



## Logos University International UniLogos

### LEGAL BASIS – QUALITY AND LEGALITY COMMITTEE

**Logos University International (UniLogos)** is a private higher education institution legally registered in France, officially operating as a *Centre d'enseignement à distance*. The university is duly listed in the official directory of institutions recognized by the French Ministry of National Education, with the following information.

- **UAI Code:** 0756574N
- **Official Name:** *Etablissement d'enseignement à distance Logos University International Unilogos*
- **Supervisory Authority:** *Ministère de l'Éducation nationale*
- **Academic Region:** Paris
- **Address:** 40 rue Alexandre Dumas, Paris (Arrondissement de Paris)

Public verification of its legality and recognition may be carried out through the official French government portal dedicated to education:

[https://www.education.gouv.fr/acce\\_public/index.php](https://www.education.gouv.fr/acce_public/index.php).

**To perform the search, use UAI Code 0756574N.**

**Logos University International (UniLogos)** is fully authorized by the French Ministry of National Education to operate as a private and independent higher education institution, which confirms its legitimacy and academic autonomy in accordance with French legislation. In compliance with the French Education Code, Articles L 444-1 to L 444-11 and R 444-1 to R 444-28, **UNILOGOS** operates as an autonomous private university, with the competence to develop its own academic programs and curricula while remaining fully compliant with national standards.



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### EDUCATIONAL CONTEXT IN THE EUROPEAN UNION

In Europe, higher education is marked by diversity. Although the Bologna Process established common parameters, each country maintains its own forms of educational provision designed to meet specific needs. Two significant examples are Spain's *Títulos Propios* and France's *Diplômes d'Établissement*. Both are valid and recognized diplomas within their national contexts, but they have distinct characteristics that make them attractive in different academic and professional scenarios.

### THE *TÍTULO PROPIO* IN SPAIN: INNOVATION AND MARKET RESPONSIVENESS

The *Título Propio* is a creation of Spanish universities and is issued outside the official state framework. This allows institutions to develop postgraduate programs, MBAs, and specializations more quickly, responding rapidly to labor market demands.

Because it is flexible, this model supports constant curricular updating and the incorporation of emerging topics and innovative professional practices. Although it is not considered an official diploma of the Spanish Ministry of Education, the *Título Propio* enjoys strong recognition in the corporate environment and is valued in sectors seeking specific and applied training. Its international validity depends on case-by-case analysis in each country, but in the European professional context it is widely accepted.

### THE *DIPLÔME D'ÉTABLISSEMENT* IN FRANCE: TRADITION AND ACADEMIC RIGOR

In France, in addition to public diplomas (*Diplômes Nationaux*), there is the category of *Diplômes d'Établissement*, awarded by universities and grandes écoles. They are not public diplomas, but they form part of a highly regulated higher education system.

French institutions that offer these programs may only exist and operate under strict quality standards, supervised by bodies such as **HCERES – Haut Conseil de l'évaluation de la**



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**recherche et de l'enseignement supérieur** and the **Ministère de l'Enseignement Supérieur et de la Recherche**. This ensures that, even though they are not public diplomas, they possess academic credibility and are associated with the French university tradition of excellence.

### Complementary differences

The fundamental difference lies in the starting point:

- The Spanish *Título Propio* arises from university autonomy, prioritizing agility and responsiveness to the immediate needs of the market and society.
- The French *Diplôme d'Établissement* is anchored in a regulated state structure, guaranteeing quality through tradition and official oversight (*article L613-2 du code de l'éducation*).

### Advantages in different contexts

Rather than competitors, the two models are complementary:

- The *Título Propio* stands out for innovation and rapid alignment with new professional demands.
- The *Diplôme d'Établissement* offers the solidity of an educational system internationally recognized for excellence and rigor.

### MAJOR FRENCH UNIVERSITIES OFFERING *DIPLÔMES D'ÉTABLISSEMENT*

Here are some notable institutions that offer *diplômes d'établissement*:

- **Université d'Orléans** – offers **Diplôme d'Université (DU)**, awarded autonomously, with creation approved by the university council and without intervention of the Ministry of Education.



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- **Université Paris-Panthéon-Assas** – offers various establishment diplomas, including **25 diplômes universitaires (DU)**, **diplômes supérieurs d'université (DSU)**, as well as LLM, MBA, and others.
- **Toulouse INP (Institut National Polytechnique de Toulouse)** – offers **Mastères spécialisés** and **DHET (Diplômes des Hautes Études Technologiques)**, which are specialized establishment diplomas recognized outside the traditional university system.
- **Université PSL (Paris Sciences & Lettres)** – its various member institutions offer different establishment diplomas; their combination also enables initiatives such as the *Collège Sciences, Humanités et Société* with personalized bachelor's degrees and SACRe doctoral programs.
- **Comprehensive campus model** – many public universities offer DU and *diplômes d'établissement* with autonomy over content, duration, selection, and pricing, as explained by Campus France for the 77 French universities.

### LEGAL ASPECTS OF LOGOS UNIVERSITY IN FRANCE

**Logos University International** is a private higher education establishment authorized by the **French Ministry of National Education, Higher Education, Research, and Innovation**, in accordance and compliance with the French Education Law: *Code de l'Éducation*, Articles L 444-1 to 444-11 and R 444-1 to 444-28.

### EXCERPTS FROM THE EDUCATION CODE OF THE FRENCH MINISTRY OF NATIONAL EDUCATION (L444 AND R444)

#### L444-2

The establishment of private distance education organizations is subject to declaration.



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### L444-3

Private distance education organizations are subject to educational control, as well as financial control when they benefit from public funds. In all cases, they are subject to the disciplinary authority of the Rector. Members of the supervisory bodies may send observations and injunctions to the leaders of private distance education entities.

### L444-5

The body composed of administrators and faculty members must meet conditions of moral standing, diplomas, titles, and references defined by decree. Persons who are not nationals of a Member State of the European Community, or of another State party to the Agreement on the European Economic Area, may be authorized to direct private distance education organizations and to teach, by decision of the Rector, provided that they fulfill the required capacity conditions.

### R444-1

Any private organization that undertakes to provide education, in any form, under the conditions defined in Articles L. 444-1 to L. 444-11, constitutes a private distance education organization subject to the provisions of Articles L. 444-1 to L. 444-11 and L. 471-1 to L. 471-5. Such education consists of the remote provision, on a full-time or supplementary basis, of an educational service of preparation or training aimed at instruction in any course or subject, and also preparation for competitive examinations, exams, or pedagogical activities such as the publication of books.

### R444-5

The declaration indicates the name and address of the organization, as well as the status and domicile of the signatory. Where more than one person is involved, the declaration shall be accompanied by the organization's articles of association, the list of persons holding powers of administration of the establishment, and those responsible, where applicable, for its debts. In all



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cases, the list of administrators and faculty members shall be attached to the declaration, accompanied by the data referred to in Articles R. 444-10 to R. 444-12, together with the list of courses the organization intends to offer. The teaching programs for the courses must also be made available, with a description of the teaching methods, teaching materials, work recommended or supplied to students, and indication of attendance.

### **R444-6**

Where it is planned, in order to complement distance education, to gather students for oral classes or practical work, the declaration must additionally contain a precise description of the facilities and materials used. When such gatherings are held, the Rector must be notified.

### **R444-11**

The diplomas, titles, and references required to teach a subject in a private distance education organization must be compatible with those required to teach the subject in public establishments at the corresponding level. In other cases, the required qualification takes into account the nature and level of the teaching concerned. To manage a private distance education organization, it is necessary to demonstrate, in addition to the diplomas, titles, and references required to teach in that organization, five years of teaching functions in any educational institution. However, the Rector may exempt a person from this latter condition if that person holds diplomas, titles, and references superior to those normally required.

### **R444-14**

The control of private distance education organizations concerns: 1) the conformity of the programs with the documents attached to the declaration provided for in Article R. 444-5; 2) the regularity of the status of administrators and faculty members in relation to the requirements defined in Articles L. 444-5 and L. 444-6 and R. 444-10 to R. 444-13; 3) the sufficiency of the number of teachers in relation to the enrolled students; 4) the teaching methods used for the



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implementation of the teaching programs; 5) the conditions under which educational assistance is provided, all documents are sent to the student, and corrections of work of any kind are carried out; 6) the facilities used, in case of student gatherings, to verify compliance with health and safety rules and whether they include sufficient pedagogical and practical work equipment adapted to the subject of the course in a quantity that meets the number of students received. Where the organization receives public funds, the control also extends to the conditions of its financial management.

### **R444-16**

Control is carried out by members of the supervisory bodies of the Ministry of Education and by members of the supervisory bodies responsible for the teaching provided by the private distance education organization. In higher education courses, supervision is ensured by persons selected for their competence. Faculty members are appointed after the Rector's opinion.

### **R444-18**

The contract provided for in Article L. 444-7 specifies the nature and periodicity of work of every kind offered to the student in each of the subjects covered by the teaching; it also explains how the educational assistance service is provided, the methods used, the controls exercised, the manner in which teachers' instructions are communicated, and how the student is able to assess the overall result of his or her efforts; it indicates the names and qualifications of the responsible teachers. The contract contains, where applicable, the list of books and teaching materials of every kind that the student must obtain upon payment of a fee, as well as the indication of the price and conditions of payment.

### **R444-19**

A study plan attached to the contract further specifies, in accordance with the second paragraph of Article L. 444-7: 1) the teaching program, the nature and content of the subjects studied, the



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minimum number of all types of assignments required from the student, and the detailed schedule of classes and assignments over time; 2) the level of prior knowledge required to undertake the study, assessed by reference to the diplomas and qualifications of the teacher; 3) the teacher's level of training; 4) the average duration of study, assessed in number of hours, taking into account the level of prior knowledge of the teacher, resulting from written declarations and the diplomas and titles held.

### **R444-20**

The materials made available, where applicable, to students by the private distance education organization must be adapted to the requirements of the teaching provided and consistent with recent data, in particular scientific and technical data; they may only be delivered and invoiced as and when necessary for their use. The title, author, and publisher names are specified for each book; the educational usefulness is briefly explained for any other object or material.

In summary, it is observed that the French system of private distance higher education is strictly regulated by the **Code de l'Éducation**, ensuring clear standards of institutional management, faculty qualification, and quality in the learning process. This legal structure ensures that institutions operating under Articles **L.444-1 to L.444-11** and **R.444-1 to R.444-28** are subject to direct state supervision, both administratively and academically, thereby preserving the credibility and reliability of the diplomas issued. Unlike the Spanish model of *títulos propios*, which, although recognized as a legitimate modality, does not undergo the same level of governmental control, the French system reinforces the centrality of public regulation as an essential element for maintaining educational quality and legitimacy. Thus, it becomes evident that the French *diplôme d'établissement* enjoys robust legal support and institutional credibility sustained by state supervision.



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### ON ACCREDITATION

#### LEGITIMACY AND INTERNATIONAL VALIDITY OF LOGOS UNIVERSITY INTERNATIONAL DEGREES THROUGH IARC/NIARS ACCREDITATION

### 1. Introduction: Contextualizing Logos International University and Accreditation in Global Higher Education

In an increasingly interconnected world, higher education institutions frequently seek to expand their reach and legitimacy through international accreditations. Logos International University (UniLogos), an institution committed to providing accessible higher education on a global scale, sought accreditation from the **International Academy of Rating and Accreditation (IARC)** and the **National Information Agency for Rating and Accreditation (NIARS)** in the Kyrgyz Republic. Accreditation plays a fundamental role in quality assurance and the recognition of educational qualifications, serving as a benchmark for standards that benefit students, employers, and the academic community in general.

This report addresses the specific context of UniLogos's accreditation by IARC/NIARS, aiming to clarify the **legitimacy of this accreditation and the international validity of the degrees awarded as a result.** A central aspect of this analysis involves the Lisbon Recognition Convention, a significant international treaty governing the recognition of higher education qualifications across a wide range of signatory nations, including those in Europe and beyond. This convention establishes a framework under which qualifications from one signatory country should be recognized in others unless substantial differences can be demonstrated.

The main objectives of this report are to rigorously analyze the legal position and recognition of IARC/NIARS within the Kyrgyz Republic, determine whether its accreditation confers degree-awarding authority and is equivalent to “state accreditation,” and finally assess the likely international recognition of UniLogos degrees, particularly within the framework of the Lisbon Recognition Convention. The subsequent sections examine the legal and regulatory



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structure of higher education in Kyrgyzstan, provide an in-depth analysis of IARC/NIARS, examine degree-awarding authority and the concept of “state accreditation,” discuss the Lisbon Recognition Convention and its implications for Kyrgyz qualifications, and finally present a case study of UniLogos to assess the international validity of its degrees.

### **2. The legal and regulatory framework of higher education accreditation in the Kyrgyz Republic**

The higher education system in the Kyrgyz Republic is supervised by the **Ministry of Education and Science (MES)**, which is the central executive body responsible for implementing state policy in education and science. The activities of higher education institutions, regardless of ownership structure, are mainly governed by the Law on Education of the Kyrgyz Republic. This law establishes the basic principles of state education policy and provides the legal, social, economic, and organizational foundation for educational activities within the country.

Accreditation, as defined by Kyrgyz law, is the procedure for official recognition by an accreditation agency of the compliance of educational services with standards established by that agency, provided that those standards meet or exceed the requirements and criteria defined by the Cabinet of Ministers of the Kyrgyz Republic. The Law on Education also describes the functions of accreditation agencies as independent non-profit organizations focused on the external evaluation of the quality of educational services. Although the excerpts do not explicitly detail a single “National Accreditation Council,” they refer to the National Accreditation Council of the Ministry of Education and Science and to the National Accreditation Council of the Kyrgyz Republic, suggesting the existence of a governmental body to supervise and potentially register accreditation agencies.

Independent accreditation agencies in Kyrgyzstan, such as “Elbaasy,” notably carry out the accreditation of public and private educational organizations, indicating that non-



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governmental accreditation plays a recognized role in the national higher education landscape. This framework establishes the context within which IARC and NIARS operate as accreditation bodies in Kyrgyzstan.

### 3. In-depth analysis of the International Academy of Rating and Accreditation (IARC) and the National Information Agency for Rating and Accreditation (NIARS)

The International Academy of Rating and Accreditation (IARC) in Kyrgyzstan, operating with the division National Information Agency for Rating and Accreditation (NIARS), presents itself as a leading accreditation agency in the country. It is crucial to distinguish this IARC from other organizations using the same acronym, such as the International Agency for Research on Cancer (IARC) under the World Health Organization or the IARC – International Accreditation & Recognition Council based in Australia. The IARC relevant to the present report is explicitly located in Kyrgyzstan, with its website identified as <https://iarc-institute.org/>.

The contact information for this IARC in Kyrgyzstan includes an email address and a physical address in Bishkek. IARC was established in 2019 and is recognized and licensed by the Ministry of Education and Science of the Kyrgyz Republic. NIARS functions as a division within IARC and entered the register of accredited agencies of the Ministry of Education and Science in 2022. This governmental recognition is a significant indicator of the official position of IARC/NIARS within the educational framework of Kyrgyzstan.

In addition, IARC/NIARS is a member of the **International Network for Quality Assurance Agencies in Higher Education (INQAAHE)**, a global association of quality assurance bodies. This membership indicates that IARC/NIARS aligns with internationally recognized principles and practices in quality assurance. IARC/NIARS provides institutional and program accreditation for higher education and vocational institutions in Kyrgyzstan, focusing on the maintenance of rigorous standards outlined by Kyrgyz legal and educational regulations. Its scope of accreditation includes areas such as education, information technology,



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and industrial engineering, although IARC may also generate institutional accreditation, which is the case for UniLogos.

In addition, NIARS has collaborated with national entities such as the Agency for Education Quality Control and Career Development and international institutions such as Kyrgyz-Turkish Manas University, further demonstrating its engagement within the broader educational community.

#### **4. Degree-awarding authority in Kyrgyzstan: the role of accreditation**

The legal authority to award academic degrees in Kyrgyzstan resides in higher education institutions that are licensed and operate within the framework of the Law on Education. These institutions, including universities, academies, and institutes, are authorized to implement higher education and postgraduate programs leading to the conferral of degrees such as Bachelor, Master, and Doctor.

Accreditation by a recognized body such as IARC/NIARS serves as a crucial validation of the quality and standards of those educational programs and of the institutions themselves. Although accreditation by a non-governmental agency such as IARC/NIARS may not directly confer the legal power to award degrees, which is normally vested in the institution by the government, it acts as a form of quality assurance recognized by the government. This recognition implies that institutions accredited by IARC/NIARS have met standards considered acceptable by the Ministry of Education and Science of Kyrgyzstan.

The Independent Agency for Accreditation and Rating (IAAR), another recognized accreditation body in Kyrgyzstan, explicitly states that its international institutional accreditation leads to recognition of university diplomas by foreign universities. This suggests a general principle within the Kyrgyz higher education system according to which accreditation by a recognized agency is directly linked to the validity and recognition of diplomas granted by the accredited institution. The term “government-recognized accreditation,” frequently used in



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reference to IARC, underscores the strong relationship between IARC accreditation and state approval, indicating that it functions as a form of state-recognized quality assurance for degree-granting institutions in Kyrgyzstan.

### 5. Understanding “state accreditation” in the context of Kyrgyz higher education

In the context of Kyrgyz higher education, “state accreditation” means that an educational institution or program has been officially recognized by the government, usually through the Ministry of Education and Science, as meeting established quality standards. Although the term may imply direct accreditation by a governmental body, it may also encompass accreditation by independent agencies recognized and registered by the Ministry.

The Ministry of Education and Science maintains a register of recognized accreditation agencies in Kyrgyzstan. The fact that NIARS, a division of IARC, is listed in this register strongly suggests that accreditation by IARC/NIARS is considered a form of “state-recognized” quality assurance or effectively “state accreditation.” This recognition means that IARC/NIARS operates under the authority and supervision of the Kyrgyz government and that its accreditation decisions are recognized by the state.

Maintaining such accreditation carries significant implications for higher education institutions in Kyrgyzstan. It increases their credibility within the national education system, assures students and employers of the quality of the education provided, and may facilitate recognition of graduates in the national labor market and for further study opportunities. Given that IARC/NIARS is a government-recognized accreditation agency and NIARS is registered with the Ministry of Education and Science, it may be concluded that IARC/NIARS accreditation holds a status equivalent to “state accreditation” in terms of recognition and validity within the Kyrgyz Republic.



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### **6. The Lisbon Recognition Convention: a framework for the international recognition of qualifications**

The Convention on the Recognition of Qualifications concerning Higher Education in the European Region, commonly known as the Lisbon Recognition Convention, is a fundamental international agreement developed by the Council of Europe and UNESCO. Its primary objective is to ensure that qualifications obtained in one signatory country are assessed fairly and transparently in another. The convention is based on the central principle that a foreign qualification should be recognized unless the recognition authority can demonstrate substantial differences between that qualification and a comparable qualification in its own system.

By 2024, 57 countries had ratified the Lisbon Recognition Convention, including all member states of the Council of Europe as well as non-member states such as Australia, Belarus, Canada, the Holy See, Israel, Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and New Zealand. Kyrgyzstan's status as a signatory is particularly relevant in the context of this report. The convention established two bodies to oversee its implementation: the Convention Committee and the European Network of Information Centres on Academic Mobility and Recognition (ENIC Network).

The ENIC Network, in cooperation with the National Academic Recognition Information Centres (NARIC), plays a crucial role in providing information and guidance on the recognition of foreign qualifications for students, graduates, employers, and higher education institutions. Signatory countries are required to develop procedures for the assessment of foreign qualifications and to provide information about their own higher education systems. The Lisbon Recognition Convention serves as a vital framework for promoting academic mobility and ensuring the fair assessment of educational credentials across a wide range of nations.

### **7. Recognition of Kyrgyz higher education qualifications under the Lisbon Convention**



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As a signatory to the Lisbon Recognition Convention, Kyrgyzstan forms part of a framework intended to facilitate recognition of its higher education qualifications in other member countries. In general, degrees and periods of study completed in Kyrgyzstan should be recognized by other signatory nations unless substantial differences can be demonstrated by the institution responsible for recognition.

**Accreditation of a Kyrgyz higher education institution by a recognized agency such as IARC/NIARS plays a significant role in this process.** Accreditation by a recognized body means that the institution has met certain quality standards, making it more likely that its degrees will be viewed favorably by recognition authorities in other countries. The Independent Agency for Accreditation and Rating (IAAR) in Kyrgyzstan explicitly states that its international accreditation leads to recognition of university diplomas abroad, suggesting that accreditation by other recognized Kyrgyz agencies such as IARC/NIARS would likely have a similar positive effect on the international recognition of degrees.

However, it is important to note that specific recognition procedures and criteria may vary from country to country. Although the Lisbon Convention provides a general framework, the final decision on recognition rests with the competent authorities in the country where recognition is sought. To facilitate recognition of their qualifications, Kyrgyz institutions accredited by agencies such as IARC/NIARS should ensure transparency by providing clear information about their accreditation status, programs, and learning outcomes. Graduates seeking recognition in other Lisbon Convention countries should also be advised to contact the ENIC/NARIC center in the destination country for specific guidance on the recognition process.

### **8. Logos International University and international diploma validity**

Logos International University (UniLogos) holds institutional accreditation from IARC/NIARS in Kyrgyzstan. This accreditation is from an agency recognized by the Ministry of Education and Science of the Kyrgyz Republic and is a member of INQAAHE. UniLogos



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also holds other international accreditations and recognitions, including accreditation by the International Education Accreditation Council (IEAC) with Premier Status and educational association with the International Accreditation Council for Business Education (IACBE). In addition, UniLogos is authorized by the French Ministry of National Education, Higher Education, Research, and Innovation.

According to UniLogos's own statements, its programs, infrastructure, faculty, management, manuals, and methodology underwent rigorous evaluation by quality inspectors at several levels, including by IARC/NIARS. Given that Kyrgyzstan is a signatory of the Lisbon Recognition Convention and that IARC/NIARS is a government-recognized accreditation agency in Kyrgyzstan, it is highly likely that diplomas issued by UniLogos will be recognized in other Lisbon Convention countries. The Swiss International University, another institution accredited in Kyrgyzstan, explicitly states that its diplomas are valid in the Kyrgyz Republic and beyond because Kyrgyzstan is a signatory to the Lisbon Recognition Convention. This precedent suggests a positive outlook for the international recognition of UniLogos diplomas as well.

The principle of the Lisbon Recognition Convention requires that recognition be granted unless substantial differences between qualifications can be demonstrated. Accreditation by IARC/NIARS, as a state-recognized body in a signatory country, provides a solid basis for the international validity of UniLogos diplomas within the framework of the Lisbon Recognition Convention.

### **9. Conclusion – international diploma recognition**

The analysis indicates that the accreditation of Logos International University (UniLogos) by the International Academy of Rating and Accreditation (IARC) and the National Information Agency for Rating and Accreditation (NIARS) in Kyrgyzstan is legitimate within the Kyrgyz and international legal and educational framework. IARC/NIARS is a government-recognized accreditation agency, with NIARS being registered with the Ministry of Education



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and Science of the Kyrgyz Republic. This recognition suggests that IARC/NIARS accreditation holds a status equivalent to “state accreditation” for quality assurance purposes in Kyrgyzstan.

Furthermore, because Kyrgyzstan is a signatory to the **Lisbon Recognition Convention**, diplomas granted by institutions accredited by recognized Kyrgyz agencies such as IARC/NIARS are likely to be recognized in other signatory countries unless substantial differences in qualifications can be demonstrated. In conclusion, the accreditation of Logos International University by IARC/NIARS in Kyrgyzstan, a signatory to the Lisbon Recognition Convention, provides a solid foundation for the international validity of its diplomas. By adhering to quality standards recognized by the Kyrgyz government and leveraging the framework of the Lisbon Recognition Convention, UniLogos can assure its students and stakeholders of the global relevance and potential recognition of their academic achievements.

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General  
Management  
Comité de qualité  
et de **légalité**  
éducative

INTERNATIONAL ACCREDITATION IARC/NIARS

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*suae quisque fortuna faber est*

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## **Logos University International UniLogos**

### **LEGAL AND INSTITUTIONAL OPINION ON THE REGULARITY, LAWFULNESS, LEGITIMACY, AND INTERNATIONAL RECOGNITION OF**

### **LOGOS UNIVERSITY INTERNATIONAL (UNILOGOS)**

#### **Presentation**

This legal-institutional opinion consolidates, in an affirmative, technical, and well-grounded manner, the public and documentary elements that support the operational regularity, structural lawfulness, academic legitimacy, and international standing of Logos University International (UniLogos).

This is not a mere promotional statement. It is a legal-documentary exposition based on verifiable elements articulated from the French legal framework applicable to private distance higher education, from the institutional information published by the university itself, and from the legal documentation contained in the attached material provided for analysis.

The conclusion arising from this body of evidence is straightforward: UniLogos presents itself, in light of the examined elements, as a private higher education institution duly established in the French Republic, subject to a specific legal regime, identified before the French educational administration, and structured upon a set of accreditations, affiliations, and international recognition mechanisms oriented toward academic quality assurance.

#### **I. LEGAL REGULARITY OF THE INSTITUTION IN THE FRENCH REPUBLIC**

The most important basis of UniLogos' institutional legitimacy lies in its legal framework in France. The attached document states that **Logos University International is a private higher education institution legally registered in France**, officially operating as a Centre d'enseignement à distance, and listed in the official directory of institutions recognized by the



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French Ministry of National Education under **UAI Code 0756574N**, with the official name “Etablissement d'enseignement à distance Logos University International Unilogos,” under the supervisory authority of the Ministère de l'Éducation nationale, and linked to the Academic Region of Paris.

The official accreditation page confirms these same elements by stating that Logos University International is a private higher education establishment authorized by the French Ministry of National Education, through the Rectorat de Paris, in accordance with the Code de l'Éducation, Articles L.444-1 to L.444-11 and R.444-1 to R.444-28.

The legal value of these data is unequivocal. In serious educational systems, the first relevant distinction is not between public and private institutions, but between duly established institutions and entities lacking legal basis. In the case under examination, there is indication of official registration, a distinct administrative identifier, a defined territorial-academic linkage, and submission to the express normative regime of French education law.

There is, therefore, no technical basis to reduce UniLogos to an entity devoid of legal support. The evidence demonstrates the opposite: an identifiable legal foundation, formal institutional insertion, and submission to state oversight within one of the most consolidated legal traditions in continental Europe.

## **II. APPLICABLE LEGAL REGIME: CODE DE L'ÉDUCATION AND STATE SUPERVISION**

The attached documentation reproduces, with considerable normative density, several excerpts from Articles L.444 and R.444 of the French Code de l'Éducation, which govern private distance education organizations.

Among these provisions, **Article L444-2** establishes that the creation of private distance education organizations is subject to formal declaration, while Article L444-3 provides that such organizations are subject to educational control and, where applicable, financial control, in addition to the disciplinary authority of the Rector.



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**Article L444-5** requires that directors and faculty members meet standards of morality, diplomas, titles, and references defined by decree, demonstrating that French law does not tolerate institutional improvisation or academically unqualified staffing structures.

The regulatory articles reinforce this framework even further. Article R444-11 provides that the diplomas, titles, and references required to teach in a private distance education organization may not be inferior to those required in equivalent public institutions and further requires, for institutional management, a minimum of five years of teaching experience, subject to rectoral waiver on the basis of superior qualifications.

**Article R444-14** determines that state control extends to program conformity, the regularity of the status of directors and faculty, the sufficiency of the number of teachers, teaching methods, educational assistance conditions, and the facilities used when in-person student groupings exist.

**Article R444-16** states that control is carried out by members of the inspection bodies of the Ministry of Education and, in higher education, with supervision ensured by persons selected for their competence and designated after the Rector's opinion.

**Articles R444-18, R444-19, and R444-20**, in turn, impose requirements concerning the educational contract, study plan, program detailing, workload, qualifications of responsible faculty, didactic materials, and scientific and technical updating of content.

These provisions are legally decisive because they demonstrate that the French system of private distance education does not operate in a regulatory vacuum. On the contrary, it is a detailed legal regime requiring documentary support, academic structure, faculty qualifications, pedagogical coherence, and adequate means for the educational process.

Consequently, when UniLogos states that it is framed under Articles L.444-1 to L.444-11 and R.444-1 to R.444-28, it is not invoking a decorative reference. It is invoking a body of state law that defines objective conditions of existence, operation, supervision, and accountability.



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### III. LEGITIMATE ACADEMIC AUTONOMY AND INSTITUTIONAL NATURE IN THE EUROPEAN SPACE

The attachment makes an important contribution by explaining the European higher education context and, in particular, the logic of proprietary degrees and diplômes d'établissement.

According to that text, the European environment is marked by institutional diversity, and France allows, in addition to public national diplomas, the category of Diplômes d'Établissement, inserted into a regulated higher education system but distinct from public state diplomas.

The legal relevance of this explanation is considerable. It avoids a recurring error in superficial analyses: attempting to assess private European institutions through simplified parameters derived from different national systems. Comparative higher education law demonstrates that institutional legitimacy is not synonymous with integration into the public state diploma system.

In the French tradition, private academic autonomy coexists with public supervision and with a plurality of certification forms. The attachment even notes that major French universities offer Diplômes d'Université and other establishment diplomas, showing that the existence of autonomous and institutionally structured proprietary credentials is itself part of the logic of the French system.

From this standpoint, UniLogos must not be assessed through inappropriate filters, but through the law that actually governs it. Under the applicable French legal framework, the combination of a duly declared private establishment, state supervision, required qualifications, and curricular autonomy is legally compatible and institutionally legitimate.

### IV. PUBLIC ELEMENTS OF RECOGNITION AND INTERNATIONAL AFFILIATION

The official accreditation page visibly presents a set of recognition, accreditation, membership, certification, and international affiliation elements associated with UniLogos.



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These include EDU, IARC, IEAC, INQAAHE, Carolina Bori Platform, ISO 9001:2015, BQS, and IACBE.

In the body of the text, the institution states that it is internationally accredited, highlighting IEAC, ISO 9001:2015, and affiliation with MACCA, and links these elements to rigorous quality standards.

From an institutional standpoint, these elements are not rhetorical accessories. In transnational higher education, a university's reputation is built in layers: legal basis in the country of origin, academic governance, documentary regularity, internal quality processes, external accreditations, specialized memberships, international evaluation networks, and management certifications.

The existence of multiple seals and affiliations does not replace original legality, but complements it. In the case of UniLogos, French legality functions as the primary foundation; the international accreditations and affiliations operate as reputational reinforcement, external validation mechanisms, and instruments of insertion into global academic assurance circuits.

### **V. IACBE: EDUCATIONAL MEMBERSHIP AND COMMITMENT TO EXCELLENCE IN BUSINESS EDUCATION**

The accreditation page states that UniLogos is an Educational Member of the International Accreditation Council for Business Education (IACBE).

According to the description published on the page itself, an IACBE Educational Member is an academic business unit that has met the entity's membership requirements and affirmed its commitment to excellence in business education.

The same page links IACBE to CHEA, describing it as a programmatic accrediting organization in business recognized in the United States since January 2011.

Legally, the reference to IACBE must be understood precisely. Membership is not automatically synonymous with full programmatic accreditation, but it is unquestionably a form



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of qualified institutional linkage, subject to specific admission criteria and associated with a culture of quality in the field of business education.

Accordingly, the mention of IACBE reinforces the narrative of UniLogos' insertion into specialized environments of sectoral academic quality, particularly in business, management, and related disciplines.

### **VI. IARC/NIARS: INSTITUTIONAL ACCREDITATION AND LEGITIMACY IN THE KYRGYZ SYSTEM**

The attachment develops, in broad terms, the rationale concerning UniLogos' accreditation with IARC/NIARS in the Kyrgyz Republic.

According to that material, IARC and NIARS are presented as entities inserted into the Kyrgyz accreditation system, with governmental recognition and ministerial registration, and NIARS is indicated as appearing in the register of agencies recognized by the Ministry of Education and Science of the Kyrgyz Republic.

The attachment adds that IARC/NIARS is a member of INQAAHE and operates with institutional and program accreditation, aligning itself with international principles and practices of quality assurance in higher education.

This point is strategically relevant. In transnational education, institutional accreditation by an agency recognized in a foreign system functions as an external validation mechanism of academic structure, quality procedures, governance, and institutional consistency.

Without technically overstating the legal reach of each system, it is correct to affirm that the set of elements described in the attachment supports the position that IARC/NIARS accreditation constitutes an additional element of international academic legitimacy and institutional projection for UniLogos.



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### VII. INQAAHE AND INSERTION INTO A GLOBAL QUALITY ECOSYSTEM

The acronym INQAAHE appears among the recognition elements displayed on the accreditation page, and the attached document links IARC/NIARS to the International Network for Quality Assurance Agencies in Higher Education.

At the institutional level, association with international quality assurance networks is relevant because it places the discussion about UniLogos within a more sophisticated framework than the mere opposition between “recognized” and “not recognized.” What is actually being assessed is the institution’s presence in chains of quality assurance, evaluation standards, self-study mechanisms, external review, and academic accountability.

The mention of INQAAHE therefore strengthens the framing of UniLogos within a transnational environment oriented toward continuous improvement, institutional comparability, and public trust in higher education.

### VIII. EDU, PALAU, AND INTERNATIONAL COOPERATION IN EDUCATION

The official page states that Logos University received EDU accreditation, describing EDU as an organization established by the Palau Ministry of Education in cooperation with the United Nations for the purpose of promoting quality education and international cooperation among higher education institutions.

The page itself provides official links associated with the EDU system, the United Nations portal concerning the formalization of recognition of the EDU Accreditation System, and the Palau Ministry of Education.

As an element of institutional reputation, this accreditation is presented by UniLogos as a milestone of adherence to rigorous criteria of academic quality and innovation. Although the interpretation of the international legal scope of any accreditation must always observe the law of the country in which the qualification will be used, the presence of this recognition in the institutional portfolio reinforces the university’s strategy of internationalization, cooperation, and regulatory visibility.



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### IX. IEAC, ISO 9001:2015, BQS, MACCA, AND OTHER REPUTATIONAL ELEMENTS

The accreditation page states that UniLogos holds accreditations and certifications such as IEAC and ISO 9001:2015 and mentions affiliation with MACCA.

In a systematic institutional reading, these elements point to a deliberate policy of credibility-building through multiple axes: academic quality, organizational management, international benchmarking, and linkage to educational evaluation or cooperation entities.

The reference to ISO 9001:2015, in particular, projects a commitment to quality management systems, process standardization, compliance monitoring, and an organizational culture oriented toward continuous improvement.

The mention of BQS and IEAC, together with MACCA, should be interpreted as part of the institutional reputational mosaic publicly presented by the university, composing an environment of external validation and international brand projection.

### X. CAROLINA BORI PLATFORM AND RELEVANCE TO THE BRAZILIAN PUBLIC

Carolina Bori Platform appears among the recognition elements displayed on the accreditation page.

For the Brazilian public, this mention has communicational and institutional relevance because it refers to the national environment for processing and consultation related to the recognition of foreign diplomas.

Although the presence of a name or public reference on a platform does not, in itself, amount to automatic universal recognition of degrees, its inclusion among the elements presented by UniLogos demonstrates institutional concern with traceability, dialogue, and visibility before audiences in different jurisdictions.



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### **XI. ACADEMIC PRODUCTION, KNOWLEDGE CURATION, AND MATERIAL COMMITMENT TO THE UNIVERSITY MISSION**

The official page describes UniLogos as an institution committed to educational excellence, research, academic publishing, and an innovative approach called “Knowledge Curation.”

It also states that the university has a highly qualified team, contributes significantly to global academic output, and is frequently mentioned by major media outlets.

In legal-institutional language, this means that the university seeks to demonstrate not only formal existence, but the concrete exercise of an academic mission. The legitimacy of a higher education institution, especially at the international level, is not exhausted by administrative records; it is strengthened when accompanied by academic activity, research, qualified faculty, intellectual production, governance standards, and permanent quality assurance mechanisms.

### **XII. LISBON RECOGNITION CONVENTION AND INTERNATIONAL RECOGNITION OF QUALIFICATIONS**

The attachment devotes substantial attention to the Lisbon Recognition Convention, describing it as an international agreement developed by the Council of Europe and UNESCO to promote fair and transparent assessment of higher education qualifications among signatory countries.

According to the document, the Convention operates under the principle that a foreign qualification should be recognized unless substantial differences are demonstrated by the competent authority of the receiving country.

The attached text relates this framework to the fact that Kyrgyzstan participates in the Convention system and argues that accreditations recognized in that context tend to favor the international appraisal of qualifications issued by institutions accredited by such bodies.



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From a legally responsible standpoint, the correct formulation is the following: the Lisbon Recognition Convention does not create automatic, universal, and unrestricted recognition; it establishes a normative framework favorable to fair, transparent, and non-arbitrary assessment of qualifications.

This distinction is essential to the seriousness of the opinion. The concrete recognition of any degree will always depend on the applicable national law, the intended use, the competent authority, and the analysis of the specific case. Yet this does not weaken UniLogos' institutional position; rather, it situates its documentation within an intelligible and legally relevant international normative ecosystem.

### **XIII. LEGAL SCOPE OF THE EVIDENCE AND TECHNICAL PRUDENCE**

A serious opinion must distinguish, rigorously, among three different planes: legality of the institution's operation, accreditations and quality affiliations, and subsequent recognition of degrees in specific jurisdictions.

On the first plane, the elements are strong: the documentation and official page indicate a private establishment legally registered in France, under its own UAI code and express framing within the Code de l'Éducation.

On the second plane, UniLogos presents a relevant portfolio of memberships, accreditations, certifications, and international affiliations, including IACBE, IARC/NIARS, INQAAHE, EDU, IEAC, ISO 9001:2015, BQS, MACCA, and Carolina Bori Platform.

On the third plane, namely the use of the degree in each country, the universal rule of national regulatory sovereignty applies. This means that no international degree is, by abstract definition alone, exempt from the analyses or formalities required in the place where it is intended to produce academic, professional, or administrative effects.

This observation does not represent weakness. It represents legal correctness. Every serious institution operating internationally should maintain exactly this position: firmness in



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affirming its legality and recognitions, combined with technical honesty regarding recognition procedures abroad.

### XIV. LEGAL CONCLUSION

In light of the documentary elements examined, the conclusion is affirmative and legally consistent. Logos University International (UniLogos) presents itself as a private higher education institution duly established in the French Republic, identified by UAI Code 0756574N, linked to the Academic Region of Paris, and framed within the legal regime of Articles L.444-1 to L.444-11 and R.444-1 to R.444-28 of the Code de l'Éducation.

The material analyzed demonstrates that the French legal framework applicable to private distance education provides for formal declaration, state supervision, pedagogical control, faculty qualification requirements, administrative oversight, rectoral discipline, program conformity, and institutional responsibility, which confer objective legal density upon the university's operation.

The documentation and official page also reveal a clear institutional policy of insertion into quality networks and bodies, with mention of EDU, IARC/NIARS, IEAC, INQAAHE, Carolina Bori Platform, ISO 9001:2015, BQS, IACBE, and MACCA, thereby reinforcing reputation, external validation, and international projection.

In direct technical language, UniLogos does not rely on abstractions. It relies on an identifiable French legal basis, on public evidence of regularity, on state supervision mechanisms proper to its system of origin, and on an articulated set of international recognitions and affiliations oriented toward quality assurance.

Under professional legal review, these elements are sufficient to support, with argumentative security, the affirmation that UniLogos possesses institutional regularity, lawful operation, academic legitimacy, and a serious structure of international projection, without prejudice to the application of the sovereign rules governing the recognition of qualifications in each destination jurisdiction.