



UDC 341.232.7(4:477):378.21  
DOI <https://doi.org/10.32999/ksu2413-1865/2025-110-12>

## SOCIAL DETERMINANTS IN RECOGNIZING HIGHER EDUCATION DIPLOMAS

Kovalenko Serhii Petrovych,  
lecturer  
English Language and Communication Department  
Faculty of Romance and Germanic Philology  
*Borys Grinchenko Kyiv Metropolitan University*  
s.kovalenko@kubg.edu.ua  
orcid.org/0000-0002-9131-3912

**Aim.** This article explores higher education diplomas recognized based on their social determinants across Europe. Academic mobility, the application of international educational standards, cultural and linguistic barriers, and the principle of equal access to education are the key factors forming the internationalization process in education.

**Methodology.** Qualitative analysis is applied to international legal frameworks, educational policy documents, and institutional practices that regulate diploma recognition. Using comparative data and official sources, it explores initiatives like the Bologna Process, Lisbon Convention, and Erasmus+ to determine their effect on harmonizing higher education and academic cooperation.

**Results.** Academic mobility is a key instrument that corporations use to foster cross-border partnerships and scientific exchange. Backed by various EU actions, it encourages educational systems to align with one another and streamlines coordination. However, it still struggles with bureaucratic speed bumps, and concern about brain drain hangs over the EU. Quality and comparability between institutions are still (and always will be) closely monitored via accreditation. Standards, trust, and transparency: bodies like ENQA and Ukraine's NAHEQA maintain standards and mutual trust, while tools such as the ESG and EQF facilitate openness and mobility. The new study also explains how differences in language and culture stand in the way of diplomas being recognized. Fostering inclusivity and intercultural dialogue – the crux of multilingualism initiatives, including the European Centre for Modern Languages and EU multilingualism policies – is key to integrating diverse learners and professionals.

**Conclusions.** As a fundamental value of the EU, access to education is affirmed. Still, restrictive migration and security policies result in the denial of access to education to vulnerable groups, and in particular to refugees and migrants. The piece notes that as EU strategies evolve, they must address these tensions to provide a fair recognition of qualifications while being attentive to national concerns and respecting the universal right to education and career development in an interconnected world.

**Keywords:** *academic mobility, diploma recognition, higher education accreditation, cultural and linguistic barriers, equality of access to education.*

## СОЦІАЛЬНІ ДЕТЕРМІНАНТИ У ВИЗНАННІ ДИПЛОМІВ ВИЩОЇ ОСВІТИ

Коваленко Сергій Петрович,  
викладач кафедри англійської мови та комунікації  
факультету романо-германської філології  
*Київський столичний університет імені Бориса Грінченка*  
s.kovalenko@kubg.edu.ua  
orcid.org/0000-0002-9131-3912

**Мета.** Стаття досліджує соціальні детермінанти, що впливають на визнання дипломів про вищу освіту в Європі. У центрі уваги – академічна мобільність, впровадження міжнародних освітніх стандартів, культурні та мовні бар'єри, а також принцип рівного доступу до освіти як ключові чинники, що формують цей процес.

**Методологія.** Дослідження базується на якісному аналізі міжнародних правових рамок, освітніх політик та інституційних практик, які регулюють визнання дипломів. Залучено порівняльні дані та офіційні джерела, розглянуто такі ініціативи, як Болонський процес, Лісабонська конвенція та програма Erasmus+, для оцінки їхнього впливу на гармонізацію та співпрацю у сфері вищої освіти.

**Результати.** Академічна мобільність постає як ключовий механізм сприяння транснаціональній співпраці та науковому обміну. За підтримки ініціатив ЄС вона сприяє зближенню освітніх систем і спрощенню процедур визнання дипломів, попри наявні труднощі, як-от бюрократичні бар'єри



та ризик відтоку кадрів. Акредитація залишається центральним інструментом забезпечення якості та порівнюваності між установами. Такі організації, як ENQA та українське НАЗЯВО, підтримують стандарти та взаємну довіру, а інструменти на кшталт ESG та ЄКР сприяють прозорості та мобільності. Дослідження також наголошує на впливі мовних і культурних відмінностей, що ускладнюють визнання дипломів. Ініціативи, як-от Європейський центр сучасних мов та політика ЄС щодо багатомовності, спрямовані на підтримку інклюзивності та міжкультурного діалогу, що є критично важливим для інтеграції різноманітних груп студентів і фахівців.

**Висновки.** Рівний доступ до освіти утверджується як одна з основоположних цінностей ЄС, однак обмежувальна міграційна політика та зростання сек'юризації перешкоджають доступу для вразливих груп, зокрема біженців і мігрантів. У статті робиться висновок, що подальший розвиток стратегій ЄС має зосереджуватися на подоланні цих суперечностей, забезпечуючи справедливе визнання кваліфікацій із врахуванням національних інтересів та універсального права на освіту і професійний розвиток у глобалізованому світі.

**Ключові слова:** академічна мобільність, визнання дипломів, акредитація вищої освіти, культурні та мовні бар'єри, рівність доступу до освіти.

**Introduction.** The timeliness and necessity of studying the social determinants affecting the recognition of diplomas of higher education in the context of growing globalization and academic mobility. The impact of policy factors like quality assurance mechanisms and institutional accreditation, as well as cultural and linguistic barriers, and equitable access are crucial in defining the educational landscape across borders. As European integration progresses even further, not least through the alignment of Ukraine to the European Higher Education Area (EHEA), understanding these social determinants in relation to diploma recognition is essential if you want to promote fairness, transparency, and inclusiveness in higher education. This research is significant because it has the potential to shed light on systemic barriers that prevent students in non-majority groups (including refugees, students in poverty, and students who are not native speakers) from educational opportunities. The novelty derives from the comparative analysis of the Ukrainian case across transnational EU policy networks and frameworks, highlighting new connections between national reforms and supranational collective action to better explain the role of specific case considerations in an interpretative capacity in rapidly devolving contexts.

**The aim of this article** is to analyze how social determinants such as academic mobility, quality assurance mechanisms, cultural and linguistic barriers, and equality of access influence the recognition of higher education diplomas within the European Union, with particular emphasis on Ukraine's integration into the European Higher Education Area.

**Literature overview.** In the global era of academic and professional mobility, the issue of recognition of higher education diplomas is of paramount importance to the construction of inclusive and competitive knowledge economies. Kvit and Yeremenko (2021) state that the quality and comparability of diplomas are not only a question of educational policy but also of

national development and integration into the EHEA. However, important differences in their educational norms, accreditation processes, and institutional independence are still making mutual recognition challenges in another country.

While the Bologna Process has been guiding yet challenging, those Ukrainian universities are striving towards the European standard. According to Strashniuk and Petrova (Страшнюк, & Петрова 2018), it was rather obvious that the structural and institutional mismatches between the old system and Bologna principles resulted in ineffective student assessment systems and quality assurance mechanisms. Larger questions of internationalization magnify these problems. Academic mobility and cross-border collaboration are not without their challenges. However, administrative and cultural barriers impede access to these opportunities, particularly for students who hail from less integrated systems (Калашнікова & Луговий, 2021).

Thus, diplomarecognition sits at the intersection of quality assurance, international cooperation, and educational equity. Harmonization of quality standards and mutual trust between institutions underpin meaningful mobility and transparency of qualifications (Westerheijden et al., 2007). Ukrainian experience demonstrates that even solid efforts towards convergence do not eliminate the social, political, and institutional determinants underlying the fairness and efficiency of recognition practices (Фінікова & Шапова, 2018).

The article studies the impact of social factors such as academic mobility, institutional accreditation, cultural-linguistic barriers, and the equal access concept on the acknowledgement of higher education diplomas in the EU, with a special focus on the Ukrainian dimension. The policy analysis and literature review underscore systemic tensions and opportunities that characterize contemporary forms of recognition.

**Methodology.** This study uses a qualitative method that draws from document analysis and a critical literature review. Primary sources consist of European policy documents (such as the Bologna



Declaration, Lisbon Recognition Convention, and ESG standards), national education quality reports, and legal frameworks for recognizing the diploma. Scholarly literature, both by Ukrainians and international academics, is also reviewed to provide context for challenges and best practices. This approach allows the discussion to cover European-wide trends and the Ukrainian experience comparatively, while also emphasizing both structural problems and specific countries' well-developed approaches. This methodology design is suitable for obtaining a multidimensional and complex insight into diploma recognition in a globalised education space.

**Results and Discussion. Academic Mobility and Quality Assurance as Pillars of Recognition.** The recognition of diplomas from higher education institutions is far from simple, especially when it involves aspects related to academic mobility, quality assurance, and cultural-linguistic diversity. Mobility efforts such as the Erasmus+ programme have increased opportunities for students and staff in education internationally (Teichler, 2012); structural differences and arbitrary recognition procedures still limit access to international education and labour.

Mobility facilitates integration; however, mobility needs to be based on solid accreditation systems. Ukraine has a central authority for quality assurance, the National Agency for Higher Education Quality Assurance (NAQA); they align national quality assurance frameworks with European standards (Kvit & Yeremenko, 2021). The European Standards and Guidelines for Quality Assurance (ESG), which ENQA actively promotes, contribute to the homogenisation of evaluation processes at the national level and increase trust and comparability (Costes et al., 2008).

**Cultural and Linguistic Barriers in the Recognition Process.** However, diploma recognition is more complex due to cultural and linguistic barriers, even with these frameworks in place. This could lead to delays or refusals for non-native speakers due to variations in grading systems, program structure, or academic terminology. Language and cultural dissonance present substantial barriers for students, and for accreditors as well (Фінікова & Шарова, 2018).

The migration flows also drive the need for flexible recognition policies. The recent upheavals in the world, especially in Ukraine, led some of the EU countries to make smoother processes for refugees from Ukraine. Political will and humanitarian-driven motives may speed up reforms in recognition systems toward a retraction phase of inclusivity.

**Equity of Access and Inclusion in Recognition Policies.** On the other hand, access to recognition is still uneven. Women, refugees, and low-income students often have structural disadvantages. Recognition policies need to active-

ly engage with equity in terms of the broader EU objectives towards more inclusive education (Herbaut et al., 2021)

Coordination between national and international institutions determines the recognition of qualifications. There must be ongoing conversation and reform of recognition frameworks so that they are as fair, transparent, and inclusive as possible in global academic mobility.

The EU principle of equal access to quality education is enshrined in the EU Charter of Fundamental Rights and supported by the work of the Institutions and other key legal instruments. On the European level, the Directorate-General for Education, Youth, Sport and Culture (DG EAC) at the European Commission manages programs like Erasmus+ that aim to foster the educational inclusion of member states. They deal with the inequalities that face the most disadvantaged groups such as ethnic minorities, women and students with disabilities: the European Institute for Gender Equality (EIGE) and the EU Agency for Education of Persons with Special Needs.

Data Source Legal frameworks such as the EU Charter of Fundamental Rights (2000) and Directive 2000/43/EC on equality irrespective of racial or ethnic origin establish non-discrimination in education. The European Social Fund+ (2021–2027) provides financial support for reducing educational disadvantage, and the Barcelona targets (2002) are set for equitable early childhood access. Other efforts by the Council of Europe in areas such as minority language education and cultural inclusion complement these efforts.

These tools and policies, adapted together, bring an inclusive education that enables all individuals to succeed regardless of whether they come from a different background.

Studies show higher education degrees correlate with more favorable opinions of and support for the EU and its policies (Dąbrowski et al., 2019). Higher-education attendance and success promote a favourable view of European integration, and civic engagement among educated individuals, highlighting the importance of equitable access to higher education in this context. Nevertheless, restrictive migrations policies frequently deprive marginalized groups of educational processes, and, consequently, worsen social inequalities (Рибачук, 2021).

**Migration Policy and the Securitization of Education Access.** Meanwhile, EU migration policy has increasingly shifted from the humanitarian plan to the security agenda. All too often, the needs of refugees and migrants seeking education are secondary to border control and anti-migration efforts (Kalantaryan & Salamoška, 2019). This is an example of securitization that can produce challenges, such as obtaining a student visa or meeting university requirements to be admitted (Spina, 2020). In many countries of the



world, critics claim that such 'cleaning' social policies violate human rights and social integration by cutting access to education to those groups that need such education the most.

In addition to internal migration, the EU has also externalized migration control, granting such responsibilities to neighboring countries, such as Turkey and various states in North Africa and the Balkans. To facilitate more effective management of migration flows, the strategy has been criticized for enabling a detour of responsibility from the EU, risking human rights violations and reduced access to education (Ribeiro, 2022). Consequently, a large number of migrants exist in illegal limbo, incapable of proceeding to higher education because of these bureaucratic and financial restrictions.

On the whole, EU policies on migration and education are still at odds. Even though vital programs such as Erasmus+ encourage mobility and internationalization, the increasing focus on security creates barriers for at-risk populations when accessing higher education. A more balanced approach is required: an approach that protects the interests of member states and that respects migrants' right to education as a means to integration and social mobility (Dąbrowski et al., 2019; Ribeiro, 2022; Spina, 2020).

**Policy Evolution and the Ukrainian Dimension in the European Context.** The role of policy in determining diploma recognition as a field can be viewed in the context of the main phases of the European integration process and education policy, as well as socio-economic change. Key to integrating migrants and equal access to labor markets across member states: Recognizing academic qualifications earned outside the EU has become a powerful tool lately. EU diploma recognition policies have transformed over several decades in the context of economic, political, and social changes, as well as the accession of new members and integration in the European Higher Education Area (EHEA).

The early years of European integration were dominated by economic collaboration in the European Economic Community (EEC). Education policy continued to fall within the national policy realm and lacked common EU-wide standards for diplomas. But labor mobility made some form of recognition of qualifications increasingly necessary. Sending host countries were (and continue to be) responsible for evaluating foreign degrees (Teichler, 2012), resulting in varying degrees of difficulty in recognition processes.

The Maastricht Treaty was a turning point, formalising the newly rebranded EU and incorporating deeper integration for education among other sectors. One of the first legal approaches to harmonizing the recognition of diplomas is Directive 89/48/EEC from 1989, aiming to standardize the recognition of professional qualifications of regu-

lated professions in the EU. According to Keeves and Watanabe (Keeves & Watanabe, 2003, p. 78), "The directive provided a basis for recognition of diplomas in terms of common training levels rather than the detailed equivalence of programs".

The EU made an important step in harmonising the educational systems in Europe with the signing of the Bologna Declaration in 1999. At the heart of this diploma recognition was the European Credit Transfer and Accumulation System (ECTS). The Bologna Process aimed to establish a European Higher Education Area (EHEA) where degrees would be reciprocally recognized according to shared qualifications frameworks (Herbaut et al., 2021). During this time, some of the biggest expansions of the EU occurred, with the accession of countries like Poland, Hungary, and Romania, as they adapted their educational expectations to EU standards (Mazrekaj et al., 2018).

According to Kvit (2019), "The establishment of the Bologna Process premises made it possible for Ukraine to integrate into the European system of intercultural and global integration processes, which required significant changes in the governance of higher education, standardization of curricula, and the introduction of a credit unit based on progress similar to the European Credit Transfer System (ECTS)" (p. 114). These reforms have significantly boosted academic mobility and diploma recognition in the EU.

Visa policies in the EU became more personalized in the 2010s, and diploma recognition gained a new dimension as a pillar of the EU migration policy since the refugee crisis of 2015. For instance, the European Commission broadened the recognition frameworks to help with integrating migrants and refugees into the labor market (European Commission, 2017). They updated Directive 2005/36/EC, which had governed the recognition of professional qualifications from non-EU countries, to meet the rising numbers of skilled migrants.

One of the most visible issues in this area relates to challenges connected with diploma recognition, especially in Eastern European states, where national authorities face difficulties in meeting migration policies together with creating a highly skilled work force (Hrabovska, 2020, p. 62). Countries like Lithuania and Slovakia strengthened bureaucratic barriers for non-EU graduates due to their requirement of diploma translations and detailed equivalence assessments.

Today, the EU still grapples with the pressures of globalization, greater migration, and changing labor market needs. Such efforts have been pivotal in harmonizing qualifications between countries with clear and consistent recognition processes (UNESCO, 2023). Moreover, the Lisbon Recognition Convention, passed by the Council of Europe and UNESCO, is still a key pillar of inter-





national diploma recognition policies (Council of Europe 2020).

Notably, EU member states simplified the recognition of diplomas held by Ukrainian refugees after Russia invaded Ukraine in 2022. In the words of Aerne and Trampusch (Aerne Trampusch, 2022: p. 137), “The fast adoption of recognition procedures for displaced students and professionals is duly noted as a typical example of the intersection of education policy and political decision making”. In response, several countries, including Romania and Poland, have established fast-track processes to absorb graduates from Ukraine into their education system and subsequently into their labor market (European Commission, 2023).

Through educational harmonization initiatives, migration factors, and geopolitical currents, EU policies on diploma recognition have considerably evolved. The EU Directives, the Bologna Process, and the ECTS system are examples of documents that have addressed the issue of academic standardization and facilitated diploma recognition (Hou, 2017). But hurdles persist, especially around ensuring migrants can effectively integrate, adopt the local language, and deal with broader politics around recognition policies. However, on the other hand, the EU can still improve its policies even as it adapts them, and as it does so, close cooperation between its government, universities, and international organizations will come in handy to strengthen the processes for diploma recognition in the future

**Conclusions.** The process of recognition of higher education diplomas is complex and conditioned by various factors: academic mobility, standards of higher education accreditation and quality assurance, cultural-linguistic peculiarities and policies of access to higher education. Mobility both represents and reinforces international collaboration, but it is starting to highlight the need for harmonized frameworks and reduced bureaucracy. ENQA and NAHEQA also pioneered the development of tools for accreditation, such as ESG and EQF, which support quality and trust across systems.

Cultural and language barriers are still a major challenge, especially for migrants. A variety of EU actions, including the role of the ECML, are addressing these challenges, but there is also an opportunity for more inclusive and context-sensitive policies. Resilient inequalities – particularly among refugees and marginalized groups – highlight the tension between migration control and education rights. Future work could examine recognition systems and inclusion in higher education in light of global changes, like climate and tech shifts.

## ЛІТЕРАТУРА:

1. Калашнікова С., Луговий В. Інтернаціоналізація вищої освіти в Україні: стратегії та механізми розвитку. *Вища освіта України*. 2021. № 1. С. 5–16.
2. Квіт С., Єременко О. Річний звіт Національного агентства із забезпечення якості вищої освіти за 2020 рік. Київ: НАЗЯВО, 2021.
3. Рибачук О. Освіта та європейська інтеграція: Вплив вищої освіти на громадську думку про ЄС. *Освітній вісник України*. 2021. № 17(2). С. 98–112.
4. Страшнюк С., Петрова І. Болонський процес і якість освіти: досвід впровадження у вищих навчальних закладах України. Харків: ХНУ імені В.Н. Каразіна, 2018.
5. Фінікова Т., Шарова О. Університетська автономія та якість освіти: європейський досвід для України. Київ: Таксон, 2018.
6. Aerne A., Trampusch C. Higher Education and Economic Growth: A Comparative Perspective. Cambridge: Cambridge University Press, 2022.
7. Costes N., Crozier F., Cullen P. et al. Quality Procedures in the European Higher Education Area and Beyond – Second ENQA Survey. *ENQA Occasional Papers*. 2008. No. 14.
8. Council of Europe. Lisbon Recognition Convention: Ensuring Fair Recognition of Qualifications in Europe. Strasbourg: Council of Europe, 2020.
9. Dąbrowski M., Stead D., Mashhoodi B. EU cohesion policy can't buy me love? Exploring the regional determinants of EU image. *Regional Science Policy & Practice*. 2019. Vol. 11, No. 4. P. 695–712.
10. European Commission. Recognition of Qualifications for Migrants in the EU: Policy Challenges and Solutions. Brussels: European Commission, 2017.
11. European Commission. Recognition and validation of foreign qualifications and skills in Poland, with particular focus on qualifications and skills from Ukraine (Annex 9: Informative registry and roadmap). Directorate-General for Structural Reform Support. 2023. [https://reform-support.ec.europa.eu/document/download/2d14fd4f-3b69-4467-8ce0-af643be34fb7\\_cs?filename=Annex+9\\_Report%2C+informative+registry+and+roadmap\\_ENG.pdf](https://reform-support.ec.europa.eu/document/download/2d14fd4f-3b69-4467-8ce0-af643be34fb7_cs?filename=Annex+9_Report%2C+informative+registry+and+roadmap_ENG.pdf)
12. Herbaut E., Geven K., Smith R. The Bologna Process and its Impact on Higher Education: Achievements and Challenges. *Higher Education Policy*. 2021. Vol. 34, No. 2. P. 139–159.
13. Hou, A. Y.-C. Qualification recognition of joint degrees in Europe and Asia in the era of massification. In K. Mok (Ed.), Managing international connectivity, diversity of learning and changing labour markets, Higher Education in Asia: Quality, Excellence, and Governance. Springer. 2017. pp. 45–67. [https://doi.org/10.1007/978-981-10-1736-0\\_4](https://doi.org/10.1007/978-981-10-1736-0_4)
14. Kalantaryan, S., & Salamońska, J. Where migration meets education: Case study of policies referring to the mobility of the highly skilled. In S. K. St. John & M. Murphy (Eds.), Education and public policy in the European Union, Palgrave Macmillan. 2019. pp. 47–66. [https://doi.org/10.1007/978-3-030-04230-1\\_3](https://doi.org/10.1007/978-3-030-04230-1_3)



15. Keeves J.P., Watanabe R. The International Handbook of Educational Research in the Global Era. Springer, 2003.

16. Kvit S. Higher Education in Ukraine: Reform, Bologna Process, and Internationalization. Kyiv: Vydavnytstvo Naukova Dumka, 2019.

17. Mazrekaj D., Oude Lansink A., Hoxhaj R. Erasmus+ and Its Role in International Mobility: Evidence from Eastern Europe. *Journal of Educational Policy*. 2018. Vol. 33, No. 4. P. 502–521.

18. Ribeiro P. Migration, security, and higher education: Challenges in the EU's externalization policies. *Journal of European Policy Studies*. 2022. Vol. 29, No. 1. P. 45–62.

19. Spina N. Bounded inclusion: race, migration and the making of the European educational space. *Comparative and International Education*. 2020. Vol. 49, No. 1. P. 1–19.

20. Teichler U. International Student Mobility and Recognition Policies in Europe. London: Palgrave Macmillan, 2012.

21. UNESCO. Global Convention on the Recognition of Qualifications concerning Higher Education. Paris: UNESCO, 2023.

22. Westerheijden D.F., Stensaker B., Rosa M.J. (Eds.). Quality Assurance in Higher Education: Trends in Regulation, Translation and Transformation. Dordrecht: Springer, 2007. 294 p.

## REFERENCES:

1. Kalashnikova, S., & Luhovyi, V. (2021). Internationalizatsiia vyshchoi osvity v Ukraini: stratehii ta mekhanizmy rozvytku [Internationalization of Higher Education in Ukraine: Strategies and Mechanisms of Development]. *Vyshcha osvita Ukrainy*, 1, 5–16 [In Ukrainian].

2. Kvit, S., & Yeremenko, O. (2021). Richnyi zvit Natsionalnoho ahentstva iz zabezpechennia yakosti vyshchoi osvity za 2020 rik [Annual Report of the National Agency for Higher Education Quality Assurance for 2020]. Kyiv: NAZAYVO [In Ukrainian].

3. Rybachuk, O. (2021). Osvita ta yevropeiska intehtatsiia: Vplyv vyshchoi osvity na hromadsku dumku pro YeS [Education and European Integration: The Impact of Higher Education on Public Opinion About the EU]. *Osvitnii visnyk Ukrainy*, 17(2), 98–112 [In Ukrainian].

4. Strashniuk, S., & Petrova, I. (2018). Bolonskyi protses i yakist osvity: dosvid vprovadzhennia u vyshchykh navchalnykh zakladakh Ukrainy [The Bologna Process and the Quality of Education: Experience of Implementation in Ukrainian Higher Educational Institutions]. Kharkiv: KhNU imeni V. N. Karazina [In Ukrainian].

5. Finikova, T., & Sharova, O. (2018). Universytetska avtonomiia ta yakist osvity: yevropeyskyi dosvid dlia Ukrainy [University Autonomy and Quality of Education: European Experience for Ukraine]. Kyiv: Takson [In Ukrainian].

6. Aerne, A., & Trampusch, C. (2022). *Higher Education and Economic Growth: A Comparative Perspective*. Cambridge University Press.

7. Costes, N., Crozier, F., Cullen, P., Grifoll, J., Harris, N., Helle, E., Hopbach, A., Kekäläinen, H., Knezevic, B., Sits, T., & Sohm, K. (2008). *Quality Procedures in the European Higher Education Area and Beyond – Second ENQA Survey*. ENQA Occasional Papers 14.

8. Council of Europe. (2020). *Lisbon Recognition Convention: Ensuring Fair Recognition of Qualifications in Europe*. Strasbourg: Council of Europe.

9. Dąbrowski, M., Stead, D., & Mashhoodi, B. (2019). *EU cohesion policy can't buy me love? Exploring the regional determinants of EU image*. *Regional Science Policy & Practice*, 11(4), 695–712.

10. European Commission. (2017). *Recognition of Qualifications for Migrants in the EU: Policy Challenges and Solutions*. Brussels: European Commission.

11. European Commission. (2023). Recognition and validation of foreign qualifications and skills in Poland, with particular focus on qualifications and skills from Ukraine (Annex 9: Informative registry and roadmap). Directorate-General for Structural Reform Support. [https://reform-support.ec.europa.eu/document/download/2d14fd4f-3b69-4467-8ce0-af643be34fb7\\_cs?filename=Annex+9\\_Report%2C+informative+registry+and+roadmap\\_ENG.pdf](https://reform-support.ec.europa.eu/document/download/2d14fd4f-3b69-4467-8ce0-af643be34fb7_cs?filename=Annex+9_Report%2C+informative+registry+and+roadmap_ENG.pdf)

12. Herbaut, E., Geven, K., & Smith, R. (2021). *The Bologna Process and its Impact on Higher Education: Achievements and Challenges*. *Higher Education Policy*, 34(2), 139–159.

13. Hou, A. Y.-C. (2017). Qualification recognition of joint degrees in Europe and Asia in the era of massification. In K. Mok (Ed.), *Managing international connectivity, diversity of learning and changing labour markets* (pp. 45–67). Higher Education in Asia: Quality, Excellence, and Governance. Springer. [https://doi.org/10.1007/978-981-10-1736-0\\_4](https://doi.org/10.1007/978-981-10-1736-0_4)

14. Kalantaryan, S., & Salamońska, J. (2019). Where migration meets education: Case study of policies referring to the mobility of the highly skilled. In S. K. St. John & M. Murphy (Eds.), *Education and public policy in the European Union* (pp. 47–66). Palgrave Macmillan. [https://doi.org/10.1007/978-3-030-04230-1\\_3](https://doi.org/10.1007/978-3-030-04230-1_3)

15. Keeves, J. P., & Watanabe, R. (2003). *The International Handbook of Educational Research in the Global Era*. Springer.

16. Kvit, S. (2019). *Higher Education in Ukraine: Reform, Bologna Process, and Internationalization*. Kyiv: Vydavnytstvo Naukova Dumka.

17. Mazrekaj, D., Oude Lansink, A., & Hoxhaj, R. (2018). *Erasmus+ and Its Role in International Mobility: Evidence from Eastern Europe*. *Journal of Educational Policy*, 33(4), 502–521.

18. Ribeiro, P. (2022). Migration, security, and higher education: Challenges in the EU's externalization policies. *Journal of European Policy Studies*, 29(1), 45–62.

19. Spina, N. (2020). Bounded inclusion: race, migration and the making of the European educational space. *Comparative and International Education*, 49(1), 1–19.

20. Teichler, U. (2012). *International Student Mobility and Recognition Policies in Europe*. Palgrave Macmillan.

21. UNESCO. (2023). *Global Convention on the Recognition of Qualifications concerning Higher Education*. Paris: UNESCO.

22. Westerheijden, D.F., Stensaker, B., & Rosa, M.J. (Eds.). (2007). *Quality Assurance in Higher Education: Trends in Regulation, Translation and Transformation*. Springer.

Стаття надійшла до редакції 28.04.2025.  
The article was received 28 April 2025.