

Secondary Education



Chinese Credentials



Mexico CENEVAL

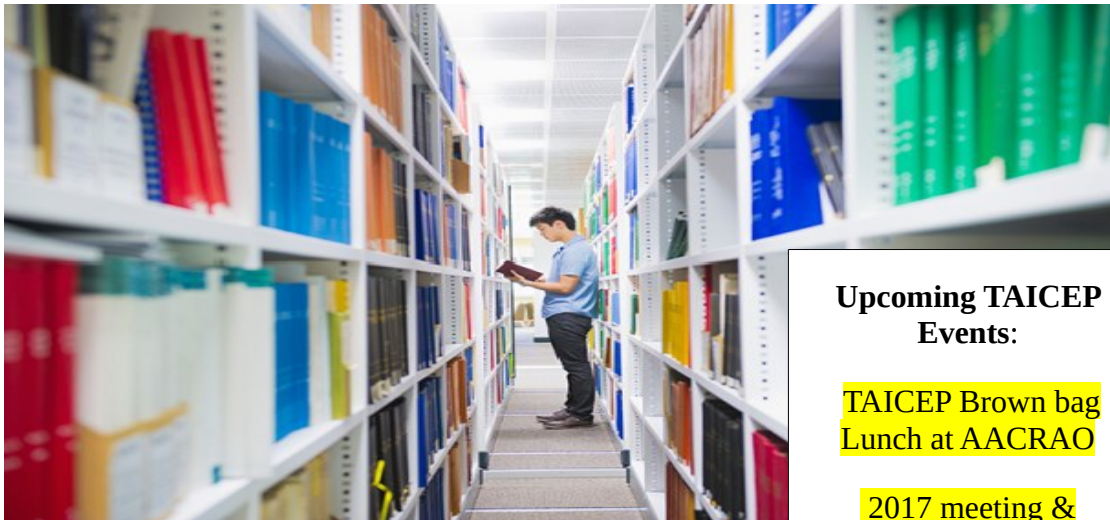


Credential Fraud

TAICEP TALK

February 2017

Volume 3, Number 1



Upcoming TAICEP Events:

TAICEP Brown bag Lunch at AACRAO

2017 meeting & webinars announced!

More details inside!

Table of Contents

President's Welcome.....	2	Self-Study Exams Design to Achieve Academic	
Committee Updates.....	3	Benchmark Accreditation in Mexico.....	34
One Approach to New Evaluator Training.....	9	Building a Resource Library.....	39
The Neverending Case of Credential Fraud and Misrepresentation.....	10	Secondary Education in the United States: A Brief Overview.....	44
EMREX – Supporting Student Mobility.....	13	Tips for Determining Documentation Authenticity (Quickly).....	47
6 Facts about the Credentialing Process for Internationally-Educated Physiotherapists Who Want to Practice Physiotherapy in Canada.....	15	Symposium on Credential Evaluation Professional Issues.....	48
Chinese Certificates: Completion, Graduation, Degree – What's the Difference?.....	18	Add to Your Library.....	49
Normative Secondary Education Documents in Russia.....	24	TAICEP NEWS.....	54
Education Systems Don't Change...Do They?.....	27	Upcoming TAICEP Events.....	54
		From the TAICEP Website.....	55



President's Welcome

Dear TAICEP members,

Welcome to the February 2017 edition of TAICEP Talk!

This issue includes a wealth of resources and articles on a wide range of credential evaluation topics – from articles on fraud and document authentication, to building a resource library, to country-specific resources for the USA, Russia, Mexico, and Canada, and much more...

Last year, TAICEP's annual conference brought together 180 participants from nine countries. Featuring two sold-out pre-conference workshops and over 35 concurrent and plenary sessions, participants also had a lot of options for networking and exchange with colleagues. We received strong feedback from attendees, with 85% of respondents strongly agreeing that they would attend again or recommend to a friend or colleague to do so (a further 13% agreed!). Now is the time to encourage your colleagues to join us for the next conference in Rome, Italy, September 5-7, 2017!

What's new at TAICEP?

- * Submit a proposal for TAICEP's 3rd annual conference, which will be held in Rome, Italy in collaboration with CIMEA, the Italian ENIC-NARIC – the deadline is April 1st.
- * Join us for one of our upcoming webinars – recap of the 2016 conference in March, Caribbean Examinations Council in June, and international nursing education in October and December.
- * Join a committee – TAICEP is growing as you'll see from the committee chair updates. We have a committee focused on certification, one focused on marketing and communications, and we expect to launch a third focused on fundraising and sponsorship. If you are interested in getting more involved in a TAICEP committee, contact your executive director, Robert Prather, at robertpprather@gmail.com.

Finally, please join me in welcoming Ken Warren, president of Educational Perspectives, as TAICEP's new VP Standards. We are delighted to have your expertise on "board"!

Happy reading and wishing you a happy and productive year ahead!

Warm regards,

Natasha Sawh
TAICEP President

Committee Updates

Certificate Committee

One of TAICEP's major goals is the implementation of a certificate program. The certificate program will allow members to demonstrate and document their knowledge of credentials evaluation. A certificate can be used to further professional goals, support applications for employment, and will also allow the professionalization of the profession.

As first steps, the Certificate Committee is currently establishing core competencies, and is compiling professional development opportunities in the field, such as conferences, workshops, and webinars that would be appropriate venues to meet a core competency. The Committee will then review and assess these professional development opportunities to determine if they meet the standards rubric the Committee is currently developing. A certificate will also require demonstrated knowledge and skills in areas such as research, institutional/qualification/program recognition, identifying fraudulent documents and diploma mills/fake universities, among others.

As you can see, this is a monumental project, and, because of this, the Committee is first focusing on a basic level certificate. Once this is up and running, intermediate and advanced certificates will be developed.

The Committee is currently comprised of Kate Freeman (SpanTran: The Evaluation Company), Brian Bates (Arizona International Credential Evaluators), Alex Popovski (Ucredo), and Marianne Tompkins-Carter (Ontario College of Teachers). The Committee is seeking potential members from outside of North America as well as from higher education institutions.

If you are interested in joining the Committee, please contact Kate Freeman at kfreeman@spantran.com.

Committee for Governance & Finance

The Committee for Governance and Finance is tasked to oversee the governance of TAICEP, ensure the financial sustainability of the association, and ensure that we meet legal and financial reporting requirements.

This year we are working on:

- Developing a process for bylaws updates
- Devising new board member orientation
- Determining our audit needs
- Registering our trademark
- Developing a fundraising strategy

Our most exciting activity is the planning and execution of TAICEP elections. Terms last two years and begin 1 January 2018. All nine elected positions are open. They are:

- President
- Vice President of Standards
- Vice President of Membership
- Treasurer
- Secretary
- Chairs for the Committees of Standards, Membership Outreach, Professional Development, and Resources.

TAICEP members will soon receive an invitation to nominate themselves for one of the leadership positions. This is a great professional development opportunity and a way to have a meaningful impact on the development of our association and the profession. Elections will take place in summer and results will be announced at the annual meeting in Rome in September.

Members of your Committee for Governance and Finance are: Margaret Donaldson, David Haynes, Robert Prather, Kenneth Warren and Margit Schatzman (chair). We welcome questions and suggestions from the membership.

Resources

Resources for Members Committee

This is the beginning of another very exciting year for TAICEP, and the committee is proud to have been an important player in its development! We maintain our commitment to the success of the Association by supporting our members with recommendations of resources that facilitate their daily work.

As we progress, we encourage TAICEP members and non-members to be active as contributors to the work developed in the past few years. You can add great value to the goals on the association and its various committees! Contributions to our quarterly newsletter, *TAICEP TALK*, are highly desirable and welcome. Articles can be forwarded to Peggy Hendrickson at peggy@transcriptresearch.com.

In an effort to keep the resources available for consultation in our website updated, we encourage everyone to contact LesLee C. Eicher at eicher.leslee@gmail.com for additions regarding printed or online publications that would be of interest to the field, whether addressing particular countries or general topics. For responsive sources for verification of authenticity requests, be it a verification site, an e-mail contact, or physical address, which can be used by other professionals in the field, contact Annetta Stroud at strouda@aacrao.org.

In closing, I would like to, again, thank the committee members above and Anu Soim for their continuous participation and support! If you have an interest in and would like to join the committee, please don't hesitate to contact me at drLoununes@gmail.com.

Membership and Outreach Committee

Hello TAICEP Members!

The Membership and Outreach Committee is hard at work on a few items that it would like to share with our awesome and engaged members.

First, Membership and Outreach is working to devise a survey that will allow you, the members, to let the organization know what you want to see out of TAICEP. It is your opportunity to tell us what you want to see more of, and less of, from TAICEP. Please be looking out for this survey in the coming weeks.

Second, TAICEP is committed to expanding our membership base and becoming a vibrant international membership organization. To this end, we really want you, the members, to help us proactively reach out to your colleagues. If you know anyone that might benefit from membership in our organization, please let them, and us, know! You can do that in a variety of ways:

- Write them directly. Tell them about all the benefits that TAICEP has brought you as an international credential evaluation professional.
- Use our TAICEP Tell-A-Colleague feature on the TAICEP website. Include your name and your colleague's information and TAICEP will send them information about the organization and how they can become more involved. You can find the Tell-A-Colleague feature on the front of the TAICEP webpage in the bottom right corner. Check it out at www.taicep.org
- Email Membership and Outreach with your colleague's information and we will be glad to reach out on your behalf.

Third, our committee is working to create a set of guidelines and eventually develop a set of membership benefits. These may include discounts on products and services from other organizations. We are in the very early stages of this and your input is warmly welcome and greatly appreciated. If you have any ideas of what benefits you would like to see, please let us know!

To all the new members who joined us this past year, we want to say "welcome!" To our members that continue to renew their membership and support the organization, a very big "thank you." We would be nothing without our members, and we thank you for your support and dedication. Without you, we would not be able to offer the professional development opportunities, resources, and sharing of knowledge that make our organization so vital to international credential evaluation professionals! If you have any comments, questions, or concerns on what you want to see from your TAICEP membership, please let us know. You can email us at membership@taicep.org, or email me directly at mhouserma@edperspective.org. Also, please follow TAICEP on social media through Facebook, Twitter, and LinkedIn. These are great places to stay abreast of current updates in the international credential evaluation profession and to receive information on current TAICEP activities. It's also a great way to promote outreach and let others know your commitment to the organization and help us reach a wider audience.

Wishing all members a successful and productive 2017!

Marshall Houserma, Chair, Committee for Membership and Outreach

Professional Development and Training Committee

TAICEP's Professional Development and Training Committee is pleased to announce the webinar schedule that has been put together for 2017. The topics have been confirmed, but the exact dates in June and in the fall have yet to be determined. As soon as these dates are known, they will of course be posted on TAICEP's website.

I. 2016 TAICEP Conference Overview, part one: March 2, 2017

II. 2016 TAICEP Conference Overview, part two: March 9, 2017

Each webinar in this two-part series will last 60-75 minutes and consist of four 15-minute presentations of sessions that were presented at the 2016 conference. The mini-sessions will be given by the same people who presented them at the conference.

These two webinars are intended

- 1) for people who attended the TAICEP conference in Chicago, but would like to know more about the sessions they were unable to attend, and
- 2) anyone who would like to know more about the variety of informative topics presented at a TAICEP conference, that focus exclusively on the needs of credential evaluation professionals.

An overview of the topics and speakers will be posted on the website in the week of February 6, 2017.

III. Caribbean Examinations Council

Glenroy Cumberbatch, the Registrar of the Caribbean Examinations Council, will give a presentation that includes an overview and update of CXC and CAPE Exams.

Date: June, 2017

IV. International Nursing Education, part one

V. International Nursing Education, part two

During this 2-part webinar series Ann Koenig of AACRAO will give two presentations that highlight the intricacies of international nursing education.

Date: Mid-October and early December, 2017

Webinars are offered free of charge to TAICEP members and \$65 to non-members. With the exception of the first two webinars, the others will last 60 minutes and will begin at 8AM PT/9AM MT/10AM CT/11AM ET/4PM GMT/5PM CET.

For more information, please contact Jessica Stannard, Chair of the Professional Development and Training Committee: stannard@epnuffic.nl

Marketing and Communications Committee

As TAICEP continues to grow, the need for more a coordinated marketing and communications strategy for the organization is needed. To this end, the TAICEP Executive Board has formed a Marketing and Communications Committee. The Marketing and Communications Committee liaison to the Executive Board is the Executive Director.



The two essential functions of this committee are the branding and messaging of TAICEP. The Marketing and Communications committee will fulfill these functions through the following:

Marketing:

Responsible for marketing collateral design and production in collaboration with committees, staff and Executive Board, marketing, communication and effectiveness metrics, branding policies and guidelines, marketing of annual conference, developing committee relevant relationships with higher education media and international education organizations, such as the Chronicle of Higher Education, insidehighered.com, AACRAO, NAFSA, EAIE, etc., development of a policy on the use of marketing contacts, liaise with other subcommittees on their current activities

Communications:

Responsible for researching, establishing, and coordinating communication and distribution channels, managing communications for the organization, including press releases, drafting of blast emails to members, and design of the *TAICEP Talk* newsletter, maintaining an organized system of marketing and communication templates, designs, reports and activities for historical reference and ongoing use

General:

Responsible for submitting an annual marketing and communications budget, creating and maintaining a marketing and communications calendar of activities, identifying and setting goals for the items listed above as well as timelines for any deliverables for Executive Board approval, reaching to other TAICEP subcommittees to identify these committees' ideas and needs in the areas of marketing and communications

Contact Robert Prather at robertpprather@gmail.com you would like to join this committee!

Message from the Board

On behalf of the board, we wish you a very happy new year and a joyful and productive 2017!

2016 conference

Thank you to so many of you for joining us for an excellent conference in 2016, and to all of the speakers, sponsors, and volunteers who made the event possible. With over 180 attendees from nine countries, two sold-out pre-conference workshops, and over 35 concurrent and plenary sessions, participants had a lot of options for networking and exchange with colleagues through sessions focused on a broad range of credential evaluation topics. We received strong feedback from attendees,

with 85% of respondents strongly agreeing that they would attend again or recommend to a friend or colleague to do so (a further 13% agreed!). We also received very useful suggestions to incorporate into future conferences, such as developing different tracks for sessions, providing even more networking opportunities, and increasing the number of international/comparative sessions. A big thank you to the Conference Committee and the Professional Development Committee for their work in putting together a superb conference!

2017 conference – Save the date –September 5-7, 2017!

Please save the date for TAICEP's 2017 annual conference. It will be held in Rome, Italy, from September 5-7, 2017 at LUISS University, in collaboration with CIMEA, Italy's ENIC-NARIC.

Pre-conference workshops will be held on September 5, with two full days of conference sessions on September 6 and 7. We look forward to seeing you there!

Focus for 2017

While the work of TAICEP's committees will continue to provide excellent resources to members, including the *TAICEP Talk Newsletter*, the annual conference, webinars, and other online resources, TAICEP's work in 2017 will be focused in three main strategic areas, which have been identified through membership surveys and advice from committees and TAICEP's Board:

- increasing the number and geographic spread of our members
- building a certification program for our members
- conducting research and advocacy to advance the recognition of our profession

New VP of Standards

We are delighted to welcome Ken Warren to TAICEP's board as VP of Standards. Ken is the CEO of Educational Perspectives, a Chicago-based not-for-profit public service organization dedicated to assisting non-US educated individuals to have their education recognized for the purposes of admission to higher education, professional licensure, immigration and employment. The team at Educational Perspectives, including Marshall Houserman and Bernard Ramos, have been active TAICEP leaders, and we are delighted to have Ken's expertise to guide TAICEP.

Want to get more involved?

Consider putting together a session proposal for our 2017 conference, writing an article for our newsletter, or joining one of TAICEP's committees! For more information, please contact TAICEP's Executive Director, Robert Prather, at robertpprather@gmail.com.

One Approach to New Evaluator Training

Are you a new credential evaluator yourself or in charge of training one? If so, we hope you were able to attend our session, *From Argentina to Zimbabwe: A New Evaluator's Guide to Credential Evaluation*, at the TAICEP 2016 Annual Conference in Chicago. We know there were many wonderful sessions to choose from, so if you weren't able to attend ours, we'd like to offer a brief summary and list of resources that you may find helpful in training your own new evaluators.

At Educational Credential Evaluators, Inc. (ECE), training is a 9-12 month process, involving hands-on evaluation work from day one. Along the way, new employees are trained by fellow evaluators who usually have experience with a particular language or country, through living, working, or studying in that area of the world. In addition, each evaluator is coached by a Senior Mentor, who is responsible for overseeing day-to-day operations and assisting with the first, sometimes nerve-racking follow-up emails and phone calls. Throughout training, we have each learned how valuable this support is to our training experience. We encourage you to support your new evaluators while still allowing them the opportunity to learn, grow, and sometimes even make mistakes.

The majority of training at ECE revolves around learning the educational systems of various countries and regions of the world. However, in order to better understand other systems, we first had to learn about our own. Despite the fact that we as presenters had attended U.S. schools from preschool through university-level studies, we still had a lot to learn about the intricacies of U.S. degree categories and basic concepts, such as Carnegie units vs. credits, grading scales, and accreditation. Once we were familiarized with our own system, we dove into learning about other systems around the world, starting with U.S.-based systems, such as South Korea and the Philippines, moving into more high-volume countries, including India and China, and then rounding it out with other "Country Modules" or groups of countries that share similar characteristics, including Latin America and the Former Soviet countries. Of course, it's impossible to train on every country in such a limited amount of time, so ECE focuses on major systems and expects evaluators to then be able to pick up a file from any country and have the tools to be able to evaluate it.

The final step in the official training process at ECE is referred to as the Capstone. Over the course of several weeks, the Senior Mentor hand-selects a number of files from various countries that may not have been covered during the formal country module trainings. The point of the Capstone is to challenge the new evaluator to put all of the pieces together – from using internet and paper resources to knowing who in the office may be able to assist, and then combining that with the "evaluation logic" that has been developed over the course of training.

Upon completion of the Capstone, which signifies the end of formal training, ECE's new evaluators are given the opportunity to select which countries they would like to specialize in. Because we have such a large team, not everybody works with every country, and we are encouraged to choose those in which we may have a particular interest. Additional training and informal sessions with other country experts are available at this time.

Along the way, we have been introduced to many invaluable resources, some of which we'd like to share with you in the hopes that you will find them useful in your own training. Of course, many of our most frequently used resources are web-based, including such international education resources as

NAFSA, the ENIC-NARIC Network, and ECE's own Connection and Connection Advantage. The regular Connection subscription includes a free forum, filled with questions and answers from educators and evaluators around the world. With the paid version, the Connection Advantage, you get the added bonus of all of our e-Learnings, exclusive ECE publications, and other resources. While some of these resources may seem obvious, be sure to also bookmark some of our favorite general resources, such as Google Translate and the Wayback Machine.

Credential evaluation is a fluid field and as educational systems around the world grow and change, new opportunities for learning continue to arise. We like to say that evaluators are never fully out of training. It's also important to remember that there is no major in Credential Evaluation, and we all come from different backgrounds with varied experience. With the right resources and training expertise, we believe that anyone can succeed in this exciting field – just take it from us!

If you're interested in learning more, please contact Amy (akawa@ece.org), Alison (azaharias@ece.org), or Jason (jlegear@ece.org).

Amy Kawa, Educational Credential Evaluators

The Neverending Case of Credential Fraud and Misrepresentation



On January 5, 2017, the South African Qualification Authority (SAQA), frustrated with the continued proliferation of diploma mills and fraudulent qualifications, made a bold announcement that it will [name and shame holders of these bogus degrees and diplomas](#). The SAQA has established a national registry where those found guilty of having misrepresented their achievements with the use of fake degrees will be listed and said registry will be made public.

The issue of diploma mills and misrepresentation of academic documents is not new but it is a growing problem which continues to fester in countries around the world. Here at ACEI, we realize the importance of doing our due diligence in vetting and verifying academic documents and ensuring that they are in fact issued by legitimate educational institutions to individuals who have duly earned them through actual attendance and participation in classes and coursework validated by final examinations. From time to time, we share tips we've gleaned from our years of experience with academic documents and in this week's blog we'd like to do exactly that and repost a comprehensive to-do list for you. We welcome any tips you would like to add to this list.

Ensuring the authenticity of educational credentials is by far the single most important step in credential evaluation and international student admissions. Without due diligence in fraud detection, we may run the risk of evaluating documents that may have been falsified, or fraudulently procured and admitting the students into our institutions based on unauthentic credentials. As professionals involved in international credential evaluation and admissions, we must remain vigilant and adopt best practices that protect us and the community from fraud.

In this article, we offer some tips to consider when evaluating international academic credentials.

What is an authentic academic credential?

The definition adopted by the Michigan Association of Collegiate Registrars and Admissions Officers is as follows:

An official transcript is one that has been received directly from the issuing institution. It must bear the college seal, date, and an appropriate signature. Transcripts received that do not meet these requirements should not be considered official and should be routinely verified for validity and accuracy before proceeding with the evaluation and admissions consideration.

The 5 Most Common Types of Non-Official and Illegitimate Documents

1. **Forged or altered documents**– Official, legitimate document that have been altered in some way (usually by omissions, addition, or changes)
2. **Inside jobs**– these are special cases because the documents are actually produced by institutional employees, usually for a fee; inside jobs are virtually impossible to detect upon initial review.
3. **Fabricated (counterfeit) documents**– documents fabricated to represent official documents from real or non-existent institutions (including use of letterheads)
4. **Degree or Diploma Mill Products**– The products of degree/diploma mills are not in themselves fabrications but the academic study they purport to represent certainly is.
5. **Creative translations**– “Translations” of foreign-language documents that are not just inaccurate but systematically misleading, tantamount to fabrication.

Watch for the Red Flags!



Checklist of Clues:

- The application is unusually late, assuming that it would impede verification, or is accompanied by a long letter from an impressive office – usually located in the U.S. – which may be attempting to lend an aura of officialdom to otherwise unacceptable documents. Do not be pressured or rushed into completing the evaluation or reaching an admissions
- Discrepancies/inconsistencies noted in the application for evaluation;
- Evidence of corrected personal data (birth date, gender);
- Document is tampered and has evidence of white-out, burn-marks, erasures, corrections;
- Credentials do not display misspelling, wrong course titles for the time period, smudges, white-outs, or erasures;
- Fonts, text layout, and symmetry of documents are correct for that institution’s credentials.
- Interrupted/obliterated lines where information is generally typed or printed;
- Missing pictures on diplomas or professional identification cards;
- Partial seals on the surface of superimposed pictures not on the document surface;
- Institutional logos are clean and correct for the time period.
- Signatures of institutional authorities do not look forced, unsteadied, nor copied and pasted.
- The type is inconsistent throughout the document because subjects have been added or grades changed. In some cases, crude alterations have been made in longhand, or lines may have been typed in at a slight angle to the computer generated originals;
- Irregular spacing between words or letters, or insufficient space for the text;
- Questionable paper quality, texture, size (regular or legal), weight coloration;
- Ink color and quality;
- Inappropriate or outdated signatures;
- Incorrect seals/emblems, colors, shapes;
- Excessive seals and stamps attempting to help the document appear official;
- Does the document security features, such as embossed seals, foil printing, raised text, or holograms that should be the official document of that country?
- Does the document include a stamp “not to be released to student’ or “confidential,” yet it is provided by the student?
- Applicant claims to have lost the original documents;
- Applicant claims to have graduated from an institution but can provide only a letter indicating completion of program;
- Although the applicant had taken external examinations, the certificates have been lost and all he/she has left is a statement of attendance or graduation from the school;
- You know the education system to be different from US system, yet the transcript appears to be very American, giving, subjects, grades and credit hours in US terms;
- Grade certificates prepared in a language other than the official language of the country where the document originated. Many countries are currently using official transcripts in English: Japan, Taiwan, Korea, Philippines, Thailand, Canada (except Quebec), Kuwait, Saudi Arabia, Iraq, Egypt, Israel, Oman, Bahrain, the United Arab Emirates, Pakistan, and India.
- Names may have been substituted. Typically, a person will type his/her name on a sheet of paper, cut it out and paste it across a copy of an original, which he/she then photocopies; the

- substitution of names will rarely appear on an original;
- Grades listed may be absurdly high, or the number of course hours claimed to have been carried per semester an improbably load;
 - Numerical aberrations: credits do not add up and the overall grade point averages are a mathematical impossibility;
 - Is the educational terminology correct for the country concerned?
 - Use of unprofessional language on academic documents, poor grammar, misspellings;
 - Are there any dates or signatures on the documents?

Our advancement in technology is both a blessing and a curse. With sophisticated computers and printers at their disposal, counterfeiters today produce flawlessly perfect documents that for the uninitiated make it difficult to detect fraud. We hope that the tips shared in this blog and your institution's enforcement to have in place strict standards for the submission and receipt of academic documents help thwart if not eliminate fraud.

Whoever said international credential evaluation is dull doesn't know and appreciate what we do. Stay vigilant and happy sleuthing!

Reprinted with permission from <https://academicexchange.wordpress.com/2017/01/20/the-never-ending-case-of-credential-fraud-and-misrepresentation/>

Jasmin Saidi-Kuehnert, Academic Credentials Evaluation Institute, Inc.

EMREX – Supporting Student Mobility



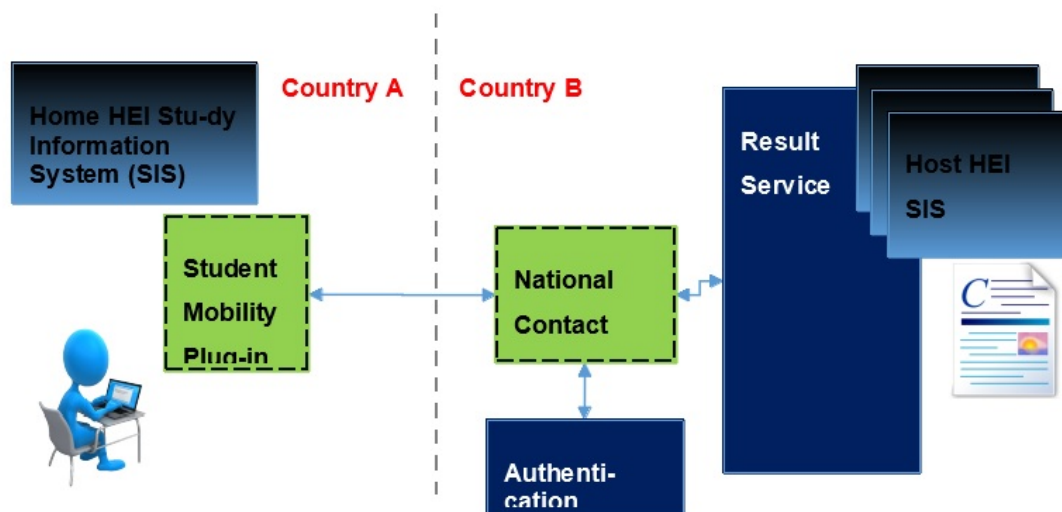
The EMREX Project

The EMREX project, which is co-funded by Erasmus+, focuses on the exchange of student achievement records between the higher education institutions (HEIs). EMREX is part of a wider set of EU activities focusing on student mobility e.g. Erasmus Without Paper, FAIR and other similar initiatives. Academic recognition in higher education is seen as a challenge in student mobility and also as a potential area for improvement of a more efficient education system in general. The project partners are from Denmark, Finland, Italy, Norway, Poland and Sweden.

The EMREX Field Trial

The tangible outcome of EMREX is a federated solution, which supports the exchange of student data on achievement records, and the solution will be highly scalable. A field trial is currently being conducted, and students on exchange at higher education institutions in Denmark, Finland, Italy, Norway and Sweden can initiate a digital transfer of their achievement records in a fast and secure manner. Poland will soon use EMREX for internal mobility too.

The EMREX Solution



An exchange student returning home can retrieve his/her achievement data electronically.

The process is initiated by the student.

Preliminary Findings and Future Benefits and Opportunities

The biggest benefit of this policy project will be the increased availability, quality and reliability of information about student records of achievement data. This will make student mobility processes easier, faster and more transparent for students. Students will also benefit from the recognition of previous academic studies and degrees, because of increased eligibility, when applying for studies at a higher education institution. The universities will benefit from a reduction of manual work. The field trial also supports the collection of measurable data on the rate of recognition that can then be analysed and used for improving the national policies on student mobility and rules for recognition of previous studies. The data will increase the quality of the learning mobility statistics.

Another benefit from the field trial will be the comparison of the grade transcripts from the participating countries. To fully benefit from an electronic transfer of achievement data, a common grade transcript format is required. The solution will also be evaluated from a technical perspective, so it will become easier for newcomers to join the EMREX network.

Upscaling and EMREX 2.0

One of the goals and benefits of the field trial is the peer learning of the authorities involved. The way to support this particular goal is to make the results of the development process available through open source code. New countries can join the EMREX network by providing their students with application(s) that allow them to fetch their results from another HEI. This is called the EMREX Client and includes the functionality of the Student Mobility Plugin (SMP). A country can contribute to the network by providing their own National Contact Point (NCP) with functionality to fetch assessments

from the databases containing this information. All institutions of higher education will be able to use the information from countries offering the functionality. The solution will be available for all HEIs in Europe from 2017. The upscaling of the EMREX-platform will therefore be provided by applying a mainly decentralised management model, the only central component being a registry containing addresses of the NCPs.

The project is on a constant search for new partners, and we are hoping that DUO (The Netherlands) and VTAC (Australia) will join the EMREX network soon. We are also in contact with Spain (SIGMA), China (Chesic) and USA (National Clearing House).

Further use of the solution could be for admission services (Norway already has a pilot), and EMREX could definitely also be a building block for internal national mobility, recruitment for jobs and validation of degrees and diplomas. Please visit www.emrex.eu for more information.

Anders Bøgebjerg Hansen, Danish Ministry of Higher Education and Science

6 Facts about the Credentialing Process for Internationally-Educated Physiotherapists Who Want to Practice Physiotherapy in Canada

The Canadian Alliance of Physiotherapy Regulators (CAPR) is the national body responsible for the credential evaluation of internationally-educated physiotherapists (IEPTs) and administers the national Physiotherapy Competency Exam (PCE) for both Canadian-educated physiotherapists and IEPTs. We do this work on behalf of our members who are the Canadian provincial and territorial physiotherapy regulators. We have outlined 6 basic facts below to help you understand the credentialing and licensing requirements for IEPTs who want to practise physiotherapy in Canada.

Fact 1: Licensing requirements can vary in the province or territory where IEPTs want to work

IEPTs are required to obtain a licence to work as a physiotherapist in Canada. Most provinces or territories have an organization that monitors the physiotherapy profession in their region and also grants licences to physiotherapists. These organizations are known as regulators. These regulators are often called Colleges, which are not the same as colleges or universities that are places of learning. Each regulator has its own requirements and IEPTs are encouraged to contact the regulator in the province or territory where they plan to work to get the information they need to apply for their physiotherapy licence. The websites for the Canadian physiotherapy regulators can be found [here](#).



Did you know that regulators may have additional requirements that are different from CAPR's requirements? For example, regulators may require IEPTs to take a jurisprudence exam that tests their knowledge about the rules and laws of physiotherapy practice. Other additional requirements could include providing evidence of good character in places where they have worked before. IEPTs must contact the regulator in the place where they wish to work to get more information about these additional requirements.

Fact 2: IEPTs can prepare for credentialing while still in their home country

CAPR offers useful information on what it's like to live and work in Canada as a physiotherapist. Our [Considering Canada page](#) profiles the physiotherapy profession in Canada and provides resources to IEPTs on immigrating to Canada. As part of CAPR's website launch in September 2016, a [Cost Estimator Tool](#) was created to provide IEPTs with the information they require to financially prepare for the costs of the credentialing program. CAPR also publishes data annually on its top 20 [Source Country Profiles](#). This data includes: pass rates for first-time test takers in the last five years on the written and clinical component of the PCE, information on physiotherapy practice in the country and its comparison to physiotherapy practice in Canada, and the various schools CAPR has assessed and the potential credentialing outcomes.



Did you know that IEPTs can complete the entire credentialing process from their home country? We strongly encourage IEPTs to begin the credentialing process before leaving their home country because it can save them a lot of time when they arrive in Canada. It can also be difficult for IEPTs to arrange for their official transcripts and other school documentation to be sent to our office directly from the issuing institution or appropriate authority once they have left their home country.

Fact 3: Documentation is required from both the IEPT and the issuing institution and requirements can vary by country

CAPR provides a step-by-step approach for IEPTs to guide them through applying for the credentialing program and reviewing the requirements in the [Credentialing Overview](#) page. CAPR requires documents from both the applicant and the institution where they completed their entry-level physiotherapy education. Documents required from applicants, include a [Declaration of Identity Form](#), copy of supporting identity document, a notarized copy of a marriage certificate or affidavit as proof of name change, a notarized copy of a degree, and for some countries, a notarized copy of their internship certificate. Documents required from the issuing institution include a [Document Request Form](#), official attested transcripts and supporting information regarding supervised clinical practice hours. Some documentation requirements vary by country, such as in Pakistan or Ukraine. For this reason, we encourage our applicants to review [Appendix 1](#) for more information on country specific requirements.



Did you know that physiotherapy programs usually include a mandatory clinical internship or clinical practice requirement as part of the curriculum? Many countries such as India and The Philippines will also issue separate documents called a clinical internship certificate as proof of completion of the mandatory internship. We require a notarized copy of the clinical internship from these countries as well as from Egypt and Pakistan. For other countries that do not formally issue a clinical internship certificate, we require supporting documentation regarding the supervised clinical practice requirement completed as part of the physiotherapy program.

Fact 4: Upon completion of the credentialing process there are 3 possible assessment outcomes

When we have acquired all of the required documentation we need to assess an IEPT's credentials, we will begin the evaluation. The length of an assessment depends on if we have assessed a file from the program previously or if the program/graduating year is new to CAPR. When the assessment is complete, we will issue a letter to the IEPT letting them know if they are eligible to register for the

PCE, if we need more information from them or their school, or if they have not met our requirements. The assessment results letter provides applicants with detailed information about what their next step in the credentialing process is. If they meet all of the requirements, we will issue a letter to the applicant confirming that they are eligible to apply for the PCE.



Did you know that IEPTs do not need to wait for their assessment results to take a language test? We strongly encourage that all applicants take a language test as soon as possible, to prevent delays in becoming eligible for the PCE as they cannot register for the PCE until they have successfully fulfilled the language requirement. For more information, see our [language proficiency requirements](#).

Fact 5: The purpose of CAPR’s credentialing process is to determine an IEPT’s eligibility to attempt the PCE

The PCE is made up of 2 parts: the written component and the clinical component. The written component is administered 6 times a year and must be passed before an IEPT can attempt the clinical component. The clinical component is administered 2 times a year. Exam candidates who begin the PCE process in 2013 or later have a maximum of 3 attempts to pass the written component of the PCE and a maximum of 3 attempts to pass the clinical component of the PCE. If a candidate fails after 3 attempts at either component, they are no longer eligible to attempt the exam.



Did you know that applicants that have completed all of the credentialing requirements, except for the Knowledge of Physiotherapy Practice within the Canadian Healthcare System requirement, may qualify to sit the PCE while they complete this course? This process is referred to as ‘provisional eligibility’. Provisional eligibility will allow applicants to sit the exam, while they complete the course.

Fact 6: CAPR does not issue physiotherapy licences as this is the role of Canadian provincial and territorial regulators

When an IEPT passes the exam, they will need to contact the regulator in the province or territory where they wish to work to apply for a licence to practise. The regulators will not contact the applicants. Here they can begin the process of becoming a registered physiotherapist in Canada.



Did you know that IEPTs may be able to practise while they are completing their exams? Some provincial regulators will allow applicants to work with a temporary, restricted or supervised licence to practise physiotherapy once they have successfully completed credentialing and while they are in the process of completing the PCE.

CAPR has been in the business of assessing credentials for IEPTs for 25 years. As a pan-Canadian program responsible for the assessment of all IEPTs credentials, we strive to minimize barriers for our applicants and support them as they begin their journey of practising physiotherapy in a new country. However, physiotherapy practice varies from country to country and not all international programs meet our standards. We encourage you to visit our website at www.alliancept.org for more information about our credentialing program. If you have any questions, please do not hesitate to contact Rebecca at Rebecca.Chamula@alliancept.org or Shereen at Shereen.Mir-Jabbar@alliancept.org. Shereen Mir-Jabbar and Rebecca Chamula, Canadian Alliance of Physiotherapy Regulators

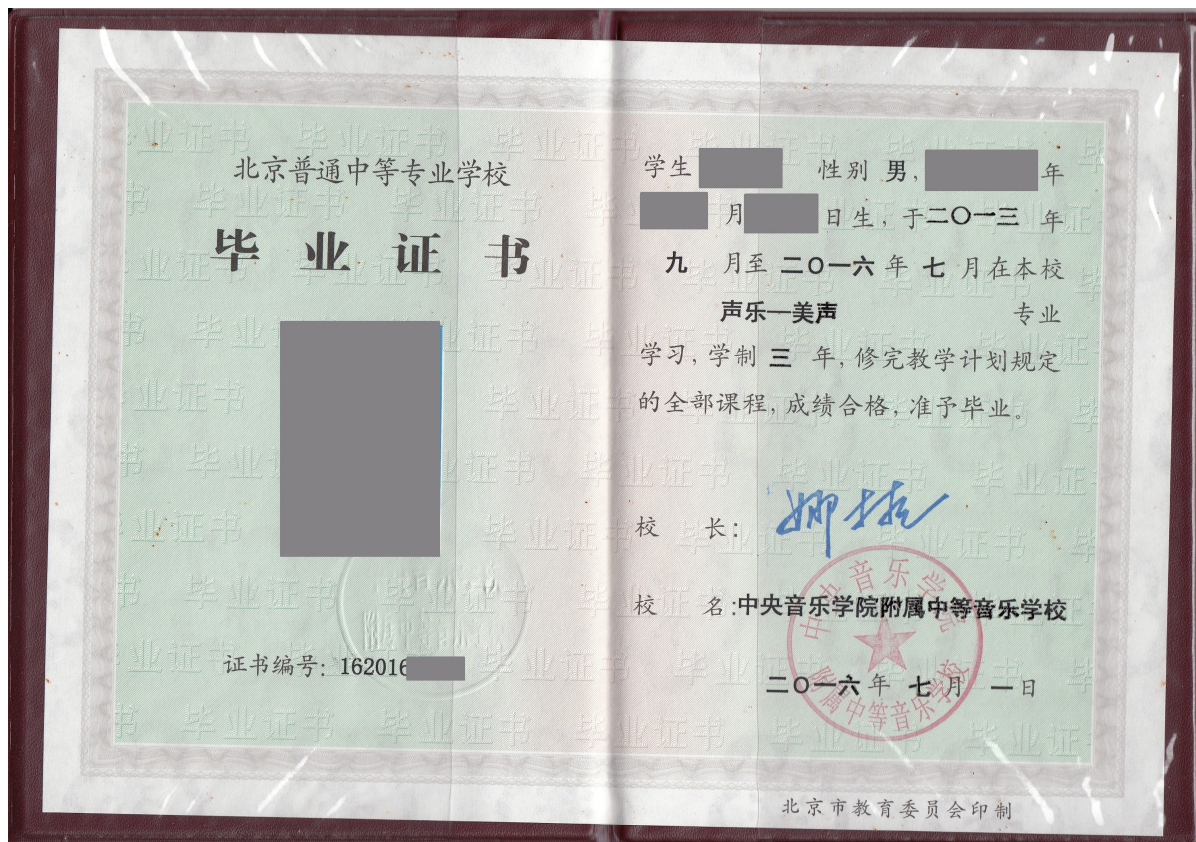
Chinese Certificates: Completion, Graduation, Degree – What's the Difference?

If you work with Chinese educational credentials, you have probably noticed that Chinese institutions issue several different types of certificates. The most common are Graduation Certificates (毕业证书) and Degree Certificates (学位证书), but Completion Certificates (结业证书) may also be issued. So what is the difference among these certificates? And does it matter?

One thing to note is that no matter what these documents may be called in English, the Chinese terminology is standardized. If the Chinese document is called 毕业证书, it's a Graduation Certificate; 结业证书 is a Completion Certificate, and 学位证书 is a Degree Certificate. (The last two characters in each name [证书] mean “certificate”; the first two characters designate what type of certificate.) Since any one of these certificates may be translated as “diploma,” it's important to check the Chinese name of the document to confirm what type of certificate it is.

Let's start with the Graduation Certificate (毕业证书). This can be awarded at all levels of education, from elementary school up to doctoral programs. The Graduation Certificate represents exactly what the name of the document says: that the student has graduated from a particular program of study.

[Sample 1: Secondary Specialized School (中等专业学校) Graduation Certificate (毕业证书)]



For programs of study that do not lead to degrees (secondary education or undergraduate *zhuanke* programs, for example), the Graduation Certificate is the only certificate the student will receive to confirm their successful completion of the program. However, for programs of study that do lead to a degree (bachelor, master, doctor), the Graduation Certificate does not confirm the award of the actual degree. Only a Degree Certificate can do that.

[Sample 2: Master Program (硕士研究生) Graduation Certificate (毕业证书). This certificate does not confirm the degree.]



A note on *zhuanke* [专科] programs: These are post-secondary programs, 2-3 years in length, which can lead to advanced standing in a *benke* [本科] [bachelor degree] program. The *zhuanke* program does not result in a degree--only a Graduation Certificate--so it may be referred to as “non-degree” education, but it is still considered a recognized undergraduate program.

[Sample 3: *Zhuanke* (专科) Graduation Certificate (毕业证书). There is no Degree Certificate issued for this type of program.]



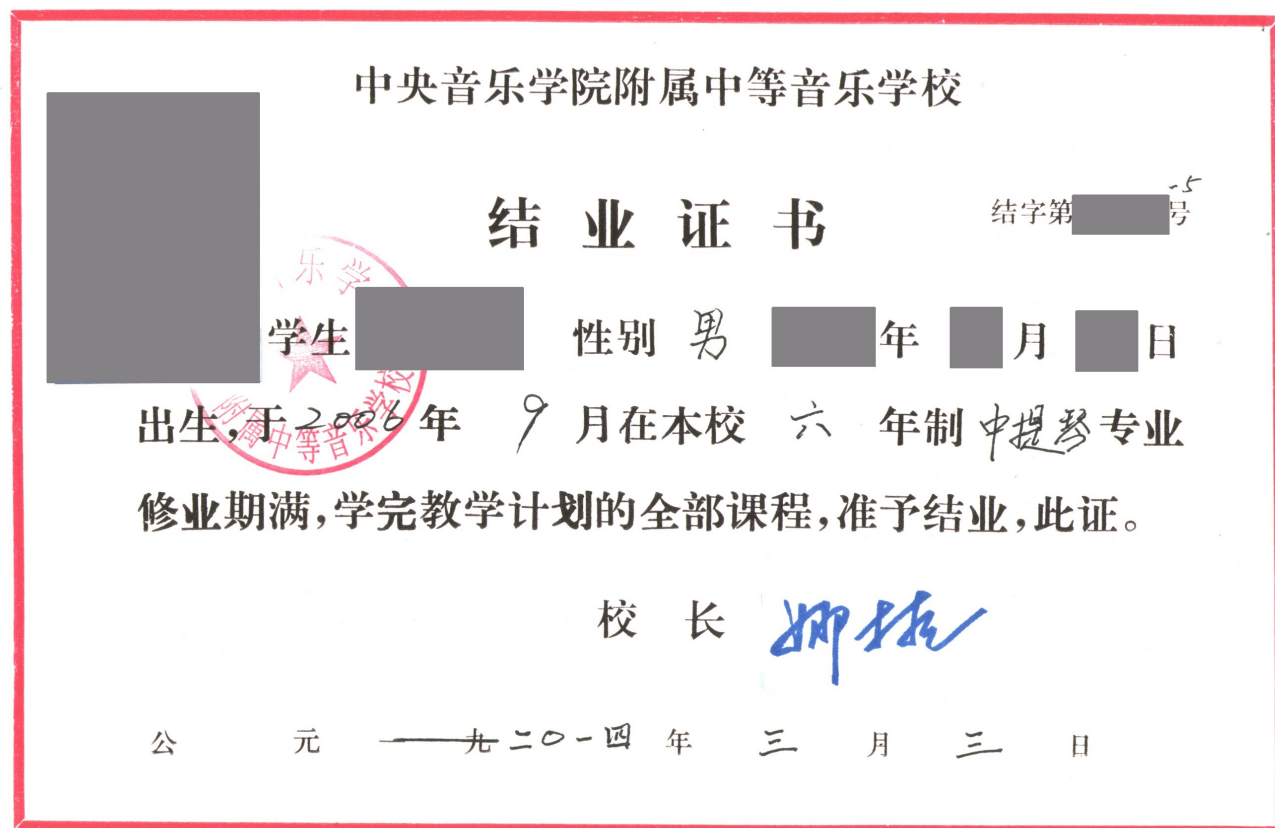
中华人民共和国教育部学历证书查询网址: <http://www.chsi.com.cn>

The Completion Certificate (结业证书) looks a lot like a Graduation Certificate. Even in Chinese, there is only one character different (结 vs. 毕). We might be tempted to think they're just different names for the same thing. However, these certificates are not the same thing. A Completion Certificate confirms completion of a program, but it does not confirm graduation from a recognized program of study.

The most common situation in which I have seen a Completion Certificate is when, for whatever reason, the education does not lead to a standard Chinese academic qualification such as a high school diploma, a *zhuanke*, or a degree. In some cases, a Completion Certificate may be indication that the program in question could be considered non-credit.

If you do decide to grant credit for the education represented by the Completion Certificate, please note that as a final credential, it is not on par with a Graduation Certificate at that level of education. For example, a Completion Certificate at the secondary level is not regarded as equivalent to a Senior Secondary Graduation Certificate (high school diploma) and does not necessarily grant access to further education.

[Sample 4: Completion Certificate (结业证书). This is for the same institution and level of study as the Graduation Certificate in Sample 1, but although this student completed the program, he did not fulfill all the requirements for graduation.]



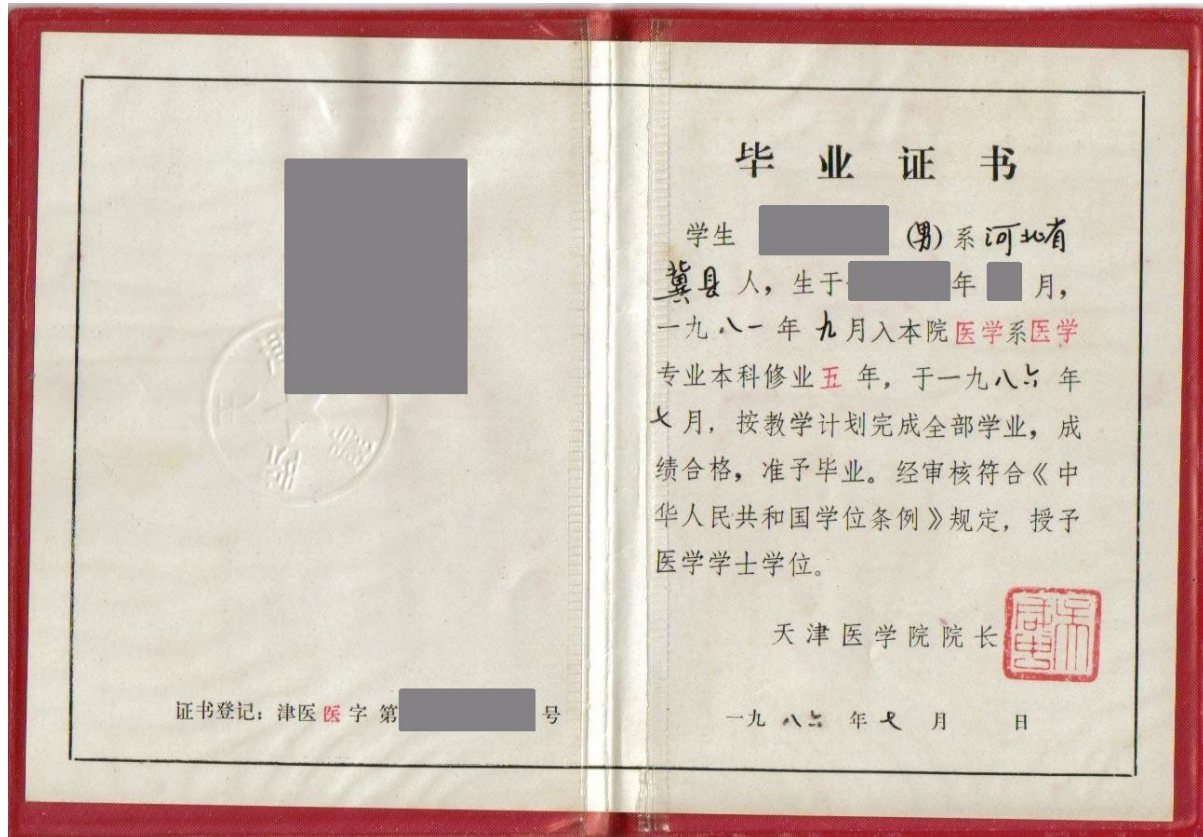
Degree Certificates (学位证书) are issued only for post-secondary degree programs: Bachelor Degree (学士学位), Master Degree (硕士学位), and Doctor Degree (博士学位). Unlike some countries where a graduation certificate confirms the award of the degree, in China only a Degree Certificate confirms the actual award of the degree. In China, it is possible to graduate from a degree program without receiving a degree. This might happen if the student did not successfully pass the required foreign language tests, their overall grade average was too low, or a variety of other reasons.

[Sample 5: Master Degree Certificate (硕士学位证书). This certificate accompanies the Graduation Certificate in Sample 2 and confirms award of the Master of Arts Degree (文学硕士学位).]



There was a brief period of time (1985-1991) when only one certificate was issued for bachelor-level programs, which confirmed both graduation and degree. (Master and doctoral programs still had two separate certificates during this time.) Since that time, however, the Graduation Certificate and Degree Certificate have been issued as two separate documents for all degree programs (with the exception of a few master's programs which have no Graduation Certificate, only a Degree Certificate). If you want to confirm that a student did indeed earn a degree at the bachelor, master, or doctorate level, you will need to request the Degree Certificate. The Graduation Certificate alone does not confirm the degree.

[Sample 6: 1986 Graduation Certificate (毕业证书), confirming award of the Bachelor of Medicine Degree (医学学士学位).]



The distinction between Graduation and Degree Certificates also comes into play if you make use of verification reports from China Academic Degrees and Graduate Education Development Center (CDGDC) and/or China Higher Education Student Information and Career Center (CHESICC).

CHESICC verifies Graduation Certificates from secondary school on up, but they do not verify degrees. Therefore, if it is important to you to verify that the student has received the degree for a degree program, you will need to request verification from CDGDC rather than CHESICC.

On the other hand, CDGDC does not verify most Graduation Certificates. Therefore, if you would like to verify that the student has graduated from high school or from a *zhuanke* program (which does not have a degree), you will need to request verification from CHESICC.

So if a student has a Degree Certificate, is it really necessary for them to submit their Graduation Certificate also? That's up to you. A Degree Certificate indicates that they did in fact graduate, so in that respect, a Graduation Certificate might seem like just extra paper.

However, there is one piece of information commonly found on the Graduation Certificate that is usually not on the Degree Certificate: the official program duration. The dates of enrollment may provide a clue to the length of the program, but if the student finished in a shorter or longer time period than the standard length of the program, it is helpful to know from the Graduation Certificate what the official duration of the program was. This is especially true if the student was enrolled part-time, or for professional programs where the final term(s) may consist of internship and therefore not be listed on the transcript.

In summary, here are the recommended certificates to request for completed programs at each level of education, and the agency that verifies them. (Remember that if a Completion Certificate [结业证书] is submitted, it is not equivalent to either a Graduation Certificate or a Degree Certificate.):

- Senior secondary: Graduation Certificate (毕业证书) (verification from CHESICC)
- *Zhuanke* (short-cycle undergraduate, associate level): Graduation Certificate (毕业证书) (verification from CHESICC)
- *Benke* (long-cycle undergraduate, bachelor level): Graduation Certificate (毕业证书) & Degree Certificate (学位证书) (verification of degree from CDGDC)
- Master: Graduation Certificate (毕业证书) & Degree Certificate (学位证书) (verification of degree from CDGDC)
- Doctorate: Graduation Certificate (毕业证书) & Degree Certificate (学位证书) (verification of degree from CDGDC)

Karen Krug, Educational Credential Evaluators

Normative Secondary Education Documents in Russia

The organization of educational process on the level of secondary education is unimaginable without the framework of educational legislation acts. In Russia, the main legislative documents that define the regulatory framework that educational organizations must use in the development of curriculum for their basic educational programs are the Federal Law No. 273-ФЗ “On Education in the Russian Federation” as of 12/29/2012 and the Federal State Educational Standard (also known as the Standard) approved by the order of the Ministry of Education and Science of the Russian Federation on 05/17/2012 No. 413.

The Federal State Educational Standard (Федеральный государственный образовательный стандарт) of the secondary (complete) general education represents a complex set of requirements to

which institutions with state accreditation that offer educational programs at this level must adhere. It should be noted that the Standard is a fundamentally new legislative document for secondary schools in Russia. Whereas previously, similar legislative documents were the standards primarily focused on the content of education, the current Standard targets the interdisciplinary communication. The Standard incorporates the requirements towards achieving the final results of mastering the main educational program by students; it outlines the structure of the main educational program specifying the ratio of the parts of the main educational program as opposed to their volume, and the correlation of the mandatory part of the main educational program and the part formed by the participants of the educational process. It also confirms the conditions under which the educational program is conducted.

The implementation of the recently introduced Standard did not occur all at once; instead, it has been and will continue to be implemented at different times depending on the level of education. Education based on the recently implemented Standard has become mandatory for the level of preschool education since 2014/2015, for the level of primary general education (grades 1-4) since 2011/2012, for the level of basic general education (grades 5-9) since 2015/2016, and, finally, for the level of secondary (complete) general education (grades 10-11) since 2020/2021 academic years. In terms of education, the Federal State Educational Standard provides for unity of the learning environment in the Russian Federation by creating continuity for the main educational programs at all levels, from the preschool, primary general, basic general, secondary (complete) general, primary professional, secondary professional all the way to higher professional education. It also provides a unified approach to the spiritual and moral development and upbringing of the students.

The Standard is the basis for some of the following educational components applicable on the level of general secondary education:

- development of model main educational programs;
- development of programs of educational subjects, courses, educational literature, control-testing/monitoring materials;
- organization of the educational process in educational institutions conducting the main educational program in accordance with the Standard;
- state (final) and interim attestation of students;
- system of internal quality assurance of education.

Having been developed on the basis of the Standard of general education, the Federal Basic Curriculum (Федеральный базисный учебный план) became the foundation for the regional (national and regional) curricula and the customized or model curricula of educational organizations. It is the normative legislative document establishing the list of academic courses and the academic workload required for studying the courses at each level of the general education ladder, and it encompasses all the academic years of the general education. It contains the recommendations regarding the annual distribution of academic workload in academic hours enabling educational institutions to redistribute the workload during the academic year, apply the module approach, and create their own curricula based on the principles of differentiation and variation.

The curriculum of general education schools is developed and approved annually before the beginning of a new academic year on the basis of the Federal Basic Curriculum and the model curricula for educational institutions of the Russian Federation. It provides the regulatory guidelines for the successful operation of the main general education programs of primary basic, main general and

secondary general education as formulated in accordance with the educational legislation of the Russian Federation. There are three main types of curricula implemented in the practice of general secondary education, such as:

- the basic curriculum (базисный учебный план);
- the model curriculum (типовый учебный план);
- the school curriculum (учебный план школы).

The basic curriculum of general education schools is a principal state normative document, and is the main component of the state standard in education. The basic curriculum outlines the following indices:

- the duration of study in academic years;
- the weekly academic workload for basic areas on each level of general secondary education, compulsory elective courses and additional classes;
- the maximum uninterrupted weekly workload of a student which includes the number of academic hours allotted for compulsory and elective courses;
- the general amount of academic hours allotted by the state (the maximum constant academic workload for students, additional classes, individual and extracurricular work, separation of academic groups into subgroups).

The model curriculum characterized by non-mandatory features is developed on the basis of the basic curriculum and is approved by the Ministry of General and Professional Education of the Russian Federation. This curriculum does not always correspond to the requirements of the following educational institutions (gymnasia, lyceums, higher professional and technical schools) which are permitted to adopt their own normative documents.

The curriculum of general education secondary school is developed in compliance with the normatives of the basic curriculum. There are two types of school curricula: 1) the school curriculum developed according to state basic curriculum guidelines that is intended for implementation over an extended period of time and which also reflects the distinctive features of a certain type of school (in this case a model curriculum can be adopted); 2) the working curriculum whose on-going development is done with consideration of the current conditions and endorsed annually by the pedagogical council of the school. The structure of the secondary general education school curriculum is determined by the same factors as the content of general education.

In the Federal Basic Curriculum as well as in the Federal State Educational Standard of the general secondary education, the ratio between federal, national and regional and school components is strictly regulated. The federal component must contain no less than 75 per cent of the general normative time assigned for learning basic general education programs. It is comprised of the academic fields of Mathematics, Computer Science in complete workload, and partially the fields of Environmental Studies, and Arts.

The national and regional component, which comprises no less than 10 per cent of the total academic workload, represents educational requirements specific to the various peoples the Russian Federation. This component, within its own workload, includes study in the academic fields of Native Language and Literature and a Second Language. But it also includes study in other fields where the actual content may be incorporated into the curriculum of other academic courses. In such cases, instruction

in these fields of study may coincide with a particular part of the lesson plan that focuses on the distinctive cultural features of different groups within the national culture.

Educational institutions that have already implemented the federal as well as the national and regional components into their curriculum, may then incorporate academic interests specific their institution into the school component of the curriculum. The school component of the curriculum should represent no less than 10 per cent of the total academic workload according to regulations.

The structure of the school curriculum is stipulated by the necessity to reflect the invariant and variant parts of the curriculum. The invariant part (nucleus) of the curriculum provides for the involvement of students into general cultural and nationally important values with the help of which their basic culture is constituted. The variant part considering the personal peculiarities, interests and abilities of students allows for the individualized process of education. These complementary and relatively autonomous parts of curriculum are not independent altogether. As a result of their amalgamation in the curriculum of any general education institution academic classes are subdivided into: compulsory classes constituting the basic nucleus of general secondary education; compulsory elective classes; elective classes (non-mandatory elective classes).

To sum it up, the strong relationship between the legislative components of the Federal State Educational Standard, the Federal Basic Curriculum and the school curricula is intended, on one hand, to facilitate the possibility for the students to receive the mandatory minimum of education and ultimately realize their educational potential according to federal standards. On the other hand, it is intended to provide students with both the freedom to satisfy their own individualized educational demands and interests, as well as the means to develop these abilities within the framework of the unified learning environment in the Russian Federation.

Resources:

1. The Ministry of Education and Science of the Russian Federation <http://минобрнауки.рф/>
2. World Data on Education. 7th edition, 2010/11
www.ibe.unesco.org/sites/default/files/Russian_Federation.pdf
3. Federal State Educational Standards <http://минобрнауки.рф/>
4. National Information Centre on Academic Recognition and Mobility
<http://www.russianenic.ru/>

Tatiana McKenna, Educational Credential Evaluators

Education Systems Don't Change...Do They?

Have you ever had one of those files where the more you work on it the more confused and frustrated you get? As a Credential Analyst it is my job to analyze a student's documentation before making an appropriate admission decision. At Indiana University, this means I am expected to correctly evaluate academic records from over 120 different countries.

In this role, the combination of an international education system in flux as well as a lack of proper information may lead to an incorrect conclusion on a student's application. This is a tale of how a

mistake was made, but then corrected by further research and outreach to colleagues.

During an ordinary day at the office I was sitting at my desk and opened the next student record on my list. This was a student who had completed their secondary education in Venezuela. I searched on our internal Wiki to see what documents were required for admission. As I started my evaluation, I noticed the student said they were complete but their transcripts appeared to show a missing year of courses. I also noticed that the diploma did not match the sample document on file. As is our practice, I contacted the student and asked for a complete transcript and their diploma, stating the appropriate names for each.

After consulting several internal and external resources, I had come to the conclusion that the standard Venezuelan transcript will have six years of work for secondary school. The completion document that we were looking for is called the *Bachillerato en Ciencias*. This particular student had submitted a transcript with only five years of work with an empty spot for the sixth year to be filled in later. The diploma the student submitted was the *Título de Educacion Media General en Ciencias*.

A few days later, I received e-mail correspondence from the student assuring me that they had graduated and their submitted transcripts were complete. The student also reassured me the diploma they had submitted was the only document they could obtain, and they did not understand what document I was asking for. It was at this point I decided to bring the case to our team file review meeting to ask the other credential analysts if they had any insight. I brought the research and documentation we had on file and what the student submitted to compare all available information.

This meeting seemed to be going well until we realized that there was still something wrong. The documents in front of us that were submitted by the student did not seem to match historical documents we had on file. To go further, the student's documents only matched one external resource but not others we utilize. We were also having trouble getting the documents to match up with some education ladders from these resources.

The central theme to this evaluation is to not give up, even if an answer seems impossible. Instead of getting frustrated, I was intrigued by the search for the correct answer after so much confusion and conflicting information. After many additional hours of research, correspondence, and comparison of notes, it was discovered that Venezuela had undergone several recent changes to their education system in the span of about three to five years. The documents being evaluated overlapped with this time period of structural change for the country.

After what seemed to be forever, but was really only a few days, I finally had a breakthrough. After continued correspondence with the student and several colleagues, we were able to determine that the documents and diploma the student submitted were in fact the correct documents. We were also able to see how outdated information and over-dependence on individual external resources had led us to the wrong conclusion. It was like a jigsaw puzzle: a piece may not make sense on its own, but when added to the larger context it fits perfectly.

Here is what we discovered: The student had submitted a transcript with only five years in a system that had historically been known in the credential analyst world as being a six-year secondary system. The diploma awarded upon completion of the sixth year was called the "*Bachillerato en Ciencias*".

Some resources stated that the “*Título de Educación Media General en Ciencias*” was awarded after the fifth year. Another resource stated that Venezuela had switched to five years mandatory with an optional sixth year if the student chose to attend. This statement was getting closer to the correct answer. To further complicate things, the Venezuela Ministry of Education would reference parts of the five-year system on certain pages, and then a few mouse clicks later would reference different parts from the older six-year system.

Eventually, we discovered that Venezuela had switched to a mandatory five- year secondary system. The sixth year was now optional. The transcripts issued by the Ministry of Education would continue to show the sixth year on the transcript but would not contain information if the student did not elect to take the sixth year. The “*Bachillerato en Ciencias*” was phased out and replaced by the “*Título de Educación Media General en Ciencias.*” This diploma would be awarded for the completion of the fifth or sixth year depending on what the student chose to do.

In the end our office was able to show how changes in the educational system were not necessarily reflected in the official ministry of education documents. The transcripts still to this day continue to show space for all six years of secondary school. Some students will have all six years; others will have five years depending on their personal choices. We were also able to document how the changes in the name of the diploma have been consolidated. Instead of having one diploma name at the end of five years and a different name at the end of six years, they are now the same diploma name. Variety of resources is extremely valuable in our line of work. By relying on a single resource or point of reference you may easily come to the incorrect conclusion and adversely affect a student’s opportunity to study. We count ourselves lucky to work in a field with so much collegiality and opportunity for open—and welcome—collaboration.

We have also included some sample screenshots and documents.

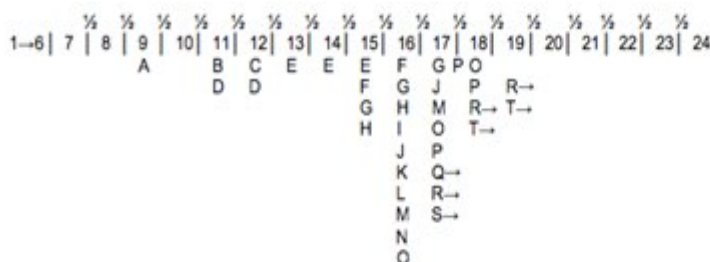
↑
(Minimum grade average on *bachillerato*, *Prueba de Aptitud Académica*/entrance examination, and participation in national enrollment process required for admission to higher education.)

EDUCACIÓN MEDIA/SECONDARY EDUCATION			
YEARS		Academic	Technical/Vocational
12	<i>Educación Media Profesional</i>		<i>Bachillerato Técnico or Técnico Medio</i> Options: <i>Industrial, Agropecuario, Comercial, Administrativo, Docencia</i> , others including health/medical fields)
10→11	<i>Educación Media Diversificada</i> [<i>Ciclo Diversificado</i> (prior to 1999)]	<i>Bachillerato en...</i> (Options: <i>Ciencias, Humanidades, Artes</i>) <i>Bachillerato en Ciencias or Humanidades</i>	[<i>Maestro/Profesor Normalista/Primary Teacher, Enfermero/Nurse</i> , 2-3 after <i>Ciclo Básico</i> to 1970s]
7→9	[<i>Ciclo Básico Común</i> prior to 1980]		<i>Técnico en...</i> (also Titles of specific vocations such as <i>Soldador/Welder</i> , short-term programs after grade 6 or 9; many provided by <i>Instituto Nacional de Cooperación Educativa (INCE), Fe y Alegría</i> or other organizations)

6	Técnico Medio; Técnico Industrial; Bachiller Técnico	Intermediate Technician; Industrial Technician (a former award); Technical Upper Secondary Graduate. Requires 3 years after <i>educación básica</i> . Formerly required 5 - 6 years after <i>primaria</i> or 2 - 3 of <i>ciclo profesional</i> after <i>ciclo básico</i> .
7	Bachiller en Ciencias, Bachiller en Humanidades, Bachiller en Artes	The Bachiller en Ciencias, Bachiller en Humanidades, Bachiller en Artes/ Upper Secondary Graduate in Science; ... In Humanities; ... In Arts. Represents 2 years of <i>educación diversificada</i> (diversified education) after <i>educación básica</i> . Formerly named <i>ciclo diversificado / diversified cycle</i> . (All upper secondary technical falls under <i>ciclo diversificado y profesional</i> . See <i>bachiller técnico</i> above.).
8	Título de Educación Media General en Ciencias, (... en Humanidades, ... en Artes)	Title of Upper Secondary Education in Science (or Humanities or Arts) represents 2 years of <i>educación diversificada</i> (diversified education) after <i>educación básica</i> . Formerly named <i>ciclo diversificado / diversified cycle</i> . (All upper secondary technical education comes under <i>ciclo diversificado y profesional</i> . See <i>bachiller técnico</i> above.).

VENEZUELA

YEARS OF EDUCATION →



CREDENTIALS OR DOCUMENTATION

Secondary

- A *Certificado de Educación Secundaria* (Certificate of Secondary Education): awarded upon completion of the three-year *Ciclo Básico Común* (Common Basic Cycle)
- B *Educación Media General en...Ciencias, Humanidades, Bachiller en...Ciencias, Humanidades, Ciencias y Humanidades, en Comercio* (Bachiller in...Sciences, Humanities, Sciences and Humanities, Commerce): awarded after a two-year *Ciclo Diversificado* (Diversified Cycle): requires credential **A** for admission¹
- C *Bachiller ...Agropecuaria, Industrial, Asistencial, Mención Docencia* (Bachiller in...Agricultural and Animal Sciences, Industrial Studies, Social Services Areas, Specialization in Teaching): awarded after three-year *Ciclo Diversificado* (Diversified Cycle): requires credential **A** for admission; leads to postsecondary education.^{1,2}
- D *Técnico Medio* (Intermediate Technician): two to three years of technical education; requires credential **A** for admissions; may lead to credential **E** programs.




Simón Rodríguez



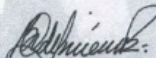
AA 6191364

REPÚBLICA BOLIVARIANA DE VENEZUELA
MINISTERIO DEL PODER POPULAR PARA LA EDUCACIÓN

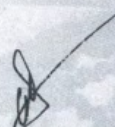
Zona Educativa / Plantel: UNIDAD EDUCATIVA PRIVADA COLEGIO SIMON BOLIVAR II
Código: PD00281503
Título de: EDUCACION MEDIA GENERAL EN CIENCIAS
Plan de estudio, Código Nro.: 31018
Que se otorga a: [REDACTED]
Cédula de Identidad Nro.: [REDACTED]
Nacido (a) en: [REDACTED]
En Fecha: [REDACTED]
Previo el cumplimiento de los requisitos exigidos por la ley
Lugar y Fecha de expedición: BARUTA 23 DE JULIO DE 2015
Año de Egreso: 2015


Director Zona Educativa / Plantel
Nombre: MARIOSSI GERARDINO
C.I. V-5700335




Coordinador de Control de Estudio
Representante del Consejo General de Docentes
Nombre: BRUNILDA CAMPOS
C.I. V-3753075




Funcionario designado por el
Ministerio del Poder Popular para la Educación
Nombre: NANCY GUZMAN
C.I. V-6239955

CERTIFICACION DE CALIFICACIONES

Código del Formato: RR-DEA-03-03

II. Datos del Plantel o Z.E. que emite la Certificación: Lugar y Fecha de Expedición: BARUTA 21/05/2015

Cód del Plantel: PD00281503 Nombre: UNIDAD EDUCATIVA PRIVADA COLEGIO SIMON BOLIVAR II Dto Esc.: 6

Dirección: AVE. ESTE, URBANIZACION MANZANARES, PARCELA # 35. Teléfono: 9767544

Municipio: BARUTA Ent. Federal: MIRANDA Zona Educativa: MIRANDA

III. Datos de Identificación de(la) Estudiante:

Cédula de Identidad: [REDACTED] Fecha de Nacimiento: [REDACTED]

Apellidos: [REDACTED] Nombres: [REDACTED]

Lugar de Nacimiento: [REDACTED] Ent. Federal o País: [REDACTED]

IV. Plantales donde cursó estos estudios

N°	Nombre del Plantel	Localidad	E.F.	N°	Nombre del Plantel	Localidad	E.F.
1	U.E.P. COLEGIO SIMON BOLIVAR II	BARUTA	M	4	*****	****	**
2	*****	****	**	5	*****	****	**

V. Pensum de Estudio:

Año o Grado: PRIMERO	Calificación		T-E	Fecha		Plantel
	En N°	En Letras		Mes	Año	
Asignaturas						
CASTELLANO Y LITERATURA	15	QUINCE	F	07	2011	1
INGLES	14	CATORCE	F	07	2011	1
MATEMATICA	13	TRECE	F	07	2011	1
ESTUDIOS DE LA NATURALEZA	16	DIECISEIS	F	07	2011	1
HISTORIA DE VENEZUELA	14	CATORCE	F	07	2011	1
EDUCACION FAMILIAR Y CIUDADANA	17	DIECISIETE	F	07	2011	1
GEOGRAFIA GENERAL	17	DIECISIETE	F	07	2011	1
EDUCACION ARTISTICA	12	DOCE	F	07	2011	1
EDUCACION FISICA Y DEPORTE	19	DIECINUEVE	F	07	2011	1
EDUCACION PARA EL TRABAJO	17	DIECISIETE	F	07	2011	1
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
Año o Grado: SEGUNDO	Calificación		T-E	Fecha		Plantel
Asignaturas	En N°	En Letras		Mes	Año	
CASTELLANO Y LITERATURA	17	DIECISIETE	F	07	2012	1
INGLES	14	CATORCE	F	07	2012	1
MATEMATICA	12	DOCE	F	07	2012	1
EDUCACION PARA LA SALUD	16	DIECISEIS	F	07	2012	1
CIENCIAS BIOLOGICAS	16	DIECISEIS	F	07	2012	1
HISTORIA DE VENEZUELA	16	DIECISEIS	F	07	2012	1
HISTORIA UNIVERSAL	13	TRECE	F	07	2012	1
EDUCACION ARTISTICA	18	DIECIOCHO	F	07	2012	1
EDUCACION FISICA Y DEPORTE	19	DIECINUEVE	F	07	2012	1
EDUCACION PARA EL TRABAJO	17	DIECISIETE	F	07	2012	1
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
Año o Grado: TERCERO	Calificación		T-E	Fecha		Plantel
Asignaturas	En N°	En Letras		Mes	Año	
CASTELLANO Y LITERATURA	16	DIECISEIS	F	07	2013	1
INGLES	14	CATORCE	F	07	2013	1
MATEMATICA	12	DOCE	F	07	2013	1
CIENCIAS BIOLOGICAS	12	DOCE	F	07	2013	1
FISICA	12	DOCE	F	07	2013	1
QUIMICA	14	CATORCE	F	07	2013	1
HIST. VZLA. CAT. BOLIV.	15	QUINCE	F	07	2013	1
GEOGRAFIA DE VENEZUELA	13	TRECE	F	07	2013	1
EDUCACION FISICA Y DEPORTE	19	DIECINUEVE	F	07	2013	1
EDUCACION PARA EL TRABAJO	16	DIECISEIS	F	07	2013	1
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*
****	**	*****	*	**	****	*

VI. DIRECTOR(A) DEL PLANTEL

Apellidos y Nombre del Director(a):

MARIOSSI GERARDINO

Número de C.I.:

V-5700335

Firma:



Para efectos de su validez a nivel estatal

VII. DIRECTOR(A) DE LA ZONA EDUCATIVA

Apellidos y Nombres:

Para efectos de su validez a nivel nacional e internacional y cuando se trate de estudios libres o equivalentes sin escolaridad

Self-Study Exams Design to Achieve Academic Benchmark Accreditation in Mexico

Brief overview of the process from its origins to current available outcomes*

- including recent changes as provided in the CENEVAL's yearbook for 2015 (published on December, 2016).



What is CENEVAL?

In 1994, the *Asociación Nacional de Universidades e Instituciones de Educación Superior* (National Association of Universities and Institutions of Higher Education- ANUIES) founded the “*Centro Nacional de Evaluación para la Educación Superior, A.C.*” (National Assessment Center for Higher Education, Civic Association)-CENEVAL-as a non-profit civil association in Mexico. Since 1994, it has offered evaluation services to hundreds of schools, universities, companies, educational authorities, professional organizations in the country and other private and governmental bodies. Its main activity is the design and application of evaluation tools. Its mission is to provide reliable information about the learning achieved by students of different educational levels.

At the request of the “*Secretaría de Educación Pública - SEP*” (Secretariat of Public Education - SEP) in Mexico, the CENEVAL started to design and administer evaluations (examinations) to determine educational accreditation level since 2000. The objective of these examinations is to determine that the applicant possesses the knowledge and the abilities equivalent to the ones gained by a student that graduated from an accredited educational institution in the same field of studies. Applicant's knowledge may have been acquired by formal academic coursework, self-instruction, occupational / professional experience, and professional development certification, among others.

What kind of examinations are designed and administered by CENEVAL?

CENEVAL is a member of the International Association for Educational Assessment, and as such, offers several types of examinations: admission exams, exit exams, diagnostics exams, and exams designed to provide a professional certification (vs an academic degree), i.e. the English language certificate through the Teaching Knowledge Test in coordination with the University of Cambridge, which evaluates the essential pedagogical knowledge required by all English teachers.

In this article, we will focus on the information pertaining the CENEVAL examinations designed to determine accreditation of studies at the following academic benchmarks:

- Lower Secondary (ACREDITA-SEC) through Agreement 286 with SEP
- Upper Secondary (General Baccalaureate, Vocational and Technical) (ACREDITA-BACH) through Agreement 286 with SEP
- Undergraduate for Licentiate degree in several fields of study (EGAL – *Exámenes Generales para la Acreditación de la Licenciatura*/ General Examinations for Licentiate Accreditation) through Agreements 286 and 357 with SEP

Note: *Títulos* (degrees) awarded by the SEP will always feature the *Acuerdo* (Agreement) number in the degree certificate to identify them as obtained through the successful passing of a CENEVAL exam.

Who has access to the academic benchmark accreditation examinations?

The access to a CENEVAL examination for accreditation of lower secondary (ACREDITA-SEC) is offered to Mexican nationals that meet the following requirements:

- Be at least 15 years of age at the time of application
- Have a primary education (1st through 6th grade) completion certificate

The access to a CENEVAL examination for accreditation of higher secondary (ACREDITA-BACH) is offered to Mexican nationals that meet the following requirements:

- Be at least 21 years of age at the time of application
- Have a Lower Secondary (7th through 9th grade) completion certificate

The access to a CENEVAL examination for accreditation of an undergraduate (*Licenciado* / Licentiate) degree is offered to Mexican nationals that meet the following requirements:

- Initiate the admission process before the DGAIR (*Dirección de Acreditación Incorporación y Revalidación* / Directorate of Incorporation [Accreditation] and Certification [Revalidation] of academic achievements) and obtain a certificate of admission.
- Be at least 30 years old at the time of application
- Have a *Bachillerato* (Baccalaureate) certificate
- Have 5 years of professional experience in the degree field
- Provide letter of honesty and acceptable job performance from employer
- Cover the percentage of academic credits required for the Bachelor's degree selected for studies conducted in a public or private accredited institution.

Note: For certain study fields, it is not required that the applicant have previous studies (academic credits), but there are cases, such as those of law degrees or Civil Engineering, in which it is mandatory to have completed at least 70% of the degree program.

What are the percentages of total academic credits required from applicants by field of study?

FIELD	%
• Business Administration	60
• Agricultural Sciences (Agronomic Sciences, Agribusiness, Animal Husbandry, Zoology)	70
• Computer Sciences	60
• Communication Sciences	0
• Education Sciences	50
• Trade/ International Trade	50
• Accounting	70
• Law	70
• Economics	50
• Philosophy	0
• History	0
• IT	60
• Civil Engineering	70
• Computer Engineering	60
• Software Engineering	60
• Electrical Engineering	70
• Electronic Engineering	70
• Industrial Engineering	70
• Mechanical Engineering	70
• Electrical & Mechanical Engineering	70
• Mechatronics Engineering	0
• Chemical Engineering	70
• Mathematics	70
• Marketing	50
• Pedagogy	50
• Sociology	0
• Social Work	0
• Tourism	50

What is the CENEVAL examination process?

This process consists of two or three phases, depending on the field of studies:

- Theory exam. Applied in two sessions of 4 hours each, except for the Bachelor in Mathematics, which is comprised of three sessions of 4 hours each.
- Case study and oral examination. Those who pass the first phase are assigned a case study, which they must resolve, submit in writing, and defend before a jury.
- Practical application. This phase is exclusively for the areas of health sciences and chemical-biological for applicants who have successfully covered the previous phases. It consists of the application of a process, the interpretation of phenomena or the development of a practice in the professional field in question (hospital, laboratory, etc.), under the scrutiny of a group of synods. As of 2016, the possibility of accrediting health areas has been eliminated, so that the practical application is no longer available.

How are the examinations assessed?

There are 3 overall assessments: *Sobresaliente* / outstanding, *suficiente* / sufficient, and *no suficiente* / insufficient. Results are provided for both areas of the exam (theory and practice), and are reported utilizing “*Índice Ceneval*” (Ceneval Index), which is expressed in numbers, 700 (minimum passing grade) to 1300 with a minimum score required per area of examination of 1000.

A passing score on a CENEVAL examination for a Licenciante (Bachelor) degree program, grants the applicant a *título* (degree) and a *cedula profesional* (professional license to practice in Mexico), both of which are registered and awarded by the *Secretaría de Educación Pública* (Secretariat of Public Education)-SEP; the *título* (degree) awarded is official and leads to further education in Mexico.


Note: A student presenting a Licenciante *título* (degree) obtained through the successful passing of a CENEVAL exam will not have (or may have partial) transcripts, therefore, a GPA will not be available.

Resultados

Reporte de resultados

A cada persona que sustenta el EGEL-E se le entrega un reporte individual como el que se muestra a manera de ejemplo.

En el reporte aparecen los datos de identificación: nombre, número de folio único, asignado previamente. En el primer recuadro se señala el nivel de desempeño por cada área del examen. En el segundo recuadro aparecen los criterios numéricos que explican el nivel de desempeño alcanzado por área y en el último recuadro se presentan los criterios para determinar el nivel de desempeño alcanzado en la totalidad del examen. Al reverso se describen los niveles de desempeño de cada área.



Examen General para el Egreso de la Licenciatura
en Enfermería
EGEL-E

Bachelor of Science in
Nursing

Reporte individual de resultados

Nombre de sustentante: Folio: 00000058

Fecha de aplicación: Viernes 18 de septiembre de 2009

Institución de Educación Superior (IES): UNIVERSIDAD AUTÓNOMA DEL ESTADO DE MÉXICO

Clave de identificación de la IES: 123456

Testimonio de desempeño otorgado en el examen	Nivel de desempeño por área			
	Educación y promoción de la salud	Asistencial	Técnicas y cuidados integrales al paciente	Gestión, administración e investigación
Satisfactorio Satisfactory	DS	DS	DS	DSS

Criterios para determinar los niveles de desempeño por área ²	
Aún no satisfactorio (ANS)	700-999
Satisfactorio (DS)	1000-1149
Sobresaliente(DSS)	1150-1300

Criterios para el otorgamiento del testimonio de desempeño en el examen	
Satisfactorio (TDS)	Al menos 3 áreas con DS o DSS
Sobresaliente (TDSS)	Las 4 áreas con DS o DSS y al menos 2 con DSS

Como regla de confidencialidad, únicamente el sustentante y el director de la institución de procedencia tienen acceso a estos resultados.

Sample CENEVAL exam results for Bachelor of Science in Nursing
(this program accreditation no longer available as of 2016)



La Secretaría de Educación Pública

otorga a



el Título de
Bachelor of Early Childhood Education
Licenciada en Educación Preescolar



en virtud de que sustentó y aprobó los exámenes de conocimientos correspondientes, con base en el Acuerdo número 357 del Secretario de Educación Pública.

Agreement number
always included

*Dado en México, Distrito Federal el
5 de noviembre del 2008.*

*Guillermo Pablo López Andrade
Director General de Acreditación,
Incorporación y Revalidación*

TS01120

Sample credential

For further information visit: <http://www.ceneval.edu.mx/> or contact: Pilar Menendez at: pmenendez@evaluatorslink.com

Pilar Menendez, ACE Credential Evaluations

Building a Resource Library

Building a Resource Library – Part I

One of the most interesting aspects of the field of credentials evaluations is that it is always evolving. One of the most difficult aspects of the field of credentials evaluations is the myth of The Big Book. So often, there is an expectation by newcomers and other stakeholders that professionals in our field are able to go look everything up in a single publication (or database). The reality is, however, that there is not a single source that evaluators can access to tell them everything – or even most things – they need in order to do the complex work of international credentials evaluation. International credentials evaluation is knowledge work, and as such, it is critical to have easy and immediate access to that knowledge. It is true that there are several wonderful online subscript databases that consolidate much of the information that was formerly in print publications (UK NARIC, Australia's Country Education Profiles, and AACRAO EDGE, among others). However, unless you work for an organization that requires you to use that resource exclusively, you will need more information.

In an attempt to alleviate the need to start from scratch, I have outlined a basic primer for building a resource library. This includes a number of different types of resources, print and electronic, for varying fees, and other resources. Once you begin the process of creating your own library, you will find it easy to add new information. Getting into the habit of saving new information in an organized fashion will save you hours of research time later.

Why should you build your own resource library? Simply, building a resource library helps you do your job more easily and quickly while also saving you time and energy. You know what information you have already and also have an easy way of adding to your collection of resources.

Before you begin building your library, you should establish some manner of organizing your information. If you have everything in drawers, folders, or binders but cannot access it, you might as well not even have that information. Even if you quickly scan your handouts after coming back from a conference or always save newsletter articles relevant to the field, if you cannot quickly find them when you need them, they serve no purpose.

One method of creating a resource library is to establish folders by country and topic. Take a few minutes and just make a separate folder for each country. Later in this article, I have listed some excellent resources that you can use to start populating your new country folders. Then, as you come across new things, it will take only a few clicks to save this new material, and it will only take that long to find it again. Conference handouts, sample credentials, newsletter and journal articles, message board responses, electronic publications, email responses, and other electronic media are terribly useful, but only if you can find them when you need them.

Due to the sheer volume of information I have, my folders are digital and saved to computer so I can access them easily. If you don't want to lose your critical digital library, I recommend external, off-site backups. This can be an external hard-drive that gets swapped out with another one weekly and stored in an off-site location. This can mean saving everything to a remote file server or using an online backup service. You can also save everything to the cloud using a sync service like Dropbox, Google

Drive, or Microsoft One Drive, which also offer file-sharing service. Some of the cloud services also allow you to search by text within a document, not just title, and that feature is also very helpful. My goal here is not to advise you on which service; there are already plenty of articles external to our industry devoted to that topic which will allow you to compare prices and services. My intent is simply to ensure that you prioritize some sort of digital backup to protect your data from catastrophic loss.

Another important aspect of organizing your information is identifying your print publications. While more and more publishers and organizations are releasing their information in a digital format, the print resources relevant to our industry from the last 30-40 years (and earlier) are still critical references. Most of us are not working exclusively with 18 year old applicants whose credentials and institutions exactly match the most contemporary information available online. It is a good idea to maintain a list (in your country folder or in another easily accessed location) of your print publications by country so that it is not necessary to remember which countries have accompanying print publications. In my office, we maintain a country-specific list of each publication, which includes not only country-specific publications, such as country profiles, but also regional and global resources. In that manner, we can easily see if a particular country is mentioned in one of the regional or international print publications without having to recall the information from memory.

Later in this article, I will list some of my favorite print and electronic publications. This is not intended to be an exhaustive list by any means but is a good primer for beginning or expanding your existing library. Others have also written on this subject for industry newsletters and journals. In addition, building a resource library has been a regular theme for conference presentations for many years. In fact, my own first conference presentation was on building a resource library, and that led to a handout of hundreds of pages. That later morphed into the now outdated, "*Researching International Education Systems and Institutions*." I am no longer able to update that 350+ page document but have just released the 2017 version of "*Higher Education Authorities*" which includes the website for the recognition authorities (Ministry of Higher Education, University Grants Commission, Commission on Higher Education, etc.) that have an internet presence.

At this point, I should mention that one of the most useful things in my own reference library is the recognized institutions lists. Each time I visit a Ministry of Higher Education (MOHE) or other higher education authority's website, I save the information to my country folder. Governments change, educational authorities lose their funding or find themselves replaced, websites are redesigned, and the information that was on that website last time might not be there anymore. In addition, institutions themselves may close, merge, or lose their recognition. By having an annual list of what appears on the MOHE website, I can easily track those changes and still access that information even if the website goes down or undergoes a redesign. I simply save the page by using the Print feature in most browsers and choose "Print to PDF" instead of my printer. I do the same thing when I find information on the MOHE website about the education system, education statistics, education sector strategies, accredited programs, closed institutions, grading scales, lists of graduates, and anything else I think might be useful to me later. I also do this for the thousands of syllabus, degree plans, catalogs, and other program-specific information from higher education institutions I find.

When I started in the field, many Ministries were not yet online or had rather limited websites. As a result, in conference presentations, I often suggested non-governmental resources such as the *International Handbook of Universities*, the *World Higher Education Database*, and other global

resources. While I still include those resources in my library, I access them rarely because I would rather go straight to the source for recognition information. I mean no disparagement to those comprehensive resources, and the WHED is actually in my list of free resources about educational systems. I have simply never taken the time to truly understand what is required in order for an institution to be listed in those resources. In addition, they often list only university institutions, and I frequently work with applicants from non-university higher education institutions. However, when working with older credentials or credentials from countries that have little to no online presence, you may need to look to alternative resources.

The majority of TAICEP members at this time are located at institutions in either the United States of America, Canada, or the European Union. Due to that, I will focus this paragraph on those audiences with no intent to disregard our other members. For evaluators in the USA, EducationUSA advisors are an excellent resource for researching institutions or credentials that fall outside your experience. Their goal is to help international students enroll at educational institutions in the USA, so they have a vested interest in helping you understand the credentials you have been tasked with evaluating. They offer other services to US educational institutions, so if they are new to you, I highly suggest you check them out online. In Canada, the Canadian Information Centre for International Credentials (CICIC) provides detailed information in the form of an evaluator tool kit for Canadian credentials evaluators. The Education Portal includes extensive information about education in the provinces and territories, ranging from qualifications frameworks to credit transfer and articulation. In Europe, the European Network of Information Centres and National Academic Recognition Centres (ENIC-NARIC) advising centers serve a similar purpose for a European audience. The ENIC-NARIC website provides much in the way of information about the educational systems, higher education authorities, and more for all participating countries. In addition, many European countries have a separate ENIC-NARIC website of their own which offers even more comprehensive information useful to the international credential evaluation specialist worldwide.

While it is important to have experts you can reach out to for help, it is also important to start amassing your own credentials database so that you can compare the documents you receive to others. Conference handouts, publications from EducationUSA or ENIC-NARIC advising centers, industry-specific publications and newsletters are all wonderful resources for building your sample library. Several Ministries of Education or examinations councils also provide samples of their credentials online. When you are able to get documents verified, be sure to save those samples and redact the personal information so it can become part of your sample library.

Along those lines, TAICEP offers an ever-growing database of verification resources for members. This database allows you to search by country for hundreds of websites, email addresses, addresses, or other contact information for exam boards, ministries, or higher education institutions. If you come across information that is not yet in the database, please send that information to Annetta Stroud at strouda@aacrao.org so that we can share the information with other TAICEP members.

In addition to everything else, another great tool for the international credential evaluator is the Internet Archive/Wayback Machine. If you're not familiar with it, <https://archive.org/web/> is an online repository of stored web pages. That may sound only mildly interesting until you realize that you can search MOHE, university, and other websites related to your job. We use it almost daily in my office. Before I started saving every MOHE site to my desktop computer and cloud computing device, I

would use the Internet Archive all the time, and I still use it to try to see if particular institutions were recognized before I started saving the information. The Internet Archive is also incredibly helpful when researching degree plans, admissions requirements, grading scales, standard duration and other institution-specific information related to the credentials you need to evaluate. According to their website, the Internet Archive has preserved 270+ billion webpages from more than 350 million websites over the last 20 years. Using the Internet Archive is a breeze. You simply go their website, listed above, paste or type the URL for the site you want to search into their search box, and if any of its pages have been archived, you will see a timeline showing the years of historical information they have saved. Obviously not every website or nearly every webpage has been archived, and not every Ministry or university even had a website at the time you need to research, but it is a tremendously useful tool nonetheless. Be sure to save the information you find so you will have it next time, and give generously to the Internet Archive for the excellent service they provide.

To conclude this article, I would like to leave you with a small sampling of some of the resources you can use to begin building your resource library. These lists are not intended to prioritize one organization over another, nor are they even remotely complete lists. This article was intended to help people begin building their resource library so these are the basics. If you are familiar with other resources you think should be shared with TAICEP members, please send them my way at peggy@transcriptresearch.com, and I will add them to our next newsletter! Even better, if you are interested in writing a companion piece to this article for an upcoming edition of *TAICEP Talk*, I would love to hear from you. Please also be sure to check the Resources for Members section of the TAICEP website for more comprehensive lists of country-specific publications, resources, and verification information.

Country Profiles / Country Databases

NUFFIC Foreign Education Systems: <https://www.epnuffic.nl/en/diploma-recognition/foreign-education-systems>

NAFSA Online Guides to Educational Systems around the World:
http://www.nafsa.org/Resource_Library_Assets/Publications_Library/Online_Guide_to_Educational_Systems_Around_the_World/

IQAS International Education Guides: <https://www.alberta.ca/IQAS-education-guides.aspx>

Eurydice Descriptions of National Education Systems:
<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Countries>

World Data on Education, Seventh Edition, 2010-2011:
<http://www.ibe.unesco.org/en/document/world-data-education-seventh-edition-2010-11>

Anabin Database / Central Office for Foreign Education (in German):
http://anabin.kmk.org/no_cache/filter/bildungswesen.html?tab=third&land=leer

NOKUT's Landdatabase Country Database (in Norwegian): <http://www.nokut.no/no/Fakta/Databaser-og-oversikter/NOKUTs-landdatabase/>

NUFFIC Overviews of Foreign Diplomas: <https://www.epnuffic.nl/en/diploma-recognition/overviews-foreign-diplomas>

UNESCO World TVET Database: <http://www.unevoc.unesco.org/go.php?q=World+TVET+Database>

World Higher Education Database: http://whed.net/results_systems.php

ENIC-NARIC: <http://www.enic-naric.net/credential-evaluator.aspx>

Organization of Ibero-American States: <http://www.oei.es/historico/quipu/informes.htm>

CIMEA Database of University Systems: <http://www.cimea.it/it/servizi/pubblicazioni-e-banche-dati/banche-dati/banca-dati-dei-sistemi-universitari.aspx>

Danish Ministry of Higher Education and Science: http://ufm.dk/en/education-and-institutions/recognition-and-transparency/find-assessments/general-assessments-for-specific-countries?set_language=en&cl=en

Russian National Information Centre: <http://nic.gov.ru/en/inworld/countries>

International Education Publications

American Association of Collegiate Registrars and Admissions Officers: <http://www4.aacrao.org/publications/catalog.php?category=1#.WJAKBhsrKUK>

CIMEA Italian ENIC-NARIC: <http://www.cimea.it/it/servizi/pubblicazioni-e-banche-dati/guide-e-pubblicazioni.aspx>

Educational Credential Evaluators: <http://publications.ece.org/>

European Association for International Education: <http://www.eaie.org/eaie-resources/library.html>

European Commission TEMPUS Programme Publications: http://eacea.ec.europa.eu/tempus/tools/publications_en.php

International Education Research Foundation: <http://www.ierf.org/for-institutions/ierf-publications/>

NAFSA: http://www.nafsa.org/Professional_Resources/Publications/

NARIC of the Federation Wallonia-Brussels: <http://www.enseignement.be/index.php?page=0&navi=130>

NORRIC Reports: <http://norric.org/publications/publications>

Norwegian Agency for Quality Assurance in Education: <http://www.nokut.no/en/Facts-and-statistics/Publications/>

South African Qualifications Authority: <http://www.sqa.org.za/list.php?e=General%20Publications>

Southern Africa Regional Universities Association: <http://www.sarua.org/?q=sarua-publications>

I hope that helps! These are only a few of the resources I recommend to help you build your library of resources.

Peggy Bell Hendrickson, Transcript Research

Secondary Education in the United States: A Brief Overview

Following the resounding success of the last year's Chicago conference, the executive board of TAICEP formed a committee that would develop certificate programs and certification options in the credential evaluation profession. The issue of certification in credential evaluation has been one of perpetual interest among professionals in the field, academic institutions, accreditation boards, and other industry partners. Part of the problem in developing certification options is drafting a common framework which precisely defines the duties of a credential evaluator, the competencies required to perform those duties, and the values each responsible evaluator should uphold. The committee has begun drafting such a framework, with much more work and discussion required before the framework can be finalized. Nevertheless, even at this early stage, there is consensus among the committee members that one of the core competencies of a credential evaluator should be extensive knowledge of the educational system in the country where the evaluator is located.

This is clearly essential. Credential evaluation is first and foremost, a comparative education profession. The primary duty of credential evaluators is to assess how the educational achievement in one country compares to that in another country. Among other things, evaluators assess the equivalent level of education of submitted credentials, convert grades and calculate grade point averages, and make placement recommendations. To perform these duties well, it is important to have knowledge of world educational systems, their structure, aims, and credentials. There are many excellent resources, such as books, articles, websites, conference presentations and others, that provide valuable instruction and guidance on these topics. Unfortunately, there aren't that many sources of information, tailored to the credential evaluation profession, regarding the U.S. system of education.

This article will not fill that void. To do any justice to the subject would require the writing of at least several articles, if not an entire book. In this article, I will give a brief overview of the primary and secondary education system of the United States, explore the origin of the high school, and relate this information to credential evaluation with some salient questions.

Basic structure of the U.S. educational system

Unlike other countries, the United States does not have a uniform structure of primary and secondary education. This is largely because education is not in the purview of the federal government. Neither the Constitution nor the Bill of Rights list education as a right, or place any obligation on the government to provide education. The only salient point regarding education is found in the 10th Amendment, which states that “the powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” Education is in the hands of the states, and plenty of variation exists in the structure, quality, and outcomes of education in each of them.

Primary school, often called elementary, grade, or grammar school, typically starts at the age of six, after a student has completed one year of kindergarten. Students may start primary education one year earlier or one year prior to age 6, depending on their birthdate and other factors. Elementary education usually covers the grades 1-6, although in some cases it could be grades 1-5. Students in elementary schools are taught reading, writing, mathematics, social studies, crafts, music, science, art, foreign language, and physical education. Completion of primary school gives students access to middle school, also called junior high school.

Junior high school may be defined as grades 6-8, grades 7-8, grades 6-9, or grades 7-9. In some cases, junior high school is combined with senior high school, and in others it is a separate level. Completion of middle school gives access to senior high school, which is most commonly defined as either grades 9-12 or grades 10-12. Although vocational/technical tracks in secondary education do exist, most instruction at junior and senior high schools is general in nature. Students are required to take courses in English, mathematics, social studies, science, visual arts, physical education and other elective subjects. Each subject is assigned a Carnegie credit unit value. Students who attain the minimum number of required Carnegie units (usually 20-21) are eligible for graduation. The credential awarded at the end of senior secondary is called a high school diploma and is a benchmark credential for admission to tertiary education.

Why do we call it a high school?

One of the many challenges in evaluating secondary school credentials from other countries for use into the U.S. education system is related to terminology. As noted above, secondary education in the United States is commonly referred to as high school, further subdivided into junior high school and senior high school. In most systems of education, the adjective high is usually reserved for tertiary schools. Instruction at the secondary level is commonly labeled as middle/intermediate education. For instance, the equivalent of the U.S. high school diploma in Russia is called the *Аттестат о среднем (полном) общем образовании* (Certificate of [Complete] Secondary Education). In Venezuela, secondary school graduates receive a *Titulo de Educación Media General en ...* (Title of General Secondary Education in..). In Brazil, students get the *Diploma/Certificado de Ensino Médio* (Diploma/Certificate of Secondary Education). In each case, a literal rendering of the text would translate secondary education as middle education (*среднем, media, médio*). So why does the United States commonly label secondary education as high school, when in most other countries it is considered as middle/intermediate school?

To find the answer, we must travel back to the early days of the Republic. Prior to the 19th century, advanced education in the U.S. was mainly pursued by children of rich families. With urbanization and the rapid growth of cities, many municipalities passed laws to make basic education available to a larger portion of the population. For instance, in 1647, Massachusetts passed a law to require towns of 50 families or more to have an elementary school, and towns of 100 families or more to have a Latin grammar school. Education in these schools was rudimentary in nature and focused on literacy and numeracy. Poor students graduating from such schools had few options to continue their studies. Secondary schools, such as the revered Boston Latin School, were available but the tuition cost was a significant barrier for entry.

To widen the access to education, some municipalities sought to establish a different type of school, which would be publicly funded in part or in whole. The first efforts happened in Boston, under the guidance of then-mayor and ex officio member of the city's School Committee, Mr. Josiah Quincy. Namely, in 1820, Mr. Quincy successfully argued for the founding of the English Classical School, with the goal of offering the children of merchants and craftsmen in the city a better education at a lower cost than the private academies. Concurrently, the goal was to reform the school curriculum and shift the emphasis away from Greek and Latin, and toward a more applied education consisting of English reading and writing, algebra, geometry, history, logic, and moral philosophy.

The English Classical School was modeled after a school in Edinburgh, Scotland called the Edinburgh High School. This latter was reviewed at some length in the North American Review academic journal and influenced Mr. Quincy's ideas regarding the establishment of a similar school in Boston. Of note was the efficiency of the Edinburgh High School's teaching staff and the relatively low cost of instruction per student. This was a perfect example of a publicly-funded, low-cost, high-quality education. It stood in stark contrast to the high-cost, private, limited access Latin School and other private academies. Perhaps in homage to the Edinburgh school or in support of his vision for public education, Mr. Quincy and other members of the School Committee voted to rename the English Classical School to the English High School on June 23, 1824. Public secondary schools established after 1824 in New York and elsewhere followed this example and henceforth became known as high schools.

What are the implications?

The lack of a consistent structure of primary/secondary education in the United States presents several challenges for credential evaluators.

The first is an issue of placement.

- Should placement recommendations at the secondary level be done by counting years, by counting credits, or another method?

The second is an issue of credit counting.

- How do you fairly allocate Carnegie units for classes taken at the secondary level in other countries?
- Should students be held back if they did not complete a certain number of credits in a required subject, for instance English?

The third is an issue of translation.

- Should we object to secondary school completion credentials from other countries being translated as high school diplomas?
- For the sake of clarity, should we avoid using the term middle school or intermediate school when referring to lower secondary or upper secondary schools?

Aleksandar Popovski, Ucredo

Tips for Determining Documentation Authenticity (Quickly)

“People on the Move Need Recognition on the Move”: A Resource List from the TAICEP Chicago 2016 session presented by Amy M. Ullrich, Educational Credential Evaluators (ECE) Inc. and Rolf Lofstad, Norwegian Agency for Quality Assurance in Education (NOKUT), Norwegian ENIC-NARIC

- 1) Compare your applicant’s original documents with those in your institutions’ archives (if you do not yet have an archive, PLEASE START ONE :), then compare signatures of the time period, seals/stamps, and security features
- 2) Redact the student’s personal information from the document and post with questions on ECE’s TheConnection (<https://theconnection.ece.org/>) Message Board if you happen to be unfamiliar with the country/institution’s documentation format
- 3) Send the documents for verification to the institution’s administrative staff and/or the student’s specific faculty/college
- 4) Use online verification resources to confirm student graduation/grade average/attendance (i.e. lists of graduates, online examination results, national qualification databases, or institutional verification databases).

Documentation/Authentication Resources for Challenging Countries

- ◆ Many Iraqi universities have lists of previous graduates (listed on each of their Faculty/College websites, which include their grade averages & dates of completion; mostly in Arabic---Google Translate needed); one example for the Faculty of Dentistry at the University of Baghdad goes back to graduates from 1989-1990: <http://graduation.uobaghdad.edu.iq/PageViewer.aspx?id=190>
- ◆ 2015/2016 Syrian Secondary Certificate Examination Verification (pen icon for Humanities graduates, beaker icon for Science graduates): <http://moed.gov.sy/cresults2015/scientific/index.php>
- ◆ 12th Grade Graduation Certificates from Afghanistan: if the document has been stamped by the Ministry of Foreign Affairs, the student may submit the document to the Embassy of Afghanistan in Washington D.C./Consulate in NYC or Consulate in LA to be “registered”/verified with another stamp confirming its’ authenticity. This process may be similar at other Embassies/Consulates of Afghanistan in other countries as well.

General Resources on Current Refugee Information

UNHCR (current refugee/displaced people article & statistics): <http://www.unhcr.org/en-us>

Syrian Refugees in the USA (article): <https://fee.org/articles/who-are-the-syrian-refugees/>

Refugee Programs, Assistance, and Credential Evaluation Resources (Global):
Science4Refugees: <http://ec.europa.eu/euraxess/index.cfm/jobs/science4refugees>

ERASMUS+ Refugees & Recognition program: http://ec.europa.eu/education/policy/migration/higher-education-refugees_en.htm

NOKUT's Qualifications Passport for Refugees (Norway's model for assisting refugees with qualification/work experience and language proficiency recognition):
<http://www.nokut.no/en/News/News-2016/NOKUTs-Qualifications-Passport-for-Refugees/#.WifLQ321f4E>

ECE®Aid (credential evaluation report fee waivers for vulnerable populations, through vetted third-party higher education institutions and refugee placement agencies): <https://www.ece.org/ECEAid>

World Education Services (WES) Research Special Report "Recognizing Refugee Qualifications: Practical Tips for Credential Assessment" by Bryce Loo, May 2016:
<http://www.wes.org/educators/pdf/recognizingrefugeecredentials.pdf>

Institute of International Education (IIE) Scholarships for Syrian Students: <http://www.iie.org/Who-We-Are/News-and-Events/Press-Center/Press-Releases/2016/2016-11-07-IIE-Offers-Scholarships-for-Syrian-Students#.WifMcn21f4F>

ENIC-NARIC information on "recogni[zing] qualifications held by refugees-guide for credential evaluators": <http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>

Amy Ullrich, Educational Credential Evaluators

Symposium on Credential Evaluation Professional Issues

Sponsored by the Groningen Declaration Network (GDN), The Association for International Credential Evaluation Professionals (TAICEP), and Educational Credential Evaluators, Inc. (ECE)

The goal of the GDN Symposium on Credential Evaluation Professional Issues (Symposium) is to develop electronic transfer of student data standards as they relate to International Credential Evaluation Professionals. The symposium design includes three parts: preliminary work, symposium participation; and presentation.

While the deadline for the Statement of Interest has already passed, TAICEP will continue to keep you updated on the Symposium in the coming months via our emails, TAICEP Talk, and our social media platforms.

In early February 2017, the Planning Committee will begin their selection of participants and assignment of topics. In April, all groups will share their white papers and provide feedback and

responses to the Planning Committee. In late April, participants will attend to the Symposium on Credential Evaluation Professional Issues in Melbourne, Australian. This will include a facilitated discussion and activities leading to recommendations and an action plan. Shortly afterwards, participants will attend the Groningen Declaration Network Meeting from April 26-28 in Melbourne. Participants will work with the Planning Committee on presenting a session on the Symposiums' recommendations and action plan.

Thank you again to the Planning Committee: Herman de Leeuw – GDN, Jessica Stannard, EP-NUFFIC, and TAICEP Professional Development and Training Committee, Linda Tobash – WES, and Margaret Wenger – ECE, and TAICEP Committee for Standards

Add to Your Library

Verification Sources

TAICEP members have access to our Resources for Members area which includes our fabulous and exciting new database of Verification Sources for Educational Documents. It's available online at

<http://www.taicep.org/taiceporgwp/professional-development/resources/reference-materials/verification-sources-for-educational-documents/>



Here are just a sample of some the latest additions to our online database. This selection includes email addresses and/or websites for national exam boards, professional qualification providers, higher education institutions, and Ministries of Education.

Gambia: University of the Gambia: Momodou Lamin Tarrío, registrar - mltarro@utg.edu.gm

Slovakia: Comenius University in Bratislava: peter.kutlak@uniba.sk

New Zealand: U of Auckland: <https://www.auckland.ac.nz/en/for/current-students/cs-academic-information/cs-graduation-information/cs-graduation-search-and-confirmation.html>

Kenya: Mount Kenya University: registrar@mku.ac.ke

Malaysia: Multimedia University: https://icems.mmu.edu.my/rog/index.jsp?_ga=1.213753815.2112590144.1447646136

Venezuela: Universidad de Oriente: <http://egresados.udo.edu.ve/index.php>

Senegal: Universite Gaston Berger: ufrcrac@ugb.edu.sn and ndeye-top.lo@ugb.edu.sn and mor.faye@ugb.edu.sn

Djibouti: 2016 Bac exam results: <http://www.education.gov.dj/index.php/bac-general> and <http://www.education.gov.dj/index.php/bac-general-2>

Gabon: Results for the Bac Technologie: http://bactechgabon.com/affiche_resultats.php

Kosovo: authentication of documents: <http://edu.gov.kg/ru/proverka-podlinnosti-dokumentov/>

Norway Diploma Registry: <http://www.fellesstudentsystem.no/english/applications/diploma-registry/index.html>

Myanmar Certificate Verification System: <http://cvs.most.gov.mm/Home/RequestDirectiion>

Pakistan: <http://hec.gov.pk/english/services/students/Degree%20Attestation%20System/Pages/Degree-Attestation.aspx>

If you'd like to include additional resources that we haven't already discovered, please email our editor at peggy@transcriptresearch.com, and we'll thank you in an upcoming edition!

News Articles

We also like to share neat things we find in our daily work that we think would be useful or helpful to other international credential education specialists. We've tried to make it easier for you to keep up with what is happening in the world of international education! Check out our wrap-up of international education news below!



US Accrediting Council for Independent Colleges and Schools (ACICS):

http://www.chea.org/Government/FedUpdate/CHEA_FU56.html

Fraud Toolkit: <https://www.linkedin.com/pulse/toolkit-advice-guidance-degree-fraud-degree-datacheck-hedd-?trk=prof-post>

United Kingdom: <http://www.bbc.com/news/uk-england-38494664>

Digital Evaluations: <http://www.universityworldnews.com/article.php?story=20160902120212553>

India: <http://timesofindia.indiatimes.com/home/education/news/iims-to-get-full-autonomy-will-award-degrees-not-diplomas/articleshow/56769777.cms>

Zimbabwe: [http://allafrica.com/stories/201701270065.html?](http://allafrica.com/stories/201701270065.html?utm_content=bufferd6ee0&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

[utm_content=bufferd6ee0&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer](http://allafrica.com/stories/201701270065.html?utm_content=bufferd6ee0&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Chile: <https://www.insidehighered.com/blogs/world-view/higher-education-reform-debated-chile>

Malaysia: <http://www.themalaymailonline.com/malaysia/article/govt-to-introduce-phd-registry-to-curb-academic-fraud>

East Africa: <http://allafrica.com/stories/201612270070.html>

Egypt: <http://www.al-fanarmedia.org/2017/01/new-egyptian-high-school-exam-seeks-fight-cheating/>

Uganda: [http://allafrica.com/stories/201611290869.html?](http://allafrica.com/stories/201611290869.html?utm_content=buffer8114f&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

[utm_content=buffer8114f&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer](http://allafrica.com/stories/201611290869.html?utm_content=buffer8114f&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Trans-National Education: <http://ejournals.bc.edu/ojs/index.php/ihe/article/view/9686>

Axact: <http://www.universityworldnews.com/article.php?story=20170118142249466>

Kenya: <http://allafrica.com/stories/201701230305.html>

Vietnam: [http://english.vietnamnet.vn/fms/education/167663/how-will-universities-shorten-their-training-time-.html?](http://english.vietnamnet.vn/fms/education/167663/how-will-universities-shorten-their-training-time-.html?utm_content=bufferff0f6&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

[utm_content=bufferff0f6&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer](http://english.vietnamnet.vn/fms/education/167663/how-will-universities-shorten-their-training-time-.html?utm_content=bufferff0f6&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Ethiopia: [https://www.insidehighered.com/blogs/world-view/higher-ed-and-ethiopias-state-emergency?utm_source=Inside%20Higher%20Ed&utm_campaign=f367a7a542-](https://www.insidehighered.com/blogs/world-view/higher-ed-and-ethiopias-state-emergency?utm_source=Inside%20Higher%20Ed&utm_campaign=f367a7a542-DNU20161214&utm_medium=email&utm_term=0_1fcbc04421-f367a7a542-197561345&goal=0_1fcbc04421-f367a7a542-197561345&mc_cid=f367a7a542&mc_eid=5f6848e8fc)

[DNU20161214&utm_medium=email&utm_term=0_1fcbc04421-f367a7a542-](https://www.insidehighered.com/blogs/world-view/higher-ed-and-ethiopias-state-emergency?utm_source=Inside%20Higher%20Ed&utm_campaign=f367a7a542-DNU20161214&utm_medium=email&utm_term=0_1fcbc04421-f367a7a542-197561345&goal=0_1fcbc04421-f367a7a542-197561345&mc_cid=f367a7a542&mc_eid=5f6848e8fc)

[197561345&goal=0_1fcbc04421-f367a7a542-197561345&mc_cid=f367a7a542&mc_eid=5f6848e8fc](https://www.insidehighered.com/blogs/world-view/higher-ed-and-ethiopias-state-emergency?utm_source=Inside%20Higher%20Ed&utm_campaign=f367a7a542-DNU20161214&utm_medium=email&utm_term=0_1fcbc04421-f367a7a542-197561345&goal=0_1fcbc04421-f367a7a542-197561345&mc_cid=f367a7a542&mc_eid=5f6848e8fc)

Alternative Credentials: <http://www.forbes.com/sites/michaelhorn/2017/01/20/will-alternative-credentials-replace-college-degrees/#273bff135793>

Germany: [http://wenr.wes.org/2016/11/education-in-germany?](http://wenr.wes.org/2016/11/education-in-germany?utm_source=social&utm_medium=twitter&utm_campaign=Nov-WENR)

[utm_source=social&utm_medium=twitter&utm_campaign=Nov-WENR](http://wenr.wes.org/2016/11/education-in-germany?utm_source=social&utm_medium=twitter&utm_campaign=Nov-WENR)

South Africa: [http://mg.co.za/article/2017-01-19-15-tvet-colleges-shut-down-over-unresolved-issues-with-higher-education-department?](http://mg.co.za/article/2017-01-19-15-tvet-colleges-shut-down-over-unresolved-issues-with-higher-education-department?utm_content=bufferdb786&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

[utm_content=bufferdb786&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer](http://mg.co.za/article/2017-01-19-15-tvet-colleges-shut-down-over-unresolved-issues-with-higher-education-department?utm_content=bufferdb786&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Nigeria: <http://allafrica.com/stories/201701060619.html>

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Liberia: [http://allafrica.com/stories/201612080761.html?](http://allafrica.com/stories/201612080761.html)

[utm_content=buffer1844a&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer](http://allafrica.com/stories/201611220125.html?utm_content=buffer1844a&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)
Tanzania: <http://allafrica.com/stories/201611220125.html>

Guyana: [https://www.guyanaguardian.com/national-accreditation-council-says-med-degrees-not-recognized-without-caam-hp-accreditation/?](https://www.guyanaguardian.com/national-accreditation-council-says-med-degrees-not-recognized-without-caam-hp-accreditation/?utm_content=buffer34ca4&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

[utm_content=buffer34ca4&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer](http://www.universityworldnews.com/article.php?story=20161021130753781&utm_content=buffer34ca4&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)
Singapore: <http://www.universityworldnews.com/article.php?story=20161021130753781>

Philippines: <https://thepienews.com/pie-chat/minella-alarcon-fay-lauraya-ched-philippines/>

Refugee Focus

Article 26 Backpack: A Tool for Refugee and Vulnerable Student Mobility. Groningen Declaration Network. <http://gdn.uma.es/201701/a26bp.html>

Student Displacement: A Guide for Higher Education Administrators. AACRAO, 2016.

<http://www4.aacrao.org/publications/catalog.php?item=0147#.WJCxPxsrKU>



NOKUT's Qualifications Passport for Refugees. NOKUT, 2016. <http://www.nokut.no/en/News/News-2016/NOKUTs-Qualifications-Passport-for-Refugees/#.WIGfaRsrKUm>

Recognize Qualifications Held by Refugees – Guide for Credential Evaluators. ENIC-NARIC. <http://www.enic-naric.net/recognise-qualifications-held-by-refugees.aspx>

Resources for Obtaining Credentials for Displaced Persons. NAFSA, 2016.

http://www.nafsa.org/uploadedFiles/NAFSA_Dojo/Professional_Resources/Browse_by_Interest/International_Students_and_Scholars/Network_Resources/International_Enrollment_Management/obtaining_credentials_displaced_persons.pdf

Focus: Refugee Education: <http://us5.campaign-archive1.com/?u=1d3de7155c0ca636f6ba1b1ab&id=02e9c10f10>

Refugees in Focus: What's Next? http://www.eaie.org/blog/refugees-focus-next/?utm_source=Social%20media&utm_campaign=Blog&utm_medium=LinkedIn

Toolkit for the Admissions of Refugees without Documents: <https://www.epnuffic.nl/en/news/epnuffic-news/toolkit-for-the-admission-of-refugees-without-documents>

Refugees Welcome Map: <http://refugeeswelcomemap.eua.be/Editor/Visualizer/Index/34>

Refugees Welcome: http://www.universities-scotland.ac.uk/blog/refugees-welcome/?utm_content=buffer3ca7f&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Publications

NAFSA Online Guides to Educational Systems around the World updated in 2016: Albania, Armenia, Bahamas, Belarus, Bolivia, Eritrea, Great Britain, Guatemala, Honduras, Hong Kong, Iran, Japan, Jordan, Latvia, Libya, Mauritius, Moldova, Montenegro, Norway, Oman, Panama, Philippines, Qatar, Rwanda, Republic of Korea, Russian Federation, Senegal, Sierra Leone, Slovenia, South Sudan, Swaziland, Turkey, Uruguay, Venezuela, and Vietnam:

https://www.nafsa.org/Resource_Library_Assets/Publications_Library/Online_Guide_to_Educational_Systems_Around_the_World/

NUFFIC Education System Guides updated in 2016: Belgium, Ecuador, Eritrea, France, International Baccalaureate, Ireland, Italy, Lebanon, Peru, Portugal, Serbia, Singapore, Uganda, and United States of America: <https://www.epnuffic.nl/en/diploma-recognition/foreign-education-systems>

Open Doors Report: <http://www.iie.org/Research-and-Publications/Open-Doors#.WJCvqRsrKUI>

The Structure of the European Education Systems 2016/2017: Schematic Diagrams.

https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:The_Structure_of_the_European_Education_Systems_2016/17:_Schematic_Diagrams

A World Awaits You (AWAY): International Students with Disabilities Study in the USA. Mobility International USA. <http://www.miusa.org/2015/news/awayaccess2usa>

Advice and Guidance on Degree Fraud. Higher Education Degree Database.

<http://cdn.prospects.ac.uk/pdf/Advice%20and%20Guidance%20on%20Degree%20Fraud%20for%20HE%20Providers.pdf>

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Send your neat findings to peggy@transcriptresearch.com and we'll mention you in an upcoming edition.

Sample Credential

As a new component, we hope to include sample credentials as a regular feature in *TAICEP Talk* so that evaluators can grow their sample credentials library. If you come across a new format for an existing credential or a new degree type, please feel free to send it to peggy@transcriptresearch.com so we can include it in an upcoming issue.

For this issue, we are sharing a new-to-us variation of the ԱՏԵՍՍՍ ՄԻՋՆԱԿԱՐԳ ԿՐԹՈՒԹՅԱՆ (Certificate of Secondary Education) from Armenia. As before, the internal school subjects are graded on a 1-10 scale while the state graduation exams are graded on a 1-20 scale.



Many thanks to Shushanna Bovyan, EducationUSA Advisor at American Councils Armenia for confirming that this is the slightly new format.

TAICEP NEWS

Great news: TAICEP Membership Hits 200!

Marshall Houserman, Chair of TAICEP's Membership Committee, and Jeanie Bell, VP for Membership and Outreach, are pleased to announce that TAICEP has hit the 200 member mark!

Founded in 2013, TAICEP has steadily grown its membership of International Credential Evaluation Professionals. Following a very successful September conference in Chicago, IL, we've added to our member base.

Upcoming TAICEP Events

TAICEP Brown Bag Lunch at AACRAO Conference

Join TAICEP members (and prospective members) for an informal brown bag lunch at the AACRAO conference on Monday, April 3, from 11:45 am until 1:15 pm. It is scheduled to be held in room 205C, and the location should be listed in the conference program. Bring your lunch and encourage non-TAICEP friends to come and hear about the organization. TAICEP leaders will give an update on what is happening, including information on the conference in Rome, committee activities, and more.

Pending Webinars

Here is our current scheduled of the 2017 TAICEP Webinar Series:

- March 2, 2017 – 2016 TAICEP Conference Overview, part 1
- March 9, 2017 - 2016 TAICEP Conference Overview, part 2
- June 2017 – Caribbean Examinations Council
- Fall 2017 – International Nursing, parts 1 and 2

Be sure to check out our previous webinars at <http://www.taicep.org/taiceporgwp/professional-development/webinars/webinars-for-members/>

2017 Conference in Rome, Italy

Please mark your calendars for September 5-7, 2017 for TAICEP's annual conference in Rome, Italy! More information is forthcoming, so please check the website often!

<http://www.taicep.org/taiceporgwp/2017-conference-in-rome-italy/>



From the TAICEP Website

2016 Webinar on Chinese Transnational Programs:

In case you missed it, TAICEP offered a webinar on Chinese Transnational Programs! TAICEP members can download the PDF version of the session presentation online at:

<http://www.taicep.org/taiceporgwp/wp-content/uploads/2016/04/2016-Chinese-Transnational-Programs.pdf>

Session Presentations from the 2016 TAICEP Annual Meeting!

TAICEP conference attendees can download the session presentations from the many amazing sessions at the 2016 Annual Meeting in Chicago, Illinois.

<http://www.taicep.org/taiceporgwp/2016-annual-conference/conference-program/session-presentations-for-attendees-only/>

The content is password protected for attendees, so look for the email subject “TAICEP 2016 Conference Session Presentations” sent by Robert Prather on September 15 or the email sent August 29 with the subject “2016 TAICEP Conference Attendees” for the password. If you registered for the event after those dates, please contact Robert at robertprather@gmail.com for access.

Conference Photos

Were you at the 2016 Annual Meeting? Photographs of some of our speakers, presenters, members, and networking events can be found on the TAICEP website. Please follow this link to view some of the photos from our wonderful conference in Chicago:

<http://www.taicep.org/taiceporgwp/2016-conference-photos/>

Thank you to everyone who worked so hard to make this newsletter into something useful. I am proud to be a TAICEP member and proud to be on the Newsletter team. If you would like to write for *TAICEP Talk* or help with the newsletter, email me at peggy@transcriptresearch.com

