



Groningen Declaration



Financial Record Portability



ASEAN Qualifications



Lebanese Secondary Ed

TAICEP TALK

July 2015

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Upcoming TAICEP Events:

- Colombian Education System Webinar, July 30, 2015
- First General Meeting: October 1-3, 2015

More details inside!

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TAICEP

The Association for International Credential Evaluation Professionals

President's Welcome

Welcome readers of the inaugural issue of the TAICEP Newsletter. I hope that you find the articles of interest and that the newsletter provides you with the kind of information that you need to do your job. As President of TAICEP, I want to provide you with some updates on the association's activities, plans for the future and your role in building our profession.

TAICEP leaders and members have been busy doing some of those boring but important things that are needed to get an association official and functioning. These include writing the bylaws, registering for non-profit status, establishing administrative processes and establishing a system for electing new leaders. Your TAICEP leadership team and our excellent Executive Director Robert Prather have been working hard to accomplish all of these things. Various committees are updating resources like the Compendium, establishing standards for the profession and building membership. One of the most exciting developments is planning for the first annual meeting. A comprehensive list of sessions is on the agenda. We will also use the meeting to make plans for the future of the association.

Please check the TAICEP website frequently to get all the needed updates on these matters.

As a new association, we are counting on you, members and all international credential evaluation professionals, to help build the association and strengthen the profession. Here are five things that you can do to build a legacy for our profession:

- If you are a TAICEP member, congratulate yourself and make sure to renew your membership and tell three colleagues about TAICEP.
- If you are not yet a member, sign up today.
- Register for the annual meeting.
- Vote in the upcoming election.
- Send me one suggestion on how you want TAICEP to serve the profession.

My email is margit@ece.org, and I really want to hear from you.

Enjoy the newsletter, and I hope to see you in Toronto!

Margit Schatzman
President of TAICEP

Editor's Note:

Throughout, you will find pictures from TAICEP's Inaugural Symposium from October 2014. More information, including the program, White Papers, and more pictures of your colleagues, can be found at <http://www.taicep.org/archive/inaugural-taicep-symposium/>

Committee Updates

From the **Membership and Outreach Committee:**

Hello Fellow TAICEP Members! As Membership and Outreach Committee Chair, I would like to start by thanking all of you for being members! I am confident that TAICEP has built a great foundation of members and from that great foundation I am also confident that we can continue to grow our membership and connect even more international credential evaluation professionals from across the globe.

Currently Membership and Outreach is working on some great initiatives and also searching for new ideas and assistance. Our two major initiatives are reaching out to credential evaluation professionals at North American higher education institutions and researching and reaching out to international credential evaluation professionals at higher education institutions and organizations around the world. We are also collaborating with the Social Media Committee to help reach more international credential evaluation professionals.

You may be asking yourself, well how can I help? As a current member you are already helping by supporting a professional organization specifically designed for you and your professional goals. You can help Membership and Outreach more specifically in many ways. If you are interested in being on the committee, or helping the committee out let us know! We can always use more assistance in pursuing greater exposure for TAICEP. If you know colleagues in the international credential evaluation profession that are not yet members of TAICEP that you think may be interested or may benefit from a TAICEP membership contact us about potential talking points for discussing the benefits of a TAICEP membership.

Our goal is to provide outreach to international credential evaluation professionals on 6 of the 7 continents (because unfortunately there are not international credential evaluators on Antarctica) and create a network of international credential evaluation professionals sharing evaluation methodology ideas, relevant new information, and professional best practices. If you are networked with someone that you think could benefit from credential evaluation webinars, conferences, and other great professional development resources from anywhere in the world, please get them in contact with Membership and Outreach.

I know so many members already discuss TAICEP in their professional capacity and that is great! If you would like to discuss the benefits and talking points of TAICEP please do not hesitate to contact a Membership and Outreach Committee member. Lastly, a gentle reminder that membership dues are payable annually from the date you last paid them. If your membership dues are about to expire, consider renewing now to keep your membership current. Thank you for all you do as a member of TAICEP.



Marshall Houserman
Membership and Outreach Committee Chair
Educational Perspectives

From the **Resources for Members Ad Hoc Committee**

The Committee holds the responsibility of maintaining active communication with the membership and providing recommendation to valuable resources, be it online or hard-copy published reference materials while offering members the opportunity to contact other members with expertise in specific areas of credential evaluation. As we develop, notifications and exchanges are to be available through social media, more precisely, LinkedIn, Facebook, and Twitter; blogs and member discussion panels are included. A Job Board is immediately available to members. Some of the work is done in collaboration with other Committees as to guarantee fluidity among TAICEP's various goals and objectives.

Again, thank you for all the work you have been doing!

Lou Nunes, Ph.D.
Resources for Members Committee Chair
Academic Evaluation Services, Inc.

Want to Join a TAICEP Committee?

Contact the Committee Chairs

TAICEP Committees and Their Respective Chairs

Governance and Finance Committee:

Jenneke Lokhoff, jlokhoff@epnuffic.nl

Standards Committee:

Rolf Lofstad, rolf.lofstad@nokut.no and Sarah Ledwidge, s.ledwidge@icascanada.ca

Professional Development and Training Committee:

Jessica Stannard, stannard@epnuffic.nl and Natasha Sawh, n.sawh@cmec.ca

Resources for Members:

Lou Nunes, drloununes@gmail.com

First General Meeting Task Force:

Susan Lindeblad, SLindeblad@aon.fccpt.org



The Groningen Declaration & Digital Student Data Portability

When asked, most credentials evaluators will say that one of the first challenges of each application they come across is obtaining the necessary documents from applicants, followed by the determination of their validity and authenticity. These challenges are often further complicated when applicants are asked to submit and, thus, part with their original academic records.



In an ideal world, via advances in technology, no paper records would need to be exchanged and the provenance of one's credentials would not be in question. In such a world, evaluators can focus squarely on equivalency of the qualification and the placement of the holder.

This is the goal of the Groningen Declaration, which is named after the town where the inaugural meeting took place on April 16, 2012. The initiative, to make student records available electronically and securely on a global level, was first proposed by Herman de Leeuw of *Dienst Uitvoering Onderwijs* (DUO). DUO is the Executive Agency of the Dutch Ministry of Education, Culture and Science and is located in Groningen, in the northeastern part of the Netherlands. Groningen became the location of the founding seminar, where the first signatories announced their support through the signing of the Declaration.

The idea was originally known as Digital Student Data Depositories Worldwide (DSDDW). The first meeting included representatives from centralized student data depositories, organizations that store the educational records of students on a national level. Known examples include the China Higher Education Student Information Verification Service (CHSI), run by the China Higher Education Student Information Career Center (CHESICC), and the National Student Clearinghouse in the United States. However, other related stakeholders from around the world also gathered, including Ministry representatives as well as those roles relate to international enrollment management and professional licensure.

The momentum continued and the second meeting was hosted by CHESICC in Beijing in 2013. By the third annual meeting, the name officially became the Groningen Declaration Network. This meeting took place in 2014 in Washington, D.C. and was jointly hosted by the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Student Clearinghouse. Throughout the meetings, global players have been brought together, best practices have been promoted, pilots and collaborations have been fostered.

The fourth annual meeting took place earlier this year and was hosted by the University of Málaga in Spain. The international arena further expanded, with new models shared and partnerships formed. One groundbreaking example is the establishment of the African Qualifications Verification Network (AQVN) that took place in a seminar hosted by the South African Qualifications Authority in November 2014. Recognizing the need for a quick, reliable, and affordable verification process of student records from Africa, the AQVN will bring together a network of verifications institutions and digital learners records databases. While the AQVN is in its infancy, the hope is to have all 54 African nations participating.

Another noteworthy example is the pilot between the US and China. China has become the largest exporter of international students. However, many receiving institutions, including those in the US, have faced challenges with obtaining the proper official records, particularly as only one original degree and graduation certificate is ever issued in China. CHESICC, one of the Ministry-approved verification centers for student records, maintains a database of over 900 million pieces of data, with 100 million added each year. In the pilot, Chinese students who have been admitted to the University of Texas–Austin and Virginia Commonwealth University are able to have their records transmitted electronically and securely to the respective university, through the National Student Clearinghouse Electronic Transcript Exchange service. The records are currently in PDF format, but other forms of data transmission are also being developed. This will allow for greater use and participation among institutions working with Chinese applicants in the future.

With these two examples, the far-reaching impact on the work of credentials evaluators becomes apparent. To date, there are 41 signatories in the Groningen Declaration, representing 23 organizations from around the world, including 6 international associations. These include AACRAO, the European Association for International Education (EAIE), the European University Information Systems organization (EUNIS), RS3G (the Rome Student Systems and Standards Group), TAICEP, and *Unión de Universidades de América Latina y el Caribe* (UDUAL). Additionally, seven national organizations dealing with foreign credential evaluation and professional and academic recognition have signed on. They comprise four national government agencies and three ENIC-NARIC offices, thus decidedly bringing in the weight of the ENIC-NARIC network. US credential evaluation services have also been involved from the start, with the number of those involved as signatories now standing at five. They are AACRAO, Educational Credential Evaluators (ECE), Educational Perspectives, Foreign Credentials Service of America (FCSA), and International Education Research Foundation (IERF).

Digital student data portability is a win-win for all parties. Not only is it environmentally friendly, but it also reduces time, cost and administrative burden for both the credentials evaluator and the applicant. Additionally, it prevents document fraud and identity fraud, the latter of which has also increasingly become problematic. Finally, by helping to address these issues, the Groningen Declaration also helps to serve academic and professional mobility. Everyone recognizes the need and the benefits.

To no surprise, then, for the first time, three countries placed a bid to host the next year's fifth annual meeting. The 2016 meeting will take place in Cape Town, South Africa.

Emily Tse, International Education Research Foundation, with assistance from Herman de Leeuw, Dutch Ministry of Education, Culture, and Science



Getting to Groningen: Parallels between Academic Record Portability and SWIFT

The [Groningen Declaration](#) is a bold initiative designed to define the future of digital student data portability: “Citizens worldwide should be able to consult and share their authentic educational data with whomever they want, whenever they want, wherever.”

Quite a daunting task, eh?

Rest assured, similar monumental feats have in fact been accomplished in other industries. Take financial services, for example: [SWIFT](#), the Society for Worldwide Interbank Financial Telecommunications, has managed to align more than 10,800 financial institutions and corporations in over 200 countries to exchange millions of financial messages every day.

Consider the parallels between academic records and financial data:

- Proving both academic readiness and financial capacity are critical for student visa approval in many top host countries.
- Both academic records and financial data are vulnerable to fraud during the admissions process.
- The owners of both sets of data (students themselves as well as bank account holders) should dictate when, where, how and with whom their data is shared.
- The safest way to transmit both academic and financial data is when the student or bank account holder initiates an inquiry in response to a request from the authorities, over a secure electronic network: Namely, via the educational institution, in the case of academic transcripts; or via the financial institution for funds verification.

Room for improvement exists in both cases, to ensure the secure exchange of proprietary data while maintaining confidentiality and integrity. The most innovative upgrades happen when two distinct disciplines rub up against each other: In this instance, international education meets financial services. By applying tried and true approaches from each sector, the architects of the Groningen Declaration can effectively lead the world into the future of digital student data portability.

Further reading:

The Official Website of the Groningen Declaration, <http://www.groningendeclaration.org/>

SWIFT: Society for Worldwide Interbank Financial Telecommunications,
<http://www.swift.com/>

Gaining Momentum: Digital Student Data Portability,
<http://www.eaie.org/blog/digital-student-data-portability-how-everything-is-coming-together/>

Ready for Take-Off: The Groningen Declaration Network,
<http://www.eaie.org/blog/ready-for-take-off-the-groningen-declaration-network/>

Cheryl DarrupBoychuck, FundsV

ASEAN Qualifications

The Association of Southeast Asian Nations (ASEAN) comprises 10 member states, Brunei Darussalam, Cambodia, Indonesia, Laos, Malaysia, Myanmar, Philippines, Singapore, Thailand and Vietnam, and aims to strengthen the economic and human capital in the region that has a combined population of almost 600 million. ASEAN is engaged in activities aimed at raising skills standards, improving learner and worker mobility and encouraging pathways for lifelong learning.

The ASEAN Qualifications Reference Framework (AQRF) functions as a device to enable comparisons of qualifications across ASEAN member states. It has eight levels with learning outcome descriptors for each level described in terms of 'knowledge and skills' and 'application and responsibility'. The AQRF will be underpinned by agreed quality assurance principles and standards. An ASEAN member state can voluntarily engage in a referencing process that establishes the relationship between the AQRF and its qualification system or national qualifications framework.

The AQRF was developed to facilitate comparison, improve transparency and higher quality qualifications systems. ASEAN Economic Ministers and ASEAN Education Ministers endorsed the AQRF in August and September 2014 respectively. Referencing is expected to begin by 2016.

See the ASEAN website for more information on the AQRF

http://aanzfta.asean.org/uploads/docs/AECSP_Factsheets/AECSP_Fact_Sheet_AQRF_Apr_15.pdf

Madeleine Daniell, Australian Government Department of Education and Training



Fighting Fraud, Part I



There are three major types of fraud you may run across in your career as a credential evaluator – diploma mills, falsified grades or graduation, and fraudulent documents. Part I of this series will deal with diploma and accreditation mills.

Ah, diploma mills, the nemesis of the verification specialist. More companies require a bachelor's degree to apply for their jobs. Couple that with our increased appetite for instant gratification, and it's no wonder diploma mills are billion-dollar businesses spanning the globe.

What is a diploma mill? In the simplest terms, diploma mills are entities that give fake diplomas to anyone who pays the “tuition.” Often they advertise college credits for life experience or the ability to complete a 4-year bachelor's degree in just 6 months.

Diploma mills are not a new thing. In fact, the first documented reference to degree mills in the U.S. was in 1876 when John Eaton, a United States Commissioner of Education, called them a disgrace to American education.

Diploma mills undermine everything we do as credential evaluators. They reduce hard-earned degrees to literal pieces of paper to be bought and sold without a care for what the degree actually signifies. Some of these diploma mills offer degrees in health care professions and engineering, at significant risk to the public.

How do you identify a diploma mill? The easiest starting point here is the school name. It is quite common for diploma mills to use names that sound very similar to legitimate schools. For example, a diploma mill may operate under the name “Aberdeen University”, most likely in hopes of tricking someone into thinking the diploma is from the University of Aberdeen, a recognized body in the United Kingdom.

That's not to say that legitimate schools don't have unusual names that may set off alarms in your head. For example, when I first started in the field, we received a credential from Batman University. I thought for sure I was on to a fraudulent institution. Well, it turns out that Batman (pronounced bot-men) is actually a city in southeastern Turkey that does, in fact, have a Batman University.



Here are some good indicators you are dealing with a diploma mill:

- You cannot find the institution listed on the higher education authority's website, but the document was issued or awarded recently;
- When you type the institution's name into a search engine, it auto-fills “fake”, “scam” or “fraudulent” after the name;
- When you visit the school website, do they:
 - offer a degree for a flat fee?
 - offer credit for “life experience”?
 - offer a degree in an unrealistically short amount of time?
 - have operators standing by 24/7 to help you get your degree?

These are not the only means of determining if you are dealing with a diploma mill, but they are a good starting point.

You may be asking yourself, “Aren't there laws preventing these diploma mills from operating?” Yes, yes, there are. But the problem is that many of these diploma mills are websites only; they can disappear in an instant, only to pop up later with a different name or based in a different country whose laws are less stringent. If you want to follow a current case, you should set up a Google alert for the Axact scandal.

What about accreditation? In addition to diploma mills, there are also accreditation mills. An accreditation mill is an organization that awards accreditation to institutions without having government or legal authority. Accreditation mills are much like diploma mills and, in many cases, are closely associated with diploma mills. The “accreditation” they grant has no legal or academic value but is used in diploma mill marketing to help attract students.

In the U.S., the Council for Higher Education Accreditation (CHEA) maintains an International Directory which contains contact info for “about 467 quality assurance bodies, accreditation bodies and Ministries of Education in 175 countries. The quality assurance and accreditation bodies have been authorized to operate by their respective governments either as agencies of the government or as private (nongovernmental) organizations.”

CHEA also provides these indicators of an accreditation mill:

- Allows accreditation to be purchased.
- Allows institutions to attain accredited status in a very short period of time.
- Does not conduct site visits or interview key personnel as part of its accreditation process, instead reviewing institutions solely on the basis of submitted documents.
- Grants “permanent” accreditation, with no requirement for periodic review.
- Claims recognition from an authority such as CHEA without appearing on lists of accreditors recognized by that authority.
- Has a name that is very similar to the name of a recognized accrediting organization.
- Publishes a list of institutions or programs that it has accredited without the knowledge of the listed institutions and programs.
- Publishes claims for which there is no evidence.

On the TAICEP website, the Resources section includes the document, *TAICEP References Resources*, which includes information for identifying recognized education authorities.

It is also important to note that unaccredited universities are not necessarily diploma mills. Schools may lose accreditation for various reasons. In 2012, the National University Commission in Nigeria suspended operational licenses for seven private university for violating guidelines in physical facilities and academic programs. All have since been reinstated, but they were in fact, unaccredited for that school year.

Some schools may be in the accreditation process when your applicant attended. Many countries are only now establishing formal accreditation processes after allowing private higher education institutions to operate as businesses. In some countries, higher education institutions may be authorized to award some degrees but only in certain fields, or they may be prohibited from offering distance education programs. Many legitimate institutions choose not to seek accreditation, or they choose to be accredited by religious or professional organizations (hotel, art, or music institutes, for example) rather than academic bodies.

This is a lot to take in, and unfortunately, it is often a convoluted process to determine if a credential is from a legitimate school or a diploma mill. It is up to us, the credential evaluators, to do our due diligence regarding research and verification.

I implore each of you to contact your representatives and urge them to push for tougher laws and consequences for both operating a diploma / accreditation mill and using their “services.”



Want to educate yourself further?

Bogus Institutions and Accrediting Bodies. Transcript Research, 2013.
<http://transcriptresearch.com/pages/training>

CHEA.org. Informing the Public About Accreditation. 2013.
http://www.chea.org/public_info/index.asp

QuackWatch.com. Diploma Mills: The \$200-Million-a-Year Competitor You Didn't Know You Had. 2004. : <http://www.quackwatch.com/o4ConsumerEducation/dm1.html>

US Department of Education. “Accreditation and Quality Assurance: Diploma Mills and Fraud.” 2007. <http://www2.ed.gov/about/offices/list/ous/international/usnei/us/fraud.doc>

Olivea Dodson
Transcript Research

Brief Historical Overview of Secondary Education in Lebanon



Due to its geographical position at the eastern edge of the Mediterranean, the area that is now Lebanon has been influenced by numerous cultures over the course of history. These included 400 years of Ottoman rule, followed, after the end of World War I, by the French mandate of Syria and Lebanon. During the last century of Ottoman rule, the area suffered many sectarian conflicts involving Muslims, Druze, and Maronite Christians, as well as European powers. During this period, a number of schools were opened by various religious groups, primarily Western European missionaries. The influence of private education continues to this day, with large numbers of private institutions at all levels.

During the more than 20 years of French mandate, which ended with Lebanon's independence in 1943, the educational system was modeled after that of France, with French as one of the official languages, and half the subjects in secondary school taught in French. During this period, a system of official public examinations was established, the passing of which was required in order to enter public service. Secondary education culminated with the Baccalauréat examinations.

Upon independence, Arabic was re-established as the primary language. The nature of curricula and examinations was revised to give more emphasis to "Lebanese" rather than "French" subjects. The structure of the educational system, which was overseen by the Ministry of National Education and Fine Arts, was five years of primary education, followed by four years of either "upper primary," vocational school, or "lower secondary," depending on the focus of instruction. All three options could lead to some form of upper secondary or professional instruction. The type of program a student was admitted into depended on the nature and score of the examination taken upon completion of the previous section.

After primary school, the options were:

1. École Complémentaire Officielle (Upper primary school), which was four years long and could be terminal or lead to some academic options. The fourth year was practical, and prepared for "lower" positions such as clerks, admission to vocational secondary school, or teacher training secondary school. The credential awarded was the Brevet d'Études Complémentaire.
2. École Secondaire (Lower secondary or intermediate school), which was also four years long, and was for those who wished to continue on to upper secondary education leading to the Baccalauréat examinations. The credential awarded was the Brevet d'Études. This was a broad-based curriculum that aimed to prepare students for more specialized upper secondary school.
3. École Professionnelle (Vocational school), which was three years in length, primarily practical in nature, and designed to be terminal; however, the possibility of continuing for further technical training existed.

After the upper primary/lower secondary/intermediate education, the options were:

1. Teacher training (to train primary school teachers), which was three years and led to the Baccalauréat d'enseignement, also known as the "First Teaching Certificate."
2. Private secondary schools that followed the structure of other educational systems, and may or may not have prepared students for national Lebanese examinations.
3. École Secondaire (Upper secondary school), of which most institutions were private until 1949, when government greatly expanded secondary schools. The credentials awarded were the Baccalauréat Première Partie after two years, and the Baccalauréat Deuxième Partie after one additional year. This final year was very specialized; students chose a concentration in philosophical (literary) studies, sciences, or ancient languages. The overall passing rate was low; this examination was graded on the French-based 0-20 scale with the total possible of 220, and a minimum passing of 110. With some variations during times of conflict, the overall passing rate for the various baccalaureate examinations has been around fifty percent.

In the 1980s the choices for Part I (the first two years of upper secondary school) were literary or scientific; students who were in the literary stream were required to take the Part II philosophy examination; students in the scientific stream could take the Part II examination in either mathematics or experimental sciences.

The upper secondary vocational track during this time prepared students to work in fields such as construction, carpentry, auto mechanics, and similar areas. The technical baccalaureate was introduced in 1952, and, prior to 1980, the vocational secondary program was four years in total. The student would take the first examination after three years (Baccalauréat Technique Première Partie), and the second examination (Baccalauréat Technique Deuxième Partie) after one additional year. Beginning in the 1980-81 school year, upper secondary technical education was reduced to three years, and the part one examination was eliminated. The final credential upon successful completion was the Baccalauréat Technique. While designed to be a terminal credential, with high enough scores, it would be possible to continue to post-secondary education in appropriate fields.

During the civil war from the mid-1970s through the 1980s, there were a number of years when either or both parts of the baccalaureate examinations were not given. See the list at the end. During the years when the examinations were canceled, students were given an Attestation of Candidacy upon successful completion of secondary studies, which universities in Lebanon were expected to accept as confirmation of eligibility for university admission.

A number of changes were made to primary and secondary education in Lebanon after the end of the civil war. In 1993, the Ministry of National Education and Fine Arts was restructured, with secondary education under the direction of the new Ministry of National Education, Youth, and Sports. In addition, with private schools making up about half of secondary schools, religious and other organizations had a strong influence on education. These included, among others, Jesuits, Maristes, Maronites, Greek Orthodox, Protestants, the Hariri Foundation, and the Makassed Islamic Philanthropic Society. Many of the private schools offered, and continue to offer, curricula leading to the baccalaureate and, subsequently, the General Secondary Education Certificate examination, but many lead to other credentials such as US-style high school or other foreign diplomas.

The “Plan to Restructure the Lebanese Education System” was approved by the Council of Ministers in 1994, after which the Ministry of Education and Higher Education became the oversight body for all levels of education, including technical and vocational education. A number of changes were implemented in the 1997-98 academic year, including significant reforms in curricula, teaching methodology, and an emphasis on technology with a goal of relevance to global expectations. The last Baccalauréat certificate was awarded in 2000 by the Ministry of National Education, Youth, and Sports. Starting in 2001, the Ministry of Education and Higher Education began awarding the General Secondary Education Certificate (GSEC, known as the *thanawiya amma*).

In the current system, intermediate/lower secondary education, which is now considered part of *enseignement de base* (basic education), is broad based and not compulsory (compulsory education ending with grade six). There are both academic and technical/vocational streams; the technical credential awarded after completion of intermediate vocational education is the *Certificat d’Aptitude Professionnel*.

The academic intermediate education includes Arabic, art, civics, computer science, two foreign languages (French and English), geography, history, mathematics, physical education, sciences, and technology. The final credential is now the *Diplôme de fin d’études de base* (also still known as the *brevet*).

In upper secondary school, the first year is common, including many of the subjects studied in intermediate education. In the second year students choose either the sciences stream or the arts/humanities stream; in the final year, they further specialize into the stream which they will be examined in for the General Secondary Education Certificate: arts and humanities (with a maximum of 480 points, and a lowest passing grade of 225), general sciences (570/263), life sciences 560/259), and social and economic sciences (530/245).

Vocational upper secondary school, also three years, leads to either the Baccalauréat Technique (in agronomy, industry, or services such as finance, business, tourism, computer science, and similar areas) or the *Certificat professionnel de maîtrise*, which is also three years.

In 2014 the secondary school teachers went on strike before grading the GSEC examinations. Accordingly, there were no final results for the national examinations. By a decree of the council of ministers, and agreed upon by the minister, all students who were candidates for the national examination were delivered a certificate authorizing them to “continue their studies in the universities inside and outside Lebanon.” Universities in Lebanon consider this certificate in addition to school scores and entrance exams as being criteria for admission. This document is called the “Attestation of Registration for the Official Examinations.” The 2015 examinations were given in June of this year.

Baccalaureate Part I

The Baccalaureate Part I examination was not given from 1987 until it was permanently canceled in 1991.

Year	Status
1975	Given, but answer sheets destroyed in war
1976	Not given
1977	Not given
1978	Not given
1979	Given, but voided because of poor security
1980	Given in July and September
1981	Given in August and September
1982	Given in November
1983	Given in July/August
1984	Given in July and August
1985	Not given
1986	Not given
1987	Not given
1988	Not given

Baccalaureate, Part II

The Part II exam was not given between 1987 and 1989, but it was given one final time in 1990 before it was offered as just the Lebanese Baccalaureate in subsequent years (until it became the GSEC).

Year	Status
1975	Given in June
1976	Not given
1977	Given in July
1978	Given in September
1979	Given in July (pass/fail only) and September (normal scoring)
1980	Given in July and September
1981	Given in August and September
1982	Given in October/November
1983	Given in July; instability prevented students in mountain areas from taking exam
1984	Given in August
1985	Not given
1986	Given in August and Oct/Nov
1987	Not given
1988	Postponed indefinitely [AMIDEAST, p. 501]

Further reading can be found via the list on the following page.

Resources:

Country Education Profiles, Lebanon: A Comparative Study. National Office of Overseas Skills Recognition, Australia., 1992 and 1997.

Education in the Arab World, Volume 1: Algeria, Bahrain, Egypt, Jordan, Kuwait, Lebanon, Morocco. Washington, D.C.: AMIDEAST, 1993.

A Guide for the Evaluation of Academic Credentials from Lebanon. American Association of Collegiate Registrars and Admissions Officers, 1989.

Lebanon: A Study of the Educational System of Lebanon and Guide to the Academic Placement of Students from Lebanon in Educational Institutions in the U.S.A. American Association of Collegiate Registrars and Admissions Officers, 1964.

Ministry of Education and Higher Education. <http://www.mehe.gov.lb/>

UK-NARIC. <http://www.naric.org.uk/naric/>

UNESCO International Bureau of Education.

<http://www.ibe.unesco.org/en/worldwide/unesco-regions/arab-states/lebanon.html>

Margaret Wenger

Educational Credential Evaluators

Add to Your Library!

In each issue of TAICEP Talk, we will share resources you can add to your resource library. These resources will be a combination of updated websites for official recognition sources, online verification links, and publications relevant to the field.



Australia: The University of Melbourne offers online degree verification at <https://sis.unimelb.edu.au/cgi-bin/awards.pl>

France: The Commission for the Evaluation of Training and Management Diplomas accredits French business schools: <https://www.cefdg.fr/ecoles-et-formations-visees>

Kenya: The University of Nairobi maintains a list of graduates on its website by year and program: <http://www.uonbi.ac.ke/node/4307>

Macedonia: You can verify all degrees/diplomas awarded since 2008 via the Ministry of Education's website: <http://ctice.md:8082/verif/>

Saudi Arabia: The Ministry of Education is now maintaining all of HEIs in the Kingdom. <http://he.moe.gov.sa/en/studyinside/Government-Universities/Pages/default.aspx>

Degree Mills: The Billion-Dollar Industry That Has Sold Over a Million Fake Diplomas, Updated Edition. John Bear and Allen Ezell, 2012.

Peggy Bell Hendrickson

Transcript Research

From the TAICEP Website

Professional Development Webinar from February 2015:

The handouts from the webinar on credentials from Africa and the Middle East are available on the website for members to download. A recording of the video is also available!

<http://www.taicep.org/professional-development/webinar-february-26-2015/>

References and Resources:

New professionals in the field will benefit tremendously from these References & Resources:

<http://www.taicep.org/wp-content/uploads/2014/08/TAICEP-Reference-Resources.docx>

Compendium of Professional Development Opportunities:

Our Resources include an extensive list of professional development opportunities:

<http://www.taicep.org/wp-content/uploads/2014/08/Compendium-Updates-Feb-20152.pdf>

Job Board:

Did you know that TAICEP has a job board for credential evaluators? Check it out and post a listing for your institution or find your perfect match: <http://www.taicep.org/job-postings/>

Be sure to check out our new website which will be coming soon!

Upcoming TAICEP Events

Webinar: Colombian Education System

July 30, 2015

Given the constraints of the conference call software, registration is limited to the first 100 people who sign up. To register: <http://tinyurl.com/taicepwebinar2>

As one of the largest Spanish-speaking countries sending students abroad, Colombia's international student mobility is on the rise. This webinar will provide the tools required to assist with the admission and transfer process. Emphasis will be on secondary and higher education, along with an in-depth overview of the entire educational system. Topics will include the educational structure, admission practices of Colombian universities, accreditation of HEI's, document features, and verification best practices.

Presenters: Catherine Eccher and Josh Dubman

Facilitators: Kate Freeman and Marybeth Gruenewald



FIRST GENERAL MEETING

OCTOBER 1st - 3rd, 2015
Toronto, Canada



First General Meeting

October 1-3, 2015

The Association for International Credential Evaluators (TAICEP) and The Canadian Information Centre for International Credentials (CICIC) are pleased to present the TAICEP First General Meeting in Downtown Toronto, Ontario, Canada.

Come join your colleagues and associates to share, learn and enjoy. The program for this meeting promises to provide a forum for members and non-members to be a part of an exciting and productive meeting.

The meeting is designed to:

- Provide a variety of opportunities for training and professional development
- Provide forums for networking to share interests and ideas to debate and to debate topics
- Create a sense of community and purpose by interacting with colleagues from around the world
- Discuss TAICEP business, accomplishments, and how to become involved

Concurrent Sessions:

- An update on the Education in Francophone Africa
- The UNESCO Global Convention and Recognition – Regional Conventions Taken to the Next Level
- Post-Apartheid South Africa: Updates and Resources from an Evolving Educational Sector
- From Accreditation to Verification: Innovative Internet Resources for Latin American Credential Evaluation
- Indian Distance Education – Perspectives on an Expanding Field
- When is Secondary Education Higher Education: Or Is It?
- Syria: Educational System Updates and Document Review
- Breaking Bad: Identifying Fraud
- In-House Versus Outsourcing: What is Best for You?
- Conflict Zones and Disputed Territories: Navigating the Minefield
- Playing Catch Up: Update on the Philippine Education System and the Looming ASEAN Integration
- Improving Quality Standards and Consistency in Assessment
- Comparing Methodologies and Global Mindset Panel
- The Future of TAICEP and Wrap Up

More details and registration information are at: <http://www.taicep.org/registration/>

Thanks!

Special thanks to this issue's contributors:

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- Margaret Wenger, Educational Credential Evaluators

Stay updated with us on Twitter: https://twitter.com/taicep_org



Are you interested in joining the TAICEP Newsletter Team?
Do you want to write for TAICEP Talk?
Contact peggy@transcriptresearch.com

TAICEP Members at NAFSA 2015!



