



South Africa



India  
ज्ञान विद्यान विमुक्तये



Philippines



Syria

# TAICEP TALK

August 2015

Volume 1, Number 2



### Upcoming TAICEP Events:

- First General Meeting:  
October 1-3, 2015

SPECIAL  
MEETING  
NEWSLETTER

## Table of Contents

President's Welcome.....	2	Call for Volunteers.....	14
Committee Updates.....	2	Add to Your Library.....	14
TAICEP Election Nominations.....	2	Recent TAICEP Events.....	15
First General Meeting.....	3	From the TAICEP Website.....	15
TAICEP Sponsorship and Membership.....	6	Thanks!.....	16
Meeting Session Descriptions.....	7		



## President's Welcome

Greetings International Credential Evaluators!

Welcome to a special edition of the TAICEP Newsletter. In this edition we are highlighting topics that will be covered in sessions at the First Annual Meeting of TAICEP. The variety of topics demonstrate the depth of knowledge and breadth of interests of our members. Who would have imagined that the first meeting of our organization would provide such a rich selection of sessions? While the program of the conference will fulfill member needs for practical information that we need to do our jobs, there will be other important offerings. The meeting will include multiple opportunities to discuss the future of our profession and how TAICEP will help shape that future. Developing standards, identifying theories, methodologies and best practices, and advocating for the profession – these will all be discussed and debated at the meeting. I hope to see many of you in Toronto in October. Knowing that not everyone will be able to attend, I invite you to share with me your thoughts on any topic that you feel is most important for our profession. Send me an email at [margit@ece.org](mailto:margit@ece.org)-- I promise that if I hear from you I will raise your topic at the meeting.

Happy reading,

Margit Schatzman  
President of TAICEP

## Committee Updates

Are you interested in joining the Resources for Members Committee or another committee or task force? If so, please contact the Committee Chairs for more information!  
<http://www.taicep.org/about-us/committees-and-task-forces/>

## TAICEP Election Nominations

The TAICEP Committee for Nominations has identified the following single-slate of nominees for TAICEP director and chair positions for the 2016-17 term. Please review the interest statements and CVs/resumes in preparation for the upcoming TAICEP election ballot, which will be emailed to each current TAICEP member individually in September.  
<http://www.taicep.org/ne/>

# First General Meeting

## FIRST GENERAL MEETING

OCTOBER 1st - 3rd, 2015  
Toronto, Canada



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 to debate topics
- Create a sense of community and purpose by interacting with colleagues
- Discuss TAICEP business, accomplishments, and how to become involved

Summary of Concurrent Sessions:

- An update on the Education in Francophone Africa
- The UNESCO Global Convention and Recognition
- Post-Apartheid South Africa: Updates and Resources
- From Accreditation to Verification: Innovative Internet Resources for Latin America
- 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
- Update on the Philippine Education System and the Looming ASEAN Integration
- Improving Quality Standards and Consistency in Assessment
- Comparing Methodologies and Global Mindset Panel
- 

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

Please see the Session Descriptions later in this issue.

The **Schedule at a Glance** appears on the next two pages and online at <http://www.taicep.org/wp-content/uploads/2015/03/Schedule-at-a-Glance.pdf>

<b>Thursday, October 1, 2015</b>	
4:00 pm – 5:00 pm	Executive Team Meeting
5:00 pm – 6:00 pm	Committee and Task Force Meeting with Executive Team
6:00 pm – 7:30 pm	Registration Open
6:00 pm – 7:30 pm	Opening Reception
7:30 pm	Dinner on our own
<b>Friday, October 2, 2015</b>	
7:00 am	Registration Opens
7:30 am – 8:30 am	Continental Breakfast
8:30 am – 9:00 am	Welcome
9:00 am – 10:00 am	
1a: An Update on Education in Francophone Africa. (Margaret Wenger)	1b. The UNESCO Global Convention on Recognition – Regional Conventions Taken to Next Level! (Rolf Lofstad and Jessica Stannard)
10:30 am – 11:30 am	
2a: Post-Apartheid South Africa: Updates and Resources from an Evolving Educational Sector. (Marshall Houserman)	2b: From Accreditation to Verification: Innovative Internet Resources for Latin American Credential Evaluation. (Martha Van Devender)
11:30 am – 12:30 pm	
3a: Indian Distance Education – Perspectives on an Expanding Field. (Gary Anderson)	3b: When is Secondary Education Higher Education: or Is It? (Todd Colvard with Panel)
12:30 pm – 1:30 pm	Lunch and TAICEP Committee Chair Presentations
1:30 pm – 2:30 pm	
4a: Syrian: Educational System Updates and Document Review. (Andreas Arsalan)	4b: “Breaking Bad” Identifying Fraud. (Tim Kell)
2:30 pm – 3:30 pm	
5a: In-house vs Outsourcing, what is best for you? (Kelly Sharp)	5b: Conflict Zones and Disputed Territories: Navigating the Minefield. (Kurt Baumbach)
4:00 pm – 5:00 pm	6: Playing Catch Up: The Update on the Philippine Education System and the Looming ASEAN Integration. (Bernard Ramos)
5:00 pm – 6:00 pm	Networking and Committee Meetings
6:30 pm	Dinner on our own

**Saturday, October 3, 2015**

7:30 am – 8:30 am	Breakfast
8:30 am – 10:00 am	12: Improving Quality Standards and Consistency in Assessment. (Gordon Griffith and Bas Wegewijs)
10:30 am – 12:30 pm	13: Why Can't We All Agree? Evaluating Credentials with a Global Mindset. (Emily Tse with Panel)
12:30 pm – 2:00 pm	Working Lunch: The Future of TAICEP and Meeting Wrap Up.

The meeting planners have made every attempt to create an information-packed, exciting, and fun filled weekend to join your colleagues and associates in a two-day meeting to network with other experts in the field to share ideas and thoughts, as well as an opportunities to meet new people from other countries. It is also hoped that each of you will come ready to share your ideas of how to move TAICEP forward as an organization to represent and lead all of us.

The meeting begins on October 2nd, 2015. We will host a “get to know you” reception the evening before the meeting officially begins for those of you who are able to arrive early. The Opening Reception and Registration on the first night will be in the Ottawa Room.

We will begin early on October 2nd with a continental breakfast and welcome by the president Margit Schatzman. Then we will enjoy a day of concurrent one-hour sessions.

Breakfast and lunch will be provided each day in the Victoria Room. Evenings would be on your own in fabulous downtown Toronto.

If you have not yet registered, go to [www.taicep.org](http://www.taicep.org) for more information on how to register for the meeting and for information on how to reserve a room at the conference hotel the Doubletree-Toronto Downtown. The Doubletree has provided a reduced room rate guaranteed until September 1, 2015.

## TAICEP Sponsorship and Membership

Are you interested in being a TAICEP member or sponsor?

TAICEP offers three different membership types depending on your needs: Individual, Organization, and Affiliate.

For those who are excited about supporting TAICEP in its important work, there are also several levels of sponsorship: Friend of TAICEP, Silver Sponsor, Gold Sponsor, and Platinum Sponsor.

Sponsorship can support activities to build the association, develop standards for the profession, and develop resources for international credential evaluation professionals. In addition, sponsorship helps to support the costs of meals, supplies, and guest presenters at TAICEP's conferences and meetings and other activities of TAICEP.

Learn more about the different levels of membership and sponsorship at <http://www.taicep.org/register/> and <http://www.taicep.org/sponsorship/>

**In addition, we are still accepting sponsors for the First General Meeting of TAICEP!**

The First General Meeting Taskforce would like to ask your assistance in supporting this memorable meeting if you are able to do so. Sponsorship opportunities are varied depending upon your ability and are suggested as follows. Select an opportunity!

Reception: \$5000 or higher will include a full page recognition in the meeting program and recognition as sponsor for the reception to be held the evening of October 1, 2015.

Lunch or Breakfast: \$1000 - \$ 4999 will include a 1/2 page recognition in the meeting program and recognition as sponsor of a breakfast or Lunch during the meeting.

Meeting Breaks: \$100 - \$999 will include a 1/4 page recognition in the meeting program and recognition as a co-sponsor for a break during the meeting

First General Meeting Supporter: \$ \_\_\_\_\_ If you would like to support the meeting in general, such as for facility costs or other necessities, please feel free to enter the sponsorship amount. This will include recognition as a General Sponsor.

If you are interested in sponsoring this event, please contact: [Susanlindeblad52@gmail.com](mailto:Susanlindeblad52@gmail.com) for more information on how to submit your support to TAICEP.

## Meeting Session Descriptions

### **Session 1a:** An Update on Education in Francophone Africa

The French educational system has been the basis for systems around the world from Asia to Africa. In this session, the presenter will inform attendees of recent changes in French-based systems in North and West Africa. These changes include developing and implementing Bologna-compliant degrees as well as joint degree programs with other countries.

In addition to changes stemming from the Bologna implementation, there have been a number of significant changes to both the French system and educational systems that have been based on it. In North and West Africa in particular, education has undergone rapid and major change, in some cases reflecting political and societal changes resulting from the Arab spring. Many of these countries have also developed credentials that follow the Bologna system, as well as new credentials that are unique to that country.

Driven in some cases by a complete change in government; others by the challenges posed by a young population demanding access to higher education, educational authorities in these countries are attempting to react to the changing landscape. In some cases this means paving the way for private institutions, in others it means reorganizing and expanding the offerings of public institutions. A focus of the presentation will be a discussion of the rapid growth of private institutions, and methods of determining accreditation and recognition status.

The presentation will include sample credentials, resources, and a discussion of what international admissions personnel can expect in terms of documentation, including the availability and use of graduate databases and other verification options. The focus will be on new and possibly controversial credentials, including new secondary credentials and the preparedness of secondary graduates for undergraduate programs.

Margaret Wenger, Educational Credential Evaluators, [mwenger@ece.org](mailto:mwenger@ece.org)

### **Session 1b:** The UNESCO Global Convention on Recognition – Regional Conventions taken to the Next Level!

Mobility is as old as higher education itself. Recognition of foreign academic credentials as a profession can be said to be almost equally old. In spite of that, we still have difficulties agreeing on criteria and procedures. The profession needs to take into account divergent national legislation, insofar as a clear legislation exists.

To facilitate mobility through recognition the world community through UNESCO has developed multilateral agreements – conventions. This session will briefly outline the history of mobility, and conventions developed posterior to WW2 from the earliest language convention to the regional conventions of today. The session will take the audience through the different UNESCO regional conventions explaining the development and differences.

We will then proceed with the more practical “what’s in it for me” showing why and how conventions are helpful in the work of the professionals in recognition, and why conventions are a better tool than bilateral agreements. This will then lead up to the idea of a global convention, its history, planning, progress of the work and present status.

The objective of this session is to bring conventions down from the idea-level to the concrete and show that they are both practical and political tools that affect our work, the way we work and how they are-for most of us-a part of the solution more than a part of the problem.

Rolf Lofstad, Norwegian Agency for Quality Assurance, [rolf.lofstad@nokut.no](mailto:rolf.lofstad@nokut.no)  
Jessica Stannard, EP-NUFFIC, [stannard@epnuffic.nl](mailto:stannard@epnuffic.nl)

### **Session 2a:** Post-Apartheid South Africa: Updates and Resources from an Evolving Educational Sector

South Africa is one of Africa’s leading economic powerhouses, and arguably at Africa’s forefront when it comes to the educational sector. Since the end of apartheid rule in 1994 the educational system has seen many changes, some of them small and some of them more drastic. Today South Africa leads the African continent in the number of doctoral programs it offers and PhDs it produces each year. South Africa is the leader of educational research and development in Africa. In the first part of this session a brief overview of the South African educational system will be provided, including evaluation methods concerning standard credit and grade conversions to the U.S. educational system.

The second part of this session will focus on important information regarding educational reforms, including the recognition and quality assurance of private higher education institutions, disparities in the quality of education between public and private higher education institutions, and educational opportunities for all of South Africa’s ethnic groups and how those opportunities have and have not changed since apartheid.

Interactive training concerning how to navigate the South African Qualifications Authority (SAQA) web page will be included, as will tips for detecting and reducing fraudulent documentation from South Africa. Attendees are also encouraged to share their thoughts concerning degree equivalencies and grading scales as these opinions slightly vary in the credential evaluation profession. Representatives from higher educational institutions are encouraged to attend with any thoughts they may have regarding private higher education in South Africa, especially when recognizing that study for admission.

For further information before the session check out the following educational websites:

- Council on Higher Education South Africa: <http://www.che.ac.za/>
- Education USA South Africa including a brief educational overview:  
<http://southafrica.usembassy.gov/educational-advising.html>
- [http://southafrica.usembassy.gov/root/pdfs/study\\_sa\\_profile\\_rev100630.pdf](http://southafrica.usembassy.gov/root/pdfs/study_sa_profile_rev100630.pdf)
- South African Qualifications Authority homepage: <http://www.saqa.org.za/>

Marshall Houserman, Educational Perspectives, [mhouserman@edperspectives.org](mailto:mhouserman@edperspectives.org)



## **Session 2b:** From Accreditation to Verification: Innovative Internet Resources for Latin American Credential Evaluation

If you work with students from Latin America, then you may want to learn more about the highly developed online resources that are available from this region. They can answer all sorts of your credential evaluation questions. Like is this program recognized? Does this document look authentic? Where do I find the plan of studies when the hours or the credits were omitted from the official transcript? With highlights from across the Americas, we will look at websites and databases that can assist with everything from determining programmatic accreditation to document verification with a look at other interesting resources along the way. Many of these websites are run by their respective ministries of education and convey the most current and definitive information available. In several cases, we are merely able to access information that is publicly available to protect employers from job applicants with phony documents or to help students make their own admissions decisions. But even if credential evaluators were not the intended audience, we can certainly take advantage of things like databases of professional licenses. We will also look at historical internet research and how it can be used to help answer curriculum questions. We will use actual document samples to demonstrate how to use some of these internet resources, even if you have trouble with Spanish and Portuguese.

Martha Van Devender, Educational Credential Evaluators - [mvandevender@ece.org](mailto:mvandevender@ece.org)

## **Session 3a:** Indian Distance Education – Perspectives on an Expanding Field

Distance Education in India has expanded greatly during the last decade. The number of schools offering these programs increases, while questions about the acceptability of these studies in India also seem to grow. This has implications for credential evaluators as these documents are being presented for transfer credit in other countries. The Foreign Credentialing Commission on Physical Therapy (FCCPT) has seen many and varied types of Indian distance education credentials from students, ranging from additional general education credits to entire degrees, including Bachelor of Physiotherapy degrees. This growth in distance education is complicated in that regulation of this type of study is in flux. Recently responsibility for distance education was taken from the Distance Education Council, the longtime regulator, and placed under the control of the University Grants Commission while new legislation regarding distance education is discussed in Parliament.

This session will cover a brief history of Distance Education in India and issues regarding specific programs and the institutions offering them. We will also cover references for verifying the acceptability of these credentials and discuss factors that our agency used in dealing with an influx of this type of documentation. Topics to be discussed include the use of off-campus study centers to deliver these programs and the lack of compliance with territorial jurisdiction and franchising requirements; distance education credentials that are not considered valid in India; and a review of actual documents that turned out to be fraudulent.

Panel chaired by Gary Anderson, FCCPT, [ganderson@aon.fccpt.org](mailto:ganderson@aon.fccpt.org)

### **Session 3b:** When is Secondary Education Higher Education: or Is It?

This session hopes to gather and share information, and potentially come to consensus on awarding higher education credit for thirteenth year secondary school coursework, in the context of North American higher education. The panel will discuss the results of a survey sent to TAICEP members about their credit policies for the following exams/diplomas: UK's GCE 'A' / 'AS' Levels, CAPE, East African Advanced Certificate, Cambridge Higher School Certificate, German Abitur, Hong Kong Advanced Level Exam, Malaysia STPM, Singapore Cambridge GCE A Level, Sri Lankan GCE A Level, Luxembourg Diplome de Fin d'Etudes, Hong Kong Higher Level Examination, Uganda Certificate of Advanced Education, Malta Matriculation Certificate, Scottish "Highers", Swiss Maturity Certificate, Italian Diploma di Maturita, Iceland's Studentsprof, Quebec's Diplome d'Etudes Collegiales.

Part of the presentation would include a discussion on any potential issues with secondary credentials, e.g.: How much credit, if any, is given for a particular credential? What are the justifications for giving credit? Under what circumstances would one consider changing a credit placement? Audience members are encouraged to discuss any secondary education credit issues they might have encountered.

Todd Colvard, FCCPT, [Colvard@aon.fccpt.org](mailto:Colvard@aon.fccpt.org)

### **Session 4a:** Syria: Educational System Updates and Document Review

Admissions officers and foreign transcript evaluators need to be knowledgeable and vigilant when reviewing academic documents from Syria, since the situation in the country doesn't allow (at the present time) any contacts with the universities and/or the Ministry of Higher Education in the country in order to get information about university status or authenticity of documents. Andreas Arsalan has made two study visits to Syria, in 2000 and 2006, and studied the Education system in the country, including the new private universities and University Colleges granting Bachelors and Masters Degrees. He will present information on the basics of the educational system, new developments in higher education, and documentation issues. Andreas has good contacts with some of the universities in the country. One of these universities is Damascus University, the largest university in Syria.

Andreas Arsalan, Swedish Council for Higher Education, [andreas.arsalan@uhr.se](mailto:andreas.arsalan@uhr.se)

### **Session 4b:** Breaking Bad: Identifying Fraud

Maybe it's my degree in criminology that makes me always think like a "bad guy". I've seen enough academic documents (real and not) and attended enough sessions on fraud and verification to learn how to beat the system if I ever start "Breaking Bad". Using resources and technology that are easily available to anyone, let me demonstrate exactly how I would beat your institutions' documentation requirements, get a visa and take your scholarship money, should I ever decide I'm in the wrong business.

Only by realizing and accepting what your institution's vulnerabilities are, can you develop best practices to protect yourself. Bring your thoughts to the discussion on how to best balance security concerns against the practical considerations of time, cost, and access.

Timothy Kell, Educational Credential Evaluators – [tkell@ece.org](mailto:tkell@ece.org)

**Session 5a: In-house verses Outsourcing: What is Best for You?**

In this time of budgetary restraints, many schools are reviewing where to cut costs. One place that is being reviewed is the difference between in-house and outsourcing international credential evaluations. Which way is more cost-effective? If you are currently outsourcing evaluations, is it worth your time, effort, and money to switch processes? Is the reverse true? What is the cost/benefit to the student?

In this session we will be discussing reasons why Columbia College uses in-house credential evaluations instead of outsourcing. We will provide examples of our evaluations and compare them with the ones that we have received from some of the top credential evaluation services available today. With this comparison, we will show that in most incidences the student will benefit more academically from the evaluation they receive with us. We will also show a cost/benefit analysis to the student based on our own experiences. This will be an interactive session, so participants are highly encouraged to bring information from their own personal experiences to share with the group so that everyone has a better understanding of what goes into doing an evaluation in-house versus outsourcing it. There will be time for a question and answer session at the end of the presentation.

Kelly Sharp, Columbia College, [kdsharp@ccis.edu](mailto:kdsharp@ccis.edu)

**Session 5b: Conflict Zones and Disputed Territories: Navigating the Minefield**

Unfortunately, there is a proliferation of conflict zones around the world due to political, religious, ethnic, and other forms of strife. Students may not be able to provide the documentation you request, or may provide documentation that does not conform to what evaluators expect to receive. This session will discuss how to handle credential evaluation for students from conflict zones and disputed territories around the world. Case studies will be discussed and there will be a chance for the attendees to ask questions and share their own knowledge. If attendees have a particular situation or a particular set of credentials that they would like discussed, please contact me at [kurtbaumbach@aes-edu.org](mailto:kurtbaumbach@aes-edu.org)

Kurt Baumbach, Academic Evaluation Services, [kurtbaumbach@aes-edu.org](mailto:kurtbaumbach@aes-edu.org)

## **Session 6:** Playing Catch Up: Update on the Philippine Education System and the Looming ASEAN Integration

The decades old system of education in the Philippines, patterned after the American system and introduced during the era of the Commonwealth of the Philippines, is in the midst of seeing its secondary education revamped because of the fast approaching demands of the ASEAN integration. The Philippines is a founding member of the Association of Southeast Asian Nations (ASEAN) and both entities have seen its roles, vision and goals transformed to become an effective ASEAN member and an active regional organization within the global socio-economic-educational realms. The Philippines is one of the very few countries in the world that has maintained less than twelve years of study for primary and secondary education, and the country is now playing catch up to its neighbors to maintain its relevance. Drastic changes in the level of education have been introduced from the number of years students study, to the naming of grade levels and introduction of streams, to the changing of academic calendars. Reforms are constantly hampered by the Philippine bureaucracy and this information session will introduce the latest educational changes and obstacles that stem from the goals of the integration and the overall ongoing implementation of new measures and expectations.

Bernard Ramos, Educational Perspectives, [bramos@edperspective.org](mailto:bramos@edperspective.org)

## **Session 12:** Improving Quality Standards and Consistency in Assessment.

This session aims to present two models of quality assurance tools for credential evaluators in order to contribute to the discussion on professional standards. These models are:

1. The Standards & Guidelines (self-evaluation and peer review mechanism) developed within the 'European National Information Centres' and 'National Academic Recognition and Information Centres' (ENIC-NARIC) networks. The goal of the Standards & Guidelines is to professionalize the ENIC-NARIC centres and to streamline and improve recognition practices between the member states based on the principles of the LRC.
2. The Pan Canadian Quality Standards in International Credential Evaluation and the Pan Canadian Quality Assurance Framework for the Assessment of International Academic Credentials. Both tools were developed to provide hand and feet to international expectations as well as to improve the transferability of recognition decisions by streamlining recognition practices.

Additional information regarding this topic was recently published by ENIC-NARIC: <http://www.enic-naric.net/square-quality-assurance-for-the-enic-naric-networks.aspx>

The link above provides more information on the SQUARE project, in which the self-evaluations and peer reviews of ENIC-NARIC centres are conducted.

Gordon Griffith, CICIC, [g.griffith@cmecc.ca](mailto:g.griffith@cmecc.ca)  
Bas Wegewijs, NUFFIC, [wegewijs@epnuffic.nl](mailto:wegewijs@epnuffic.nl)

### **Session 13: Why Can't We All Agree? Evaluating Credentials with a Global Mindset**

Credentials evaluation professionals help facilitate international mobility, typically through the review and recognition of qualifications from other countries. Despite common overlapping objectives, dissimilarities in the approach and outcome can be found across regions, but also within regions as well. With an international panel of presenters, this two-hour plenary will highlight the similarities and differences found in Canada, Europe and the U.S., all areas which experience high volumes of movement among students and professionals alike. Discussion regarding the Australian perspective will be included as well.

At the start of the session, the development and role of evaluation work will be explored in the respective regions. Afterward, a common set of sample credentials will be presented. Panel members will each discuss their placement recommendations, along with the rationale used. At the conclusion, one country will tackle the issue of consistency and the national efforts being made to help address this.

Panel chaired by Emily Tse, International Education Research Foundation, [etse@ierf.org](mailto:etse@ierf.org)

### **Working Lunch: The Future of TAICEP and Wrap-UP**

This brainstorming session is designed for us to discuss how to move TAICEP forward.



## Call for Volunteers

If you are interested in volunteering at the First General Meeting, please contact the Chair of the First General Meeting Taskforce, Sue Lindeblad at [SLindeblad@aon.fsbpt.org](mailto:SLindeblad@aon.fsbpt.org) for more information.

## 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.



These resources are relevant to some of the countries or topics emphasized in the sessions being offered at the First General Meeting.

**Cameroon:** Ministry of Higher Education: [http://www.minesup.gov.cm/index.php?option=com\\_content&view=article&id=357:15e-edition-des-jeux-universitaires-buea-2012](http://www.minesup.gov.cm/index.php?option=com_content&view=article&id=357:15e-edition-des-jeux-universitaires-buea-2012) and [http://www.minesup.gov.cm/listedesinstitutions\\_privees](http://www.minesup.gov.cm/listedesinstitutions_privees) and <http://www.minesup.gov.cm/ipescam/fr/ipes.php>

**UNESCO:** Draft Preliminary Report on the Possible Global Convention on the Recognition of Qualifications in Higher Education:

<http://unesdoc.unesco.org/images/0023/002328/232858e.pdf>

**South Africa:** Department of Basic Education, verify current year matriculation results: <http://www.education.gov.za/MatricResults/ExamResults/tabid/175/Default.aspx>

**Brazil:** Coordenação de Aperfeiçoamento de Pessoal de Nível Superior / CAPES (Commission for Improvement of Higher Education Personnel), accrediting body for Mestrado and Doutorado programs: <http://www.capes.gov.br/avaliacao/dados-do-snpq/cursos-recomendados-reconhecidos>

**India:** Ministry of Human Resource Development, Department of Higher Education, Distance Learning: <http://mhrd.gov.in/distance-learning> and Distance Education Bureau: <http://www.ugc.ac.in/deb/index.html>

**Secondary:** Approached to International Degree Recognition: A Comparative Study. <http://ierf.org/pdf/AIDR.pdf>

**Syria:** Ministry of Education examination results since 2011: <http://moed.gov.sy/site/%D8%A7%D9%84%D9%86%D8%AA%D8%A7%D8%A6%D8%AC-%D8%A7%D9%84%D8%A7%D9%85%D8%AA%D8%AD%D8%A7%D9%86%D9%8A%D8%A9>

**Philippines:** K to12: The Benefits and Effects it will bring to the Filipino Educational System <http://iiee.org.ph/wp-content/uploads/2013/12/K-to12-The-Benefits-and-Effects-it-will-bring-to-the-Filipino-Educational-System.pdf>

## Recent TAICEP Events

We're delighted to announce that the handouts and recording from the July 30th webinar on the Colombian Educational Systems are now available on the TAICEP website.

<http://www.taicep.org/professional-development/webinar-july-30-2015/>

## From the TAICEP Website

### **New logo!**

TAICEP members have voted, and our new logo has debuted!

In case you missed our VP for Membership's email, we have an official policy on the usage of the logo.



1. You will start seeing our logo on various communications. Note that there are two logo options:  
Current TAICEP members may use a logo specifically design ed for the purpose of denoting TAICEP membership. (see the following link for the membership logo: <http://www.taicep.org/resources/membership-logo/>).
2. The official TAICEP logo may only be used according to approved policy (see link in #1 above for the policy). TAICEP officers and committee members will receive a separate communication about the official logo for use in conducting TAICEP business.

Please contact Jeanie Bell at [jeanie.bell@colorado.edu](mailto:jeanie.bell@colorado.edu) or Robert Prather at [robertpprather@gmail.com](mailto:robertpprather@gmail.com) with questions.

### **Job Board**

Did you know that TAICEP has a job board on its website? A new position was posted this month! Check this page to find the perfect fit or post your listing for credentials evaluation professional jobs at <http://www.taicep.org/job-postings/>

### **New website coming soon!**

The brand new TAICEP website is slated to be launched in September! We are very excited to bring you a faster website that's easier to navigate with new content!

## Professional Development Opportunities

Are you looking for other professional development opportunities? The Compendium for Professional Development Opportunities was updated in July 2015. The newest edition and previous versions are all available at <http://www.taicep.org/resources/professional-development-opportunities/>

Thanks!

Thanks to all of our wonderful committee and task force members, volunteers, session presenters and panelists, and the TAICEP community for all the hard work you've done!



Are you interested in joining the TAICEP Newsletter Team?  
Do you want to write for TAICEP Talk?  
Contact [peggy@transcriptresearch.com](mailto:peggy@transcriptresearch.com)