- ✓ **alternatives should be offered for those in Refugee-like situations** (unverifiable credentials)



# Article III: The GCR's Basic Principles

- Right of individuals to have their qualifications assessed for the purposes of applying for admission to study or seeking employment opportunities
  - ✓ process is affordable and accessible
  - ✓ documentation and consistency philosophy/practice
  - ✓ transparency of policy, decisions, and placement recommendation
  - ✓ fair, clear, and non-discriminatory
  - ✓ accuracy of information and eradication of fraud
  - ✓ respect for diversity of education systems
  - ✓ appeals process

# Discussion Question 1:

*Right of individuals to have their qualifications assessed for the purposes of applying for admission to study or seeking employment opportunities*

- **How are international qualifications assessed at your institution?**
  - Outsource, evaluate in-house, some combination, other?
- **Why do you choose to do it that way?**

# Article III: The GCR's Basic Principles

- Right of individuals to have their qualifications assessed for the purposes of applying for admission to study or seeking employment opportunities
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  - ✓ respect for diversity of education systems
  - ✓ appeals process

## Discussion Question 2:

- ✓ documentation and consistency philosophy/practice
- ✓ transparency of policy, decisions, and placement recommendation
- ✓ fair, clear, and non-discriminatory

- **How does your institution communicate to prospective students the policies, practices and process necessary for the review of their credentials prior to enrollment ?**
- **What could you be doing differently or better when viewed through the lens of Article III of the GCR?**

# Discussion Question 3:

- ✓ accuracy of information and eradication of fraud
- ✓ respect for diversity of education systems

- **What resources do you use to ensure that you have information that is current and accurate? Who on your team has access to those information sources?**
- **How do you train your team to ensure that they are making appropriate decisions and can identify potential fraud?**

# Discussion Question 4:

✓ **appeals process**

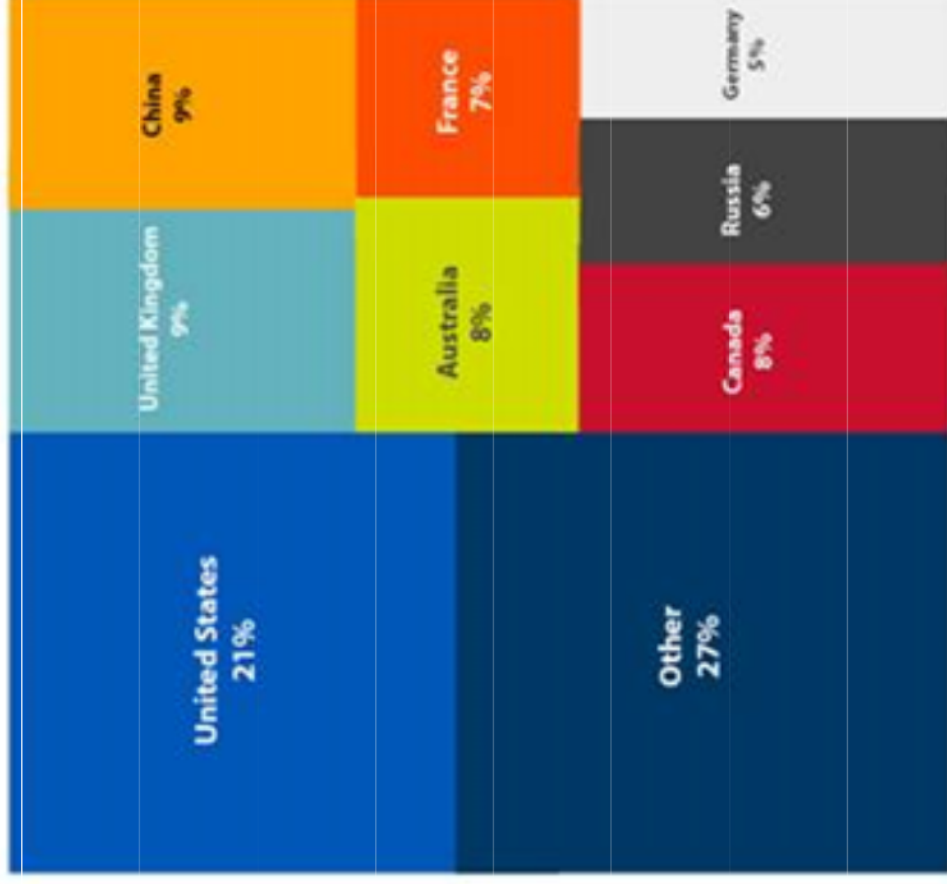
- **How and to what extent do you communicate evaluations to prospective students?**
- **What is the process for appealing an unfavorable evaluation?**

# GLOBAL COMPETITION FOR INTERNATIONAL STUDENTS

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2018: 5.3 million students worldwide



Source: Institute of International Education, Project Atlas; A.T. Kearney analysis

**The GCR: Raises the bar for US institutions  
to be more clear and transparent in the  
marketplace.**



## Discussion Question 5:

- How do we represent our agreement with the principles of the GCR the diversity of the US higher education landscape to prospects and international governments?
- What can we say as a nation vs. what is reserved for individual institutional marketing efforts?