

# ANNEX I

TNE at upper secondary  
education level in 7 countries

## TRANSNATIONAL EDUCATION IN THE ADRIATIC AND MEDITERRANEAN REGIONS



Co-funded by  
the European Union

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Regulation, quality assurance and information  
provision in 7 countries





# ANNEX I

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TNE at upper secondary education  
level in 7 countries

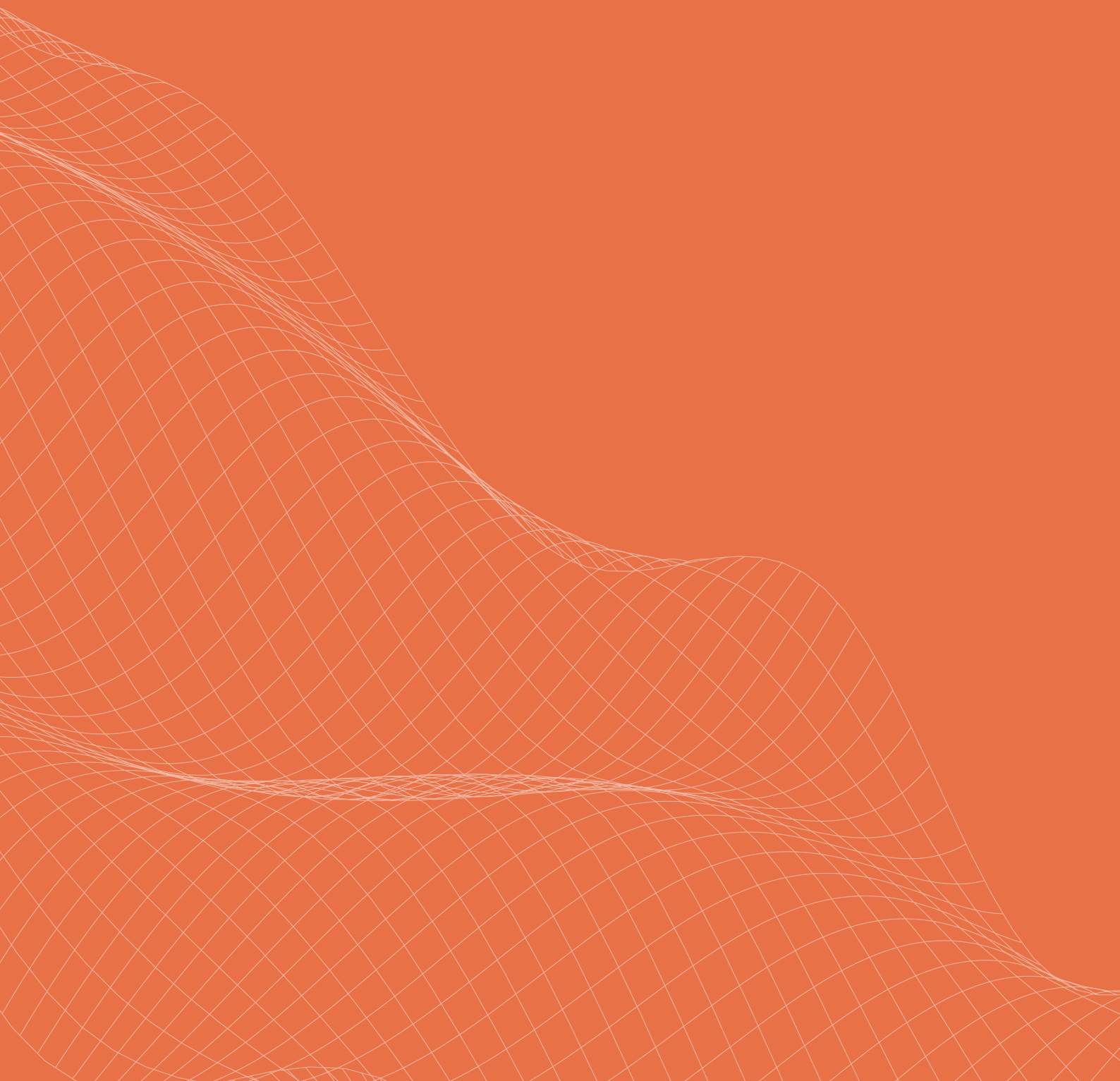
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# INTRODUCTION

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The number of international schools is increasing at global level, with a 52% growth in the last ten years. Europe has seen a 32,3% raise in its number of international schools and a 23% in the number of students enrolled<sup>1</sup>. The steady enlargement of the phenomenon makes more urgent the need of sharing information, especially in the perspective of ensuring the automatic recognition of final upper secondary school qualifications giving access to higher education and issued by international schools.

In this publication, the term “international schools” will be broadly used to refer to the different existing nomenclature concerning the upper secondary schools issued by “foreign educational institutions” operating in a certain country, which could descend from bilateral or international agreements, promoted by international private entities or standardised programmes.

The recognition of qualifications issued by such institutions is regulated by the Lisbon Recognition Convention, which in the article IV.9 states that “For the purpose of admission to programmes of higher education, each Party may make the recognition of qualifications issued by foreign educational institutions operating in its territory contingent upon specific requirements of national legislation or specific agreements concluded with the Party of origin of such institutions”.

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<sup>1</sup> ISC Research, “White paper. Why more international schools keep opening. Factors impacting the demand and development of international schools”. February 2023. URL: [https://storage.pardot.com/752113/1676295990ZgjGIYNY/ISC\\_Research\\_white\\_paper\\_Why\\_more\\_international\\_schools\\_keep\\_opening.pdf](https://storage.pardot.com/752113/1676295990ZgjGIYNY/ISC_Research_white_paper_Why_more_international_schools_keep_opening.pdf)

With the general aim of supporting automatic recognition of these qualifications for the purpose of accessing higher education, the objectives of this annex are to:

- explore the phenomenon of transnational education at the secondary education level in the countries partner of the AdReN and MAREN projects;
- provide information on the legislation in place at national level on the recognition of final upper secondary school qualifications issued by transnational institutions;
- present the types of TNE institutions operating in the countries;
- share the existing good practices at national level related to the recognition of final upper secondary school qualifications giving access to higher education, issued by international schools.

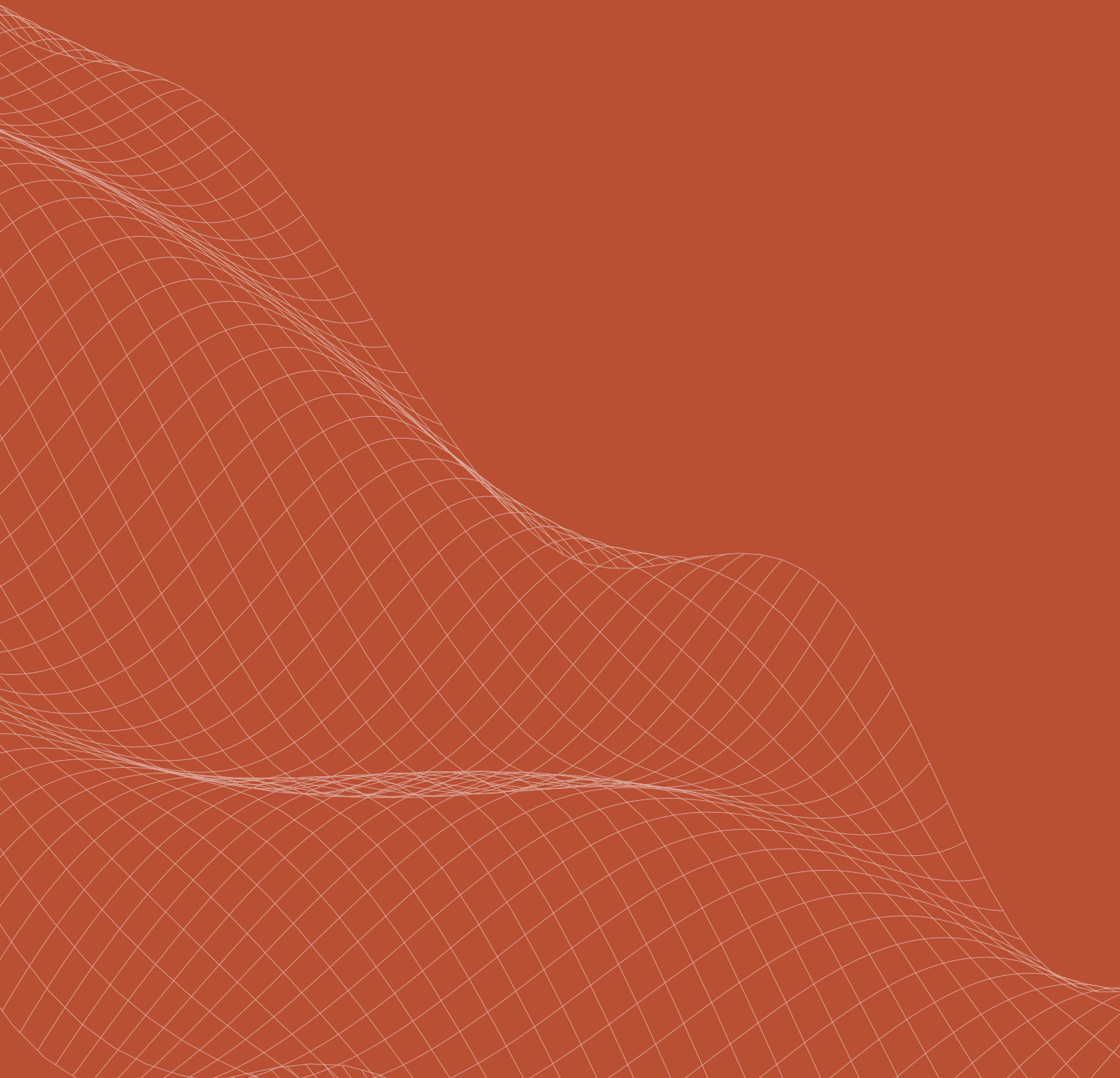
The document constitutes the annex of the publication “[Transnational education in the Adriatic and Mediterranean regions. Regulation, quality assurance and information provision in 7 countries](#)”, realised in the framework of the MAREN project, co-funded by the European Union under the Erasmus+ programme and published in March 2024. The document offers information on regulation, quality assurance and information provision of international schools in the perspective of recognition of qualifications issued by institutions offering transnational education, giving access to higher education in the 7 countries involved (Croatia, France, Greece, Italy, Portugal, Slovenia, Spain).

The text is targeted at higher education institutions, ENIC-NARIC centres, competent authorities in the field of recognition and other entities who, for various reasons, are involved in the recognition of final upper secondary school qualifications giving access to higher education.



# STATE OF PLAY ON TNE IN THE 7 COUNTRIES

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# Croatia

## Policy framework

As concerns the governance of secondary schools in Croatia, the main bodies entitled to found secondary schools are the Republic of Croatia, counties and legal persons. Moreover, all secondary schools (409) have the approval of the ministry responsible for education for their work.

Schools founded by the Republic of Croatia (12), counties (350) or religious communities (16) are financed from the state budget, while other private schools are financed from their own resources (31). In most cases, regional authorities at the county level manage secondary schools. Decentralisation devolved some responsibilities for schooling to sub-national authorities, who can now co-finance schools alongside the central government, and oversee the infrastructure, capital investment and maintenance of schools in their territory. Sub-national governments also have the authority to open and close schools.

According to **the Primary and Secondary School Education Act**<sup>2</sup>, the school can implement an international curriculum upon the approval of the ministry responsible for education. An international curriculum is considered a standardised programmes of an international organisation or institution that is also implemented in other countries.

Moreover, according to the Act, schools can be established on the basis of international and bilateral agreement or another international act, like the ones stipulated with the United States of America, the Federal Republic of Germany and the French Republic.

With reference to the quality assurance mechanisms in place, according to the Primary and Secondary School Education Act, a school established on the basis of international and bilateral agreement or other international act, regulates itself the organisation and management of the

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<sup>2</sup> **Primary and Secondary School Education Act** (NN 87/08, 86/09, 92/10, 105/10, 90/11, 5/12, 16/12, 86/12, 126/12, 94/13, 152/14, 07/17, 68/18, 98/19, 64/20, 151/22, 155/23, 156/23): <https://www.zakon.hr/z/317/Zakon-o-odgoju-i-obrazovanju-u-osnovnoj-i-srednjoj-%C5%A1koli>.

school, monitoring the evaluation of student achievements and the type and level of education for establishing an employment relationship.

At the end of secondary education, according to the international curriculum, the international organisation or institution issues a public document to the student proving the completion of secondary education. The document is recognised in the Republic of Croatia for further studies.

## Types of transnational institutions operating in the country

In the Croatian system, there are two different types of transnational institutions offering secondary education programmes, namely:

- schools established on the basis of **international or bilateral agreements** (with United States of America, Federal Republic of Germany or French Republic)
- schools established **by the counties or private persons**, which have the permission of an international organisation and the Ministry to carry out an international curriculum (for example IB or British curriculum).

## List of institutions

### IB programmes:

- XV. *Gymnasium*, Zagreb, Croatia
  - International Baccalaureate Middle Years Programme (IBMYP)
  - International Baccalaureate Diploma Programme (IBDP)

General regulations.
- Private secondary school – *ASPALATHOS – International school Split*, Dugopolje, Croatia
  - International Baccalaureate Middle Years Programme (IBDP)
- *Gymnasium Varaždin*, Varaždin, Croatia
  - International Baccalaureate Diploma Programme (IBDP)

General regulations.

- The first Croatian Gymnasium in Rijeka, Rijeka, Croatia
  - International Baccalaureate Middle Years Programme (IBMYP)
  - International Baccalaureate Diploma Programme (IBDP)

**Other international programmes:**

- Gymnasium die Lehrpläne des Landes Thüringen – Deutsche Internationale Schule in Zagreb, Zagreb, Croatia
- Private Gymnasium Dr. Časl, Zagreb, Croatia
  - International Gymnasium Program in English language (Cambridge Assessment International Examinations)
- American Academy – Private secondary school, AMAC MEĐUNARODNA ŠKOLA, Zagreb, Croatia
  - Secondary school accredited by Middle States Association Commissions on Elementary and Secondary Schools
- International British School Bright Horizons, Zagreb, Croatia
  - International education at the secondary level

Please, find more useful resources on transnational institutions operating at secondary school level in Croatia at the following webpage: [Školski e-Rudnik \(ŠeR\)](#).



## French schools abroad

### Policy framework

France has a broad range of middle and secondary schools abroad managed by AEFÉ (Agency for French Education Abroad). French schools abroad (Lycées français à l'étranger) are institutions established by the French government to provide French education to French expatriate communities and local students in various countries. These schools follow the French curriculum and are subject to French regulations and oversight. French schools abroad are overseen by the French Ministry of Foreign Affairs and the Agency for French Education Abroad (AEFE) under the law **Loi n°90-588 du 6 juillet 1990 portant création de l'Agence pour l'enseignement français à l'étranger (1) - Légifrance** ([legifrance.gouv.fr](https://www.legifrance.gouv.fr)).

### Good practices

French schools abroad offer the same curriculum as schools in France, including subjects taught in French and adherence to the French educational system. Qualifications obtained from French schools abroad are recognised in France and often treated similarly to diplomas obtained within the French education system. French schools abroad play a crucial role in promoting the French language and culture globally.

### Types of transnational institutions operating in the country

Those French Schools abroad are distinguished by different status:

- Schools directly managed by the Agency for French Education Abroad (AEFE)
- Conventional schools
- Partner schools

## List of institutions

French TNE abroad are located in 139 countries with 370 000 pupils (60% foreigners) and 8 600 teachers from the French Ministry of Education. The **Arrêté du 15 juin 2023 fixant la liste des écoles et des établissements d'enseignement français à l'étranger homologués** - **Légifrance** ([legifrance.gouv.fr](https://legifrance.gouv.fr)) lists them all.

## Foreign Schools in France

### Policy framework

Foreign schools in France are typically educational institutions established by foreign governments or organisations to serve the educational needs of expatriate communities. These schools often follow the curriculum and education system of their home country while operating within the legal framework of France. The recognition of qualifications obtained from foreign schools in France can vary. Some foreign diplomas might be recognised by French authorities, while others might require an equivalence process to determine their equivalence to French qualifications. Some foreign schools might seek accreditation from international educational organisations to ensure quality standards are met.



## Greece

### Policy framework

The Greek education system remains a fairly centralised system<sup>3</sup>. The essential competences for educational policy and administration are all centralised and the Minister of Education and Religious Affairs, who is responsible for them.

The detailed and timetabled programmes applied to the High School are drawn up by the Institute of Educational Policy (IEP), which, among other things, provides opinions or recommendations on matters concerning:

- a) secondary education curricula
- b) school books
- c) other teaching aids.

As regards secondary school education, management and governance fall under:

- the Ministry of Education, Religious Affairs and Sports (central level)
- the regional directorates of secondary education (regional level)
- the secondary directorates of education (prefecture level)
- school units.

The national **Law 4862/1931** ([Government Gazette Issue 156 A/7-7-1931](#)) is regulating private international schools operating in Greece and which offer secondary schools programmes.

Natural persons (non-Greek citizens) or legal persons that do not live in Greece may establish bilateral agreements aimed at establishing secondary schools belonging to other education systems. The authorisation to establish and operate a private international school is subject to conditions defined by law. In Greece, nowadays, there are about 30 private international schools.

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<sup>3</sup> Organisation and governance of the Greek system: <https://eurydice.eacea.ec.europa.eu/national-education-systems/greece/organisation-and-governance>.

The **Law 4142/2013** ([Government Gazette Issue 83 A/9-4-2013](#)) regulates the quality assurance mechanisms in place at the national level for the international schools operating in Greece. According to the law, the decisions of the Authority are notified to the Minister of Education and Religious Affairs, Culture and Sports. By the end of May of each year, the Authority prepares a report on the quality of primary and secondary education for the previous year, which is submitted to the Speaker of the Parliament and the Minister of Education and Religion, Culture and Sports.

As concern Private International Schools established in Greece, for each school of this specific category, the quality assurance mechanism of the foreign country of which the curriculum is been followed, is taken into consideration.

According to Greek legislation, the final school leaving diploma awarded by private international schools is considered equivalent to the Greek ones. The holders are eligible, if they wish, to participate in the Panhellenic exams in order to enter the Greek university.

## **Types of transnational institutions operating in the country**

According to their curriculum, international schools are classified in:

- International schools following the curriculum of the foreign country, which address mainly foreign nationals living in Greece
- International schools with a Greek curriculum, which follow the same curriculum as Greek state schools, by placing emphasis on foreign language teaching and several other subjects
- International schools with a Greek and foreign curriculum, which operate as two independent sections.

Moreover, the **School of European Education - Heraklion** is offering an International Baccalaureate in Greece.



Please, find more information about other schools offering International Baccalaureates in Greece at the following database: [https://www.international-schools-database.com/in/athens-greece?filter=on&curriculum\[\]=IB](https://www.international-schools-database.com/in/athens-greece?filter=on&curriculum[]=IB).



## Policy framework

Analysing first the status of secondary education institutions offering final school leaving qualifications in Italy, foreign schools are recognised by the Italian state by virtue of bilateral or multilateral cooperation agreements in the field of education or based on international programmes and initiatives.

## Types of transnational institutions operating in the country

Among the types of transnational institutions operating in Italy, the following ones should be mentioned:

- foreign schools operating in the country on the basis of bilateral agreements, which explicitly provides for the recognition of qualifications,
- European Schools,<sup>4</sup>
- schools authorised to issue the title of International Baccalaureate,
- international schools (e.g. the International School of Trieste).

There are also institutions that fall into the category of “non-accredited private schools”, that could be inserted in a register by the competent regional authorities and issue final qualifications without legal value in Italy, for the recognition of which a case-by-case assessment is required.

## List of institutions

A comprehensive overview of the regulatory framework, the main characteristics and an updated list of foreign schools operating in Italy is reported in the document “[Foreign schools in Italy and Italian schools abroad. Legislation, characteristics and recognition of qualifications](#)”<sup>5</sup>.

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<sup>4</sup> The Italian legislation acknowledges the regulatory development of the European schools, up to the most recent Law n. 151 of 6 March 1996, which ratifies in Italy the “Convention relating to the Statute of the European Schools”, signed in Luxembourg on 21 June 1994 (<https://www.normattiva.it/uri-res/N2Ls?urn:nir:stato:legge:1996-03-06;151>).

<sup>5</sup> L. Lantero, C. Finocchietti, E. Gitto, A. Garner, “[Foreign schools in Italy and Italian schools abroad. Legislation, characteristics and recognition of qualifications](#)”, CIMEA DOC 135, July 2021.



## Portugal<sup>6</sup>

### Policy framework

Secondary school governance in Portugal is based on a framework of autonomy, administration, and management of public institutions for preschool, primary, and secondary education. The autonomy, administration, and management of school clusters and standalone schools are guided by the principles of equality, participation, and transparency. Administration and management are ensured by designated bodies responsible for upholding these principles. Governance bodies of school clusters and standalone schools include the following:

- a) The General Council
- b) The Director
- c) The Pedagogical Council
- d) The Administrative Council.

In Portugal, private and cooperative schools, as well as private institutions intending to offer foreign qualifications or international secondary-level educational programmes, must be authorised by the Ministry of Education, Science, and Innovation (MECI). Secondary-level qualifications (and basic level ones) they intend to offer must be recognised by MECI and accredited by the competent authorities.

Authorisation for operation must be requested in accordance with **Decree-Law No. 152/2013**, of November 4 – Statute of Private and Cooperative Education, which defines the legal framework applicable to private and cooperative non-higher education establishments.<sup>7</sup>

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<sup>6</sup> The following answers were provided by the Portuguese authority for Education at pre-University levels, the Directorate-General for Education.

<sup>7</sup> More information is currently available on the DGE website: <https://www.dge.mec.pt/>.

As concern secondary schools belonging to other education systems established in Portugal, these are regulated by the following bilateral agreements:

- *Lycée Français Charles Lepierre*, Lisbon: Cultural, Scientific, and Technical Cooperation Agreement between the Government of the Portuguese Republic and the Government of the French Republic – Decree-Law No. 28/71, of February 6;
- *Deutsche Schule Lissabon* (German School Lisbon) | *Deutsche Schule zu Porto* (German School Porto): Cultural Agreement between Portugal and the Federal Republic of Germany – Decree-Law No. 46877/1966, of February 18;
- *Instituto Español Giner de los Ríos, Dafundo-Algés*: Cultural Agreement between Portugal and Spain – Decree-Law No. 654/70, of December 29.

Recognition of qualifications issued by such institutions at national level is conducted by the Directorate-General for Education based on government-approved legislation (Decree-Law No. 227/2005, of December 28; Ordinance No. 224/2006, of March 8; Ordinance No. 699/2006, of July 12).

## **Types of transnational institutions operating in the country**

In Portugal, there are private and cooperative schools, some initiated by private initiatives (e.g., international educational institutions/organisations and/or groups) that offer international secondary education programmes, such as Cambridge International Education (CIE) and the International Baccalaureate Organization - IBO (Switzerland). The establishment and operation of such schools require MECI recognition, and this category also includes schools offering the national curricula of foreign countries, authorised by the relevant educational authorities.

As of now, there are no public or private schools in Portugal offering the European Baccalaureate Diploma. Indeed, this curriculum is only authorised in “European Schools” (Schola Europaea) or “Accredited European Schools.”

Nevertheless, there are many private and cooperative schools offering the International

Baccalaureate Diploma Programme (IB DP), under the International Baccalaureate Organization - IBO (Switzerland).

## **List of institutions**

There is not any official lists of international schools operating in Portugal available through national authorities. It is recommended to directly consult the Directorate-General for School Administration to learn more about a specific institution.

## **Good practices**

The recognition system for secondary-level qualifications obtained through one-year foreign exchange programmes.



# Slovenia

## Policy framework

Ministry responsible for education is the competent authority for secondary education.

International Education Programmes Implementation Act (Zakon o izvajanju mednarodnih programov s področja vzgoje in izobraževanja (Uradni list RS, št. 46/16)/ (courtesy translation) enables delivery of **the international primary and secondary programmes** operating in a foreign language in Slovenia.

This Act (article 1) regulates the conditions for the delivery of international programmes in the field of education, which in the Republic of Slovenia operate in a foreign language and have not acquired public validity in accordance with the Act governing the organisation and financing of education, namely:

- an educational programme accredited in a foreign country (a foreign programme),
- the programme of the International Organization of the European School, based in Brussels ("EB Program")<sup>8</sup>.
- the programme of the International Baccalaureate Office in Geneva ("IB Program")<sup>9</sup>.
- The delivery of these programmes is in principle not financed from Slovene public funds (exceptions can be co-financing of "EB Program" and "IB Program").

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<sup>8</sup> Slovenia ratified the Convention defining the Statute of the European Schools in 2004. Special provisions on some details regarding subjects, conversion of grades etc. are determined by Rules for transferring from the European Schools programme into the Slovenian education system (National Gazette of the Republic of Slovenia No. 25/17 <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV12964>). The European Baccalaureate Certificate gives general access to all higher education programmes in Slovenia.

<sup>9</sup> The IB Diploma is equivalent to the Slovenian general matura by The Matura Examination Act (Official Gazette of the Republic of Slovenia, no. 1/07 and 46/16-ZOFVI-K and 37/24). Slovenia has regulated providing of the IB programmes offered in Slovenia by The Rules on the delivery of the IB education programme (Official Gazette of the Republic of Slovenia, no. 67/04 in 44/08). Provisions determine transition to the Slovenian education system taking into account all subjects and grades, comparable to the Slovenian programme of gymnasia, conversion of IB grades into the Slovenian matura points, considering higher level of subjects and calculation of general success etc. The same rules apply to all IB Diplomas regardless of an accredited school provider. The IB Diploma gives general access to all higher education programmes in Slovenia.

A foreign programme must be an accredited educational programme in the country of origin. A private kindergarten and school that implements such international programmes may start implementing the programme after entry in the register of private kindergartens and schools that implement international programmes. The register is kept by the ministry responsible for education<sup>10</sup>.

## Good practices

The case of good practice is in article 5 of the International Education Programmes Implementation Act, which defines equality of finished IB Diploma and EB programmes with Slovene secondary school leaving qualifications.

5. člen (listina o izobraževanju) / Article 5 (education certificate):

- “(1) A certificate issued by a school, providing an international program, is a foreign document and shall be evaluated and recognized in accordance with the Assessment and Recognition Act.
- (2) Notwithstanding the previous paragraph, the certificate issued in the European Schools program and IB program is equal to the official document of education issued in publicly valid educational programs (secondary leaving qualification) in accordance with the law governing primary education, secondary education and matura”<sup>11</sup>.

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<sup>10</sup> Further details on Register zasebnih vrtcev in šol, ki izvajajo mednarodne programe (only in Slovene): [Storitve Ministrstva za vzgojo in izobraževanje | GOV.SI](#).

<sup>11</sup> Unofficial translation of the articles. In original language: “(1) Listina o izobraževanju, ki jo izda šola, ki izvaja mednarodni program iz 1. člena tega zakona, je tuja listina in se vrednoti in priznava v skladu z zakonom, ki ureja vrednotenje in priznavanje izobraževanja.  
(2) Ne glede na prejšnji odstavek je listina o zaključku izobraževanja, izdana v programu evropske šole in programu IB, enakovredna javni listini o zaključku izobraževanja, izdani v javno veljavnih izobraževalnih programih v skladu z zakonom, ki ureja osnovnošolsko izobraževanje, srednješolsko izobraževanje in maturo”.

## Types of transnational institutions operating in the country

Different types of private transnational institutions can be found in the official register of private kindergartens and schools that implement international programmes.

**The European Schools – Schola Europaea** ([www.eurisc.eu](http://www.eurisc.eu)) is an intergovernmental organisation, which has established, finances, and administers a small group of multilingual international schools, bearing the title "European School", which exist primarily to offer an education to the children of staff employed in the structures of the EU. They offer accreditation to other schools, bearing the title "Accredited European School", under national jurisdiction within EU member states to provide its curriculum (Nursery school, five years of Primary school and seven years of Secondary school).

General recognition of education, obtained in the European School programmes, is stipulated by the Convention defining the Statute of the European Schools.

**IB – International Baccalaureate Office** (Geneva; <https://www.ibo.org/>) is a non-profit organisation selling products and services to schools analogous to a franchise network. It offers four educational programmes: the IB Diploma Programme and the IB Career-related Programme for students aged 15 to 19, the IB Middle Years Programme for students aged 11 to 16, and the IB Primary Years Programme for children aged 3 to 12. All programmes or schools must be authorised by the IB.





# Spain

## Policy framework

As for the Spanish case, **Royal Decree 806/1993**<sup>12</sup> of 28th of May, regulates foreign teaching centres in Spain. There are also agreements of collaboration for foreign institutions to settle into Spanish soil and vice versa.

## Types of transnational institutions operating outside the country

As mentioned above, we can find that **Royal Decree 806/1993** divides centres into two types:

- 1.** Centres that provide formal education at levels *equivalent to the compulsory levels* of the education system that can be:
  - a)** Centres where studies of a foreign education system are taught, together with teachings of Spanish language and culture and, where appropriate, teachings of the languages of the Autonomous Communities.
  - b)** Centres where only studies from a foreign education system are taught.
- 2.** Centres offering formal education *equivalent to non-compulsory levels* of the Spanish education system.

As for the first type of centres, degrees obtained in these centres will be automatically recognised, while for the second type, their degrees will have to undergo a recognition process by the competent authority. Indeed, these centres must be recognised by the local government to operate and deliver their teachings, and they must be registered in the regional registers of **the Autonomous Communities**, and they are also included in the *Registro estatal de centros docentes no universitarios* (RCD). Other studies from non-authorized centres or programmes will not be recognised in Spain.

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<sup>12</sup> Royal Decree 806/1993, 28th May: <https://www.boe.es/buscar/act.php?id=BOE-A-1993-16128&p=20100312&tn=1>.

We should also mention the **European Schools**<sup>13</sup>, which are educational establishments set up jointly by the governments of the Member States of the European Union (EU) throughout agreements<sup>14</sup> to provide multicultural and multilingual education based on competence-based learning and with a European dimension. Their main purpose is to provide education for the children of officials of the EU institutions. The schools have the legal status of public educational establishments in the countries in which they are located. They provide pre-school, primary and secondary education according to a specific curriculum supervised by the Board of Inspectors of the European Schools. Students can select a language from the different sections available, and at the end of their secondary education, they receive **the European Baccalaureate diploma**, which gives them the same rights as the official national diplomas and tests of the EU Member States granting access to higher education studies.<sup>15</sup>

Furthermore, the Ministry of Education, Vocational Training and Sports has signed **collaboration agreements**<sup>16</sup> with non-university educational centres in different Latin American countries. There are currently centres in Argentina (2), Brazil, Chile (2), Colombia, Costa Rica, Ecuador, El Salvador, Guatemala, Mexico (2), Dominican Republic and Uruguay, coordinated by the Ministries of Education of Argentina, Brazil and Mexico. These centres<sup>17</sup> include in their curricula, as additional subjects to those of their respective curricula, the subjects of Spanish Literature, Geography and History and, if their official language is other than Spanish - as is the case of Brazil - also Spanish Language. Students are granted the diplomas of *Graduado*

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<sup>13</sup> Please, find the list of European Schools set up in Spain at the following link: <https://www.educacion.gob.es/centros/buscarCentros?codaut=60&nombreaute=EXTRANJERO&codprov=00&tipocentro=6105>.

<sup>14</sup> *Convenio por el que se establece el Estatuto de las Escuelas Europeas, hecho en Luxemburgo el 21 de junio de 1994, BOE-A-2004-8363*: <https://www.boe.es/buscar/doc.php?id=BOE-A-2004-8363>.

<sup>15</sup> For more information, please visit the European Schools webpage, at the following link: <https://www.eursec.eu/en>.

<sup>16</sup> Please, find more information about these national collaboration agreements at the following link: <https://www.educacionfpydeportes.gob.es/contenidos/ba/actividad-internacional/oficinas-centro-exterior/centros-docentes/centro-convenio.html>.

<sup>17</sup> Please, find the list of non-university centres at the following link: <https://www.educacion.gob.es/centros/buscarCentros?codaut=60&nombreaute=EXTRANJERO&codprov=00&tipocentro=6202>.

en ESO or Bachiller, regardless of the qualification awarded by the education systems of the countries in which they are located.

## List of institutions

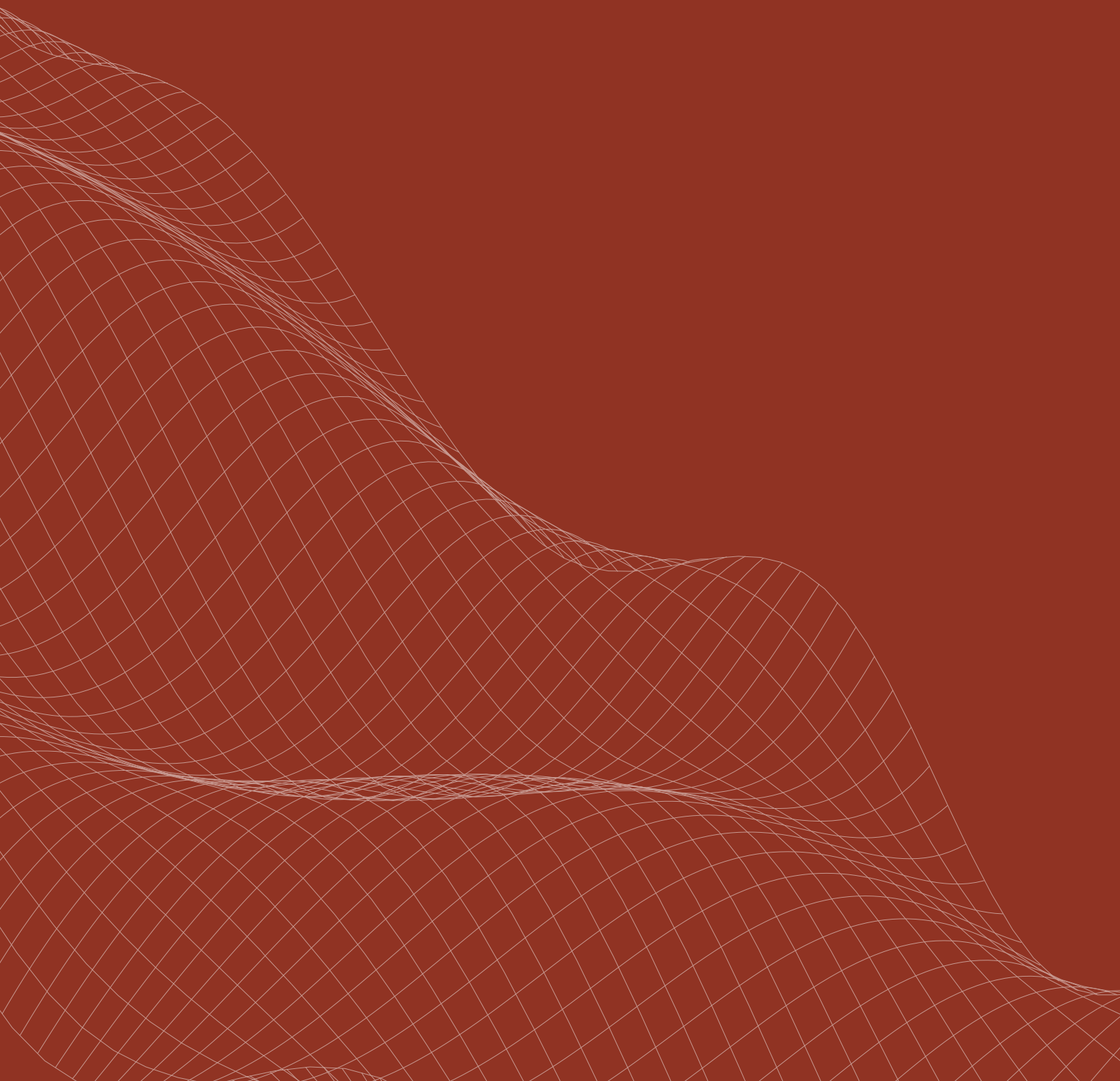
- More information on Spanish centres operating abroad, and foreign centres in Spain can be found at the following link: *Centros docentes | Ministerio de Educación, Formación Profesional y Deportes* ([educacionfpydeportes.gob.es](http://educacionfpydeportes.gob.es))
- To find out more about foreign centres operating in Spain which provide formal education equivalent to **Spanish compulsory and non- compulsory levels** please check: [Registro estatal de centros docentes no universitarios \(RCD\) Centros](#)
- **European School** of Alicante (Spain): [Escuelas Europeas | Escuela Europea de Alicante](#)
- **Centres with collaboration agreements:** [Centros de Convenio - Acción Educativa Exterior | Ministerio de Educación, Formación Profesional y Deportes.](#)

Country	Specific legislation for international upper secondary school	Accreditation competent authority
<b>Croatia</b>	Yes. Primary and Secondary School Education Act	Centralised. By Ministry of Education
<b>France</b>	N/A	Ministry or international educational organisations
<b>Greece</b>	Yes	Centralised. By Ministry of Education.
<b>Italy</b>	Yes. Procedure.	Depending on the typology of school
<b>Portugal</b>	Yes	Centralised. By Ministry of Education.
<b>Slovenia</b>	Yes	Centralised. By Ministry of Education.
<b>Spain</b>	Yes	Centralised. By Ministry of Education.

	Types of institutions	Automatic recognition of qualifications issued by such institutions	Available lists
	Bilateral agreements or international schools established by private entities or counties.	Yes	Yes
	Bilateral agreements or international schools established by private entities	Depending on the typology of the document	No
	Bilateral agreements or international schools established by private entities	Yes	Yes (for IB schools)
	Bilateral agreements or international schools established by private entities	Yes	Yes
	Bilateral agreements or international schools established by private entities	Yes	No
	Bilateral agreements or international schools established by private entities	Yes	No
	Bilateral agreements or international schools established by private entities	Yes	Yes

# CONCLUSIONS

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The compared analysis of transnational education applied to upper secondary school in the 7 countries taken into consideration in the study presents elements in common and points of diversity, according to the specific national contexts. The findings are coherent and in line with the ones included in the publication “Transnational Education in the Adriatic and Mediterranean regions. Regulation, quality assurance and information provision in 7 countries”, which focused on TNE institutions at the higher education level.

Indeed, data collected provides a diverse overview of the complexity behind transnational education in upper secondary education, in the countries involved in the analysis. From a general point of view, most of the countries have specific legislation at national level regulating the activity of international schools, and they recognise qualifications issued by them in line with the article IV.9 of the Lisbon Recognition Convention. The only exception is represented by France, where there is no specific regulation in place for international schools.

Looking at the different types of TNE upper secondary schools operating at national level, the existing typologies may be hence summarised into two different categories:

- International schools based on bilateral or international agreements
- Private international schools which offer international standardised curricula

Depending on the national legal framework, the competency for **accreditation of international schools** varies: the majority of countries has a centralised system, this is the case for Croatia, Greece, Portugal, Slovenia and Spain. In Italy the competence may fall under the Ministry or the regions depending on the typology of international school; in France the competence is upon the Ministry, but for private international schools’ quality assurance is carried out by the international educational organisations offering the international programmes.

Almost all countries implement **automatic recognition** of final upper secondary school qualifications giving access to higher education, while some of them apply automatic recognition depending on the typology of the awarding institution. Automatic recognition of final upper school qualifications giving access to higher education is implemented upon the accreditation of the school, therefore quality assurance mechanisms are broadly considered a fundamental aspect prior to automatic recognition of qualification. In general terms, when the establishment of international schools is based on bilateral or international agreements, the automatic recognition of qualifications issued by the institutions falling under the agreement is foreseen in the agreement itself; while for the private international schools operating in the country automatic recognition is implemented is the awarding school is accredited at national level and operates under the conditions established by law.

The document represents a tentative exercise of information sharing on the topic of transnational education at the upper secondary school level, among the countries participating in the analysis. The complexity shown is also characterised by the different approaches and methodologies used at national level to implement the Lisbon Recognition Convention. The study here presented demonstrates that there is wide margin to improve policy harmonisation and enhance information sharing among the different countries, to support full implementation of automatic recognition of upper secondary qualifications giving access to higher education.





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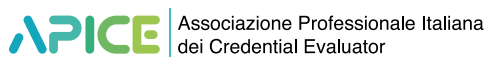
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