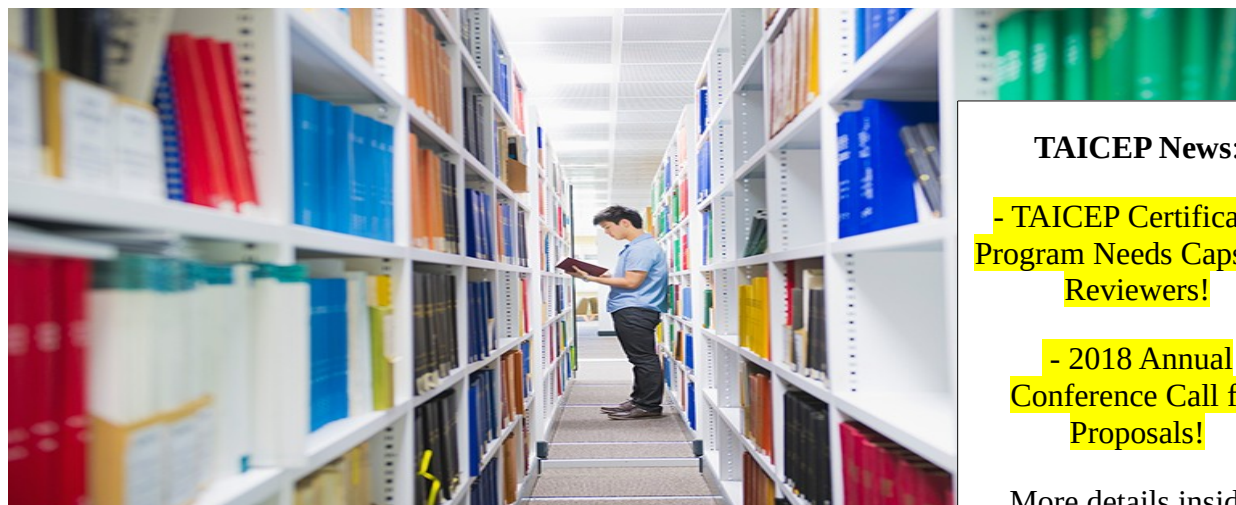




# TAICEP TALK

January 2018

Volume 4, Number 1



### TAICEP News:

- TAICEP Certification Program Needs Capstone Reviewers!

- 2018 Annual Conference Call for Proposals!

More details inside!

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## December 2017 President's Welcome

The end of the year is a good time to take stock. How was your year? Were disappointments balanced by successes? Did you experience growth in your knowledge and skills? Were you able to ask colleagues for help and forge new relationships? How did you contribute to your professional community and help develop others? As you reflect on 2017, how will you plan for 2018 so that when you take stock next December, you are able to feel satisfied and fulfilled?

At TAICEP, we are taking stock, too. Outgoing and incoming leaders are using lessons learned from the last year to set a course for 2018 and beyond. We are building on the successes of the year and learning from the feedback and requests from members.

At this time of the year we want to acknowledge the hard work and contributions of our colleagues. We thank Natasha Sawh for her service as TAICEP President through the early part of 2017. Thank you to all the volunteer leaders who run committees, organize the conference, provide webinar training, send effective communications, represent and promote the organization, and complete numerous other tasks, large and small, that are building a strong association. We are grateful to Peggy Bell Hendrickson for her monumental work in producing a professional and engaging newsletter. Both members and leaders are indebted to Robert Prather who serves as Executive Director with dedication, skill and diplomacy.

Finally, we can thank one another for the collegiality and professionalism that all members bring to our Association. Without the commitment of being a member and encouraging others to join, we could not have accomplished so much this year.

I wish you all health and happiness in the New Year.

Margit Schatzman, President, Educational Credential Evaluators  
2017 TAICEP President

## Committee Updates

### **Governance and Finance**

In the year ahead, the Committee will continue work on updating bylaws and manage the finances of the Association with the goal of supporting continued growth. We will work with leaders to strengthen the nominations and election process so that the pipeline of leaders reflects the diversity of our membership and encourages new members to get involved with the running of the association.

Committee members are: Margaret Donaldson, David Haynes, Margit Schatzman (Chair) and Kenneth Warren. We look forward to welcoming new members to the Committee in 2018.

Margit Schatzman, Educational Credential Evaluators

## Organizational Structure Updates

TAICEP is governed by the Executive Board, standing committees and ad hoc committees. Each standing committee is comprised of a chair and at least two members. Committee chairs are elected bi-annually by the membership. Ad-hoc committees may be appointed as necessary. The President appoints the ad-hoc committee chairs.

The Executive Board is responsible for providing the overall governance and leadership of the organization. The Executive Board is comprised of the President, the Vice-President of Standards, the Vice President of Member Outreach, the Treasurer and the Secretary, the Immediate Past President, and the Executive Director.

### **2018-2019 Executive Board**

- President: LesLee Eicher
- Past President: Margit Schatzman
- Vice President of Standards: Cloud Bai-Yun
- Vice President of Membership: Marshall Houserman
- Treasurer: David Haynes
- Secretary: Diana Hense
- Executive Director: Robert Prather

On the following pages, we will introduce you to the 2018-2019 Executive Board and the Committee Chairs. Read more about the TAICEP Organizational Structure at <https://www.taicep.org/taiceporgwp/about/organisational-structure/>

## TAICEP Meet Your 2018-2019 Leadership Team

### EXECUTIVE BOARD

#### **President: LesLee Eicher**

LesLee Clauson Eicher is the incoming President of TAICEP – The Association for International Credential Evaluation Professionals.



Some of you may recognize this phenomenon: I stumbled into the profession of foreign credential evaluation. It was a lucky coincidence for me that, as a graduate student in Germanic Philology at the University of Maryland, I was hired for a part-time job at the International Education Services Office. This job eventually turned into a full-time job in international credential evaluation. I wasn't fully aware of it at the time, but I had found my calling. As an international credential evaluator I was able to parlay my passion for international cultures and travel, my affinity for the higher education environment, my detail-oriented mind, and my interest in educational exchange into a career.

Since that time, I've worked in international credential evaluation in a number of settings: at a large state university, at a small private university, at a private credential evaluation agency, and most recently at AACRAO doing international credential evaluation and international admissions training. At various other points in my career I've been an instructor of college-level German, a high-school English-teacher in Austria, a teacher-certification officer at a small university in rural Washington State, a coordinator for Japanese student homestays in the US, an ESL tutor, and an adult motivational-speaker.

In my free time...

I am married, have two grown step-daughters, and one elderly cat. My husband I live in Tacoma, Washington. I am a telecommuter and have been for the past 17 years. I love to garden, cook (eat!), and travel. I serve on the board of my local American Association of University Women.

Why I am committed to TAICEP...

I am constantly impressed by the caliber of my colleagues in international credential evaluation. Their knowledge, dedication, and passion for this field is surpassed only by their willingness to share knowledge, and their spirit of collegiality. In this field, we collaborate, we don't compete.

For many years we worked in a field that had little professional recognition beyond our small groups of colleagues which gathered at large meetings. Now, with TAICEP, we have a place to call our own. It is an honor to be a part of realizing our goals: to professionalize our work, to continue to provide opportunities for all of us to learn and to teach, and to strengthen our commitment to build an association that will grow and thrive long into the future.

### **Past President: Margit Schatzman**



Margit A. Schatzman has been involved in international admissions and credential evaluation for over 30 years and is President of Educational Credential Evaluators, Inc. (ECE). ECE is a non-profit organization that provides academic institutions and other organizations with services in foreign credential evaluation, research and training in international education.

I am looking forward to continuing service to the wonderful members of TAICEP as Past President and Chair of the Committee for Governance and Finance. Our Committee's work may not be as exciting or visible as some of the others, but we work hard to ensure that the Association has a strong foundation and that it meets its legal and financial responsibilities in an ethical and responsible manner. Are you interested in learning more? We have ideas on how you can get involved.

### **Vice President of Standards: Cloud Bai-Yun**



Dr Cloud Bai-Yun is the Chief Executive of UK NARIC, the UK's national agency providing information and expert opinion on vocational, academic and professional qualifications worldwide. Dr Bai-Yun joined UK NARIC in 1997 to effect the initial Ministerial brief to create and implement the UK NARIC services on behalf of the UK's Government. Under Dr Bai-Yun's dynamic and pioneering leadership, UK NARIC has been transformed from a low profile, loss-making operation to an internationally recognised and respected leading public service provider.

Her career history also included designing and developing the National Reference Point for Vocational Qualifications (NRP) since its inception in 2001; the National Europass Centre since 2005; the National Contact Point on Professional Qualifications from 2008, and the European Credit system for Vocational Education and Training (ECVET) Centre for England in more recent years.

Dr Bai-Yun was the driving force and creator of the first ever comprehensive database of its kind, the UK's Crown copyright databank, *International Comparisons*. She was also the designer of the UK NARIC Band Framework, a prized intellectual property of the Crown. The unique *International Qualifications Converter* for the US and the invaluable *Bridge* for the Oil and Gas Industry were the brainchild of Dr Bai-Yun,

Over the past few years, Dr Bai-Yun has developed and pursued professional interests in the global market for education, skills and international mobility, having served as an elected Board member of the EU NARIC network and wider international community.

At the personal level, Dr Bai-Yun has a high level of proficiency in a number of languages. Her original research was in Slavonic Studies and Linguistics, having gained a doctorate in 1997 at the University of Leeds. She also holds professional qualifications in IT, Computing and Business Management.



## **Vice President of Membership: Marshall Houserman**



Marshall Houserman is Director of Admissions at UIC Global, a partnership between the University of Illinois at Chicago and Shorelight Education. Prior to his current position Marshall spent over 6 years working as an Evaluator and Senior Evaluator with Educational Perspectives, nfp. Marshall is a member of NAFSA Trainer Corps and has presented at state, regional and international level conferences including NAFSA and TAICEP. He has also contributed to the NAFSA IEM Spotlight Newsletter, the NAFSA Guide to Educational Systems Around the World, and the AACRAO International Guide. He currently serves as the Vice President for Membership and Outreach for TAICEP.

While important to our work, I am of the firm belief that international credential evaluation is so much more than calculating GPAs and converting credits. International credential evaluators help the right individuals further their educational and professional goals with every assessment they make. Our profession also helps provide insight on intercultural competence, through the lens of an individual's past educational experience, which can help educational administrators better their practices with future students, help licensing professionals understand those that are seeking new credentials, and assist employers with even more background of their future team members. Our work is vital not just to determining benchmarks and grades, but to being an integral, professional part of any team working in the field of international education. I am so thrilled to help TAICEP and serve in my capacity as the Vice President for Membership and Outreach, and encourage each member to reach out to me, talk about new initiatives for expanding our base, and continuing our work in advocating for the international credential evaluation profession.

## **Treasurer: David Haynes**



I am the President of International Education Evaluations, Inc. I spent 10 years in public and private accounting as a CPA prior to entering the foreign academic evaluation industry.

I have owned and operated International Education Evaluations, Inc. since 2007. I continue to look forward to serving TAICEP in the treasurer's position for the next two years and look forward to working with the new TAICEP leadership as we bring on a new team.

**Secretary: Diana Hense**



Hi everyone, my name is Diana Hense MA. I am from The Netherlands, Europa. And the new secretary of the board for 2018.

A bit more of me: I have been working in the international credential evaluating environment for over 15 years. I started my international credential evaluation career at around 2002, when we began implementing English taught programmes in the Netherlands, and as a result the recruiting in foreign countries and the credential evaluating.

At the moment I manage two credential evaluate teams at the University of Amsterdam; one at the Business & Economics department and I am in the process of setting up one at central level. This last one also to connect the knowledge of the different admissions offices the University has. Connecting is my main goal here. I am convinced that there is a global need for more professionalization regarding international credential evaluation. That's why I joined Taicep, to help building up an important international and professional association. I am looking forward to the coming year!

**Executive Director: Robert Prather**



Robert has worked in higher education in a variety of positions in international admissions, marketing, immigration, and study abroad. He has worked at several large state universities and for-profit and not-for-profit organizations. Robert has held a variety of volunteer roles in NAFSA and AACRAO. In addition to his current role as TAICEP Executive Director, he acts as primary caregiver for his mother, who has Alzheimer's. Robert has his master's degree from the Patterson School of Diplomacy and International Commerce in economics and diplomatic history. He is devoted to the international education profession and very much values his association with TAICEP.

## COMMITTEE CHAIRS

### **Committee Chair, Governance and Finance Committee: Margit Schatzman**

Margit is also the TAICEP Past President, and her biography appears earlier in this article.

### **Committee Chair, Standards Committee: Rolf Lofstad**



Rolf has been working internationally in the field of recognition of foreign qualifications for almost 25 years, being active in organizations like ENIC-NARIC, EAIE, NAFSA and TAICEP to name a few. He has been involved / is involved in working groups in Council of Europe and Nordic Council of Ministers. His favorite themes include complex themes in recognition, recognition of qualifications held by refugees and the connection between recognition, qualifications frameworks and quality assurance. He works with recognition policy at the Norwegian Agency for Quality Assurance in Education – NOKUT.

### **Committee Chair, Membership Outreach Committee: Jeremy Mixell**



Jeremy Mixell is currently serving as the Director of Integrated Enrollment Operations at the University of San Francisco. While providing primary operational support for both domestic and international undergraduate admission, Jeremy also supports the needs of our graduate and branch campus colleagues, and is currently serving a captain for the undergraduate implementation of Slate. In addition to his role with TAICEP as the Membership Outreach chair, Jeremy has recently assumed the International Enrollment Management Knowledge Community chair position with NASFA Region XII. Jeremy worked previously as Associate Director of International Admissions with Indiana University-Bloomington where he served as the institution-wide international admission operations manager. Jeremy graduated from Loyola University-Chicago with a Masters degree in Comparative Education and holds a Bachelor's degree in Gender Studies from Indiana University-Bloomington.

Having worked in the field of international education for over ten years, Jeremy is dedicated to the students, the institutions, and the communities TAICEP, and the many individuals who make up its membership work to serve on a daily basis. At approximately one million students, international students currently represent over five percent of the 20 million students currently enrolled in U.S. higher education (Open Doors 2017, IIE). The work of TAICEP and its many partner institutions in the broader field of international/global education has never been more important. Jeremy looks forward to working with you in support of the students, institutions, and communities we serve.



## **Committee Chair, Professional Development+Training Committee: Denise Benz**



Denise is the Director of the Global Transcript Evaluation Team with Laureate Education Inc.

She has worked in the international credentials evaluation field for 9.5 years and in for-profit higher education for the last 13. Denise holds a Bachelor of Arts in Foreign Language and Literature (Spanish concentration), and a Master of Education in Student Affairs (Higher Education). Denise joined TAICEP in 2015 and became a member of the Professional Development and Training Committee in January 2016, taking on the role of organizing and hosting the organization's webinars.

Denise's thoughts on TAICEP

After attending the first annual TAICEP conference in Toronto, I knew right away that I wanted to get more involved with the organization. Joining the Professional Development and Training Committee has been a wonderful learning experience. It has impacted me on a professional, and even personal level, which is why I believe so much in the work we're doing. Being a member on this Committee has only further strengthened my commitment to the organization and its members. I am excited to serve as Committee Chair. I look forward to working with all of you and making the impact I know we can make in our industry!

## **Committee Chair, Resources for Members Committee: Christopher Adams**



I began my professional career in teaching secondary school for two years. After this, I decided to change career and focus on higher education administration. My first role in the field was as a data processor for Indiana University's Office of International Services. Within three months, I had been promoted to an evaluator role within the same office and would continue in this role for the following two years. It was during this time that I found my passion for working with international education systems and directly with our international students. I currently serve as Assistant Director for International Admissions Operations at Indiana University.

My responsibilities include supervising our international data processing and credential evaluation teams as well as serving as point of contact for international application workflow, credential evaluation, and international transfer credit.

My first experience with TAICEP was through the annual conference in Chicago at the recommendation of Jeremy Mixell—then my supervisor. We have since spread involvement of TAICEP within our office, allowing for 5 memberships among our evaluation and administration staff as well as continued attendance at the annual conferences. TAICEP has grown significantly since we became first involved and I look forward to the organization continuing to fulfill its goals and remain the preeminent organization for international credential evaluation professionals.

### **Committee Chair, Conference Committee: Timothy Kell**



Working at ECE for many years, I have had the wonderful opportunity to travel around the world, attending and presenting at a wide variety of international education conferences. It was at the first TAICEP Conference though when I knew I had found my home. People from around the world(!) knew and understood what I do each day. They had the same job I did. They were like me!

At that first conference in Toronto, I volunteered to join the Professional Development and Training Committee. Then, only a few weeks later, I was asked to help plan the second TAICEP Conference in Chicago. I have been busy the past two years coordinating all of the conference programming, those individual sessions where TAICEP members, each with their own incredible background, share their work and experience with others. After the 2017 Conference in Rome, I was approached by TAICEP leadership, inviting me to take over as the Chair of the Conference Planning Committee. Knowing the incredible foundation I would be building on- how successful each of the past conferences had been, and knowing the dedication of passion of TAICEP members I would work with, I accepted.

This year, you will notice that submitting a session proposal and registering to attend the 2018 Conference in Philadelphia will look a bit different. We have been busy over the past two months implementing new conference planning software. This software will help TAICEP improve the user experience, reduce financial costs, and streamline the work done by all the volunteers who help make the conference happen. I am always happy to hear people's thoughts and feedback. Does the new system work well? What can we do better? How can TAICEP plan our conference each year to meet your professional needs?

### **Committee Chair, Certification Committee: Kate Freeman**



I've been in the field of international education for nearly 30 years. It all started with studying abroad in Salamanca, Spain followed by teaching ESL in Morocco with the U.S. Peace Corps and at Feng Chia University in Taiwan. I've worked at several colleges and universities as an international admission officer and foreign student adviser where I learned the art and science of credentials evaluation. I currently work at SpanTran: The Evaluation Company as a senior credentials analyst.

The Certification Committee is proud of its work in developing and implementing the Foundation Certificate, and is working diligently on developing new certificates to be introduced in the next two years. We need Committee members from outside North America, so please consider joining us!

## **Committee Chair, Marketing+Communications Committee: Shereen Mir-Jabbar**



Shereen Mir-Jabbar is a Credentialling Officer at the Canadian Alliance of Physiotherapy Regulators (CAPR), and has been conducting evaluations for internationally-educated physiotherapists for over 6 years. Prior to her experience at CAPR, Shereen worked as an Outreach Liaison Specialist at Job Skills supporting newcomers and immigrants in York Region. She has been a contributor for publications such as the TAICEP Talk Newsletter, WES Advisor, and Humans of Pakistan's Words in Action blog, and has presented at two TAICEP conferences on the topics of increasing pre-arrival support for internationally-educated professionals and fraud and degree mills. Shereen is currently the Chair of TAICEP's Marketing and Communications Committee. She holds an Honours Bachelor of Science degree in Psychology and Communication, Culture, and Information Technology from the University of Toronto and a post-graduate certificate in Corporate Communications from Seneca College.

After completing my first year as the Chair of TAICEP's Marketing and Communications Committee, I would like to express my gratitude to the other TAICEP leaders and members for providing me with such a warm welcome, especially at this year's conference in Rome.

TAICEP is a truly amazing organization to be a part of. It not only acts as an advocate for our profession, but it also advances it through innovative partnerships and professional development opportunities. In 2017, TAICEP participated in the Groningen Declaration Network (GDN) symposium in Melbourne, held its first conference in Europe, ran over 4 webinars, and launched a Foundation Certificate program – the first of its kind in our field.

With such wonderful achievements this past year, the Marketing and Communications Committee strives to keep you updated on TAICEP's accomplishments, activities and upcoming events, including the latest information in the field, and opportunities where you can be involved. In 2017, our newly-formed committee worked on improving communication with you by providing more frequent and relevant messaging and more interaction on our social media channels. Working closely with TAICEP Talk Editor Peggy Bell Hendrickson, we also enhanced the design of the newsletter and increased accessibility to its content on our website. In 2018, we will be strengthening our efforts to spread TAICEP's reach even further, while also improving our existing operations and procedures. Keep an eye on your inboxes and check our [Facebook](#), [LinkedIn](#) and [Twitter](#) pages to stay up-to-date with TAICEP. It's been a great year with you, and I look forward to supporting you in 2018. I wish you all a very happy, prosperous, and successful 2018.

## Committee Chair, Fundraising Committee: George Kacenga



George F. Kacenga truly enjoys working with international students and has been an active professional in higher education for over 15 years serving domestic, international, and under-served populations. With strengths including admissions, enrollment management, and student service, George serves as an active member of several professional organizations as a leader and presenter such as NAFSA, AACRAO, NAGAP, AIRC, and TAICEP.

George is engaged with the International Enrollment Management (IEM) community having recently authored an [article](#) on evolving strategies in

global student recruitment for the Institute of International Education (IIE) and a chapter titled 'Applied Comparative Education through the Analysis of Foreign Academic Credentials' in the 2016 [AACRAO International Guide](#). Together, George's personal and professional paths have taken him to five continents, many countries, and into many more lasting relationships. George earned his PhD from the University of Pittsburgh in Social and Comparative Analysis in Education, defending his dissertation titled [Globalization of Foreign Academic Credential Placement Recommendations for Graduate Study in the United States, 1932-2015](#). He is the recipient of an Administrator's Fulbright award to S. Korea, the IERF Sepmeyer Research Grant, and the AIRC Marjorie Peace Lenn Research Award. He is grateful for the support he receives at home from his Uruguayan husband, cat, and two Old English Sheepdogs. He recently authored *The Dim Star*, an illustrated children's book, and is working on a new title to promote the concept of study abroad with young readers. George is eager to collaborate and find solutions that serve students and stakeholders alike and he welcomes your suggestions and feedback to advance the mission of TAICEP.

It is quite an honor to serve the TAICEP community as the Chair for Organizational Advancement. I currently serve as the Director of International Enrollment Management at the University of Colorado Denver. I understand well the risk, importance, and responsibility of this position as well as the high standards and expectations that accompany it. It is my desire to champion the value of international education at all levels within the TAICEP community, and beyond.

The landscape in international education is always changing. To thrive, an increasing number of leaders at U.S. institutions are recognizing the critical role analysis of foreign academic credentials contributes to complement existing strategic recruitment and internationalization strategies. Increasingly, overseas partners, agents, and international higher education practitioners are recognizing the role credential evaluation plays in the U.S. where each institutions exerts its own interpretation. UNESCO recently recognized the need for a [global convention on the recognition of academic credentials](#) and the need for TAICEP has never been greater. As a leader within TAICEP, I am positioned to aid professional development within the TAICEP community and create a platform to advance the national conversation regarding international credential evaluation. I have experience in many realms of international education and have aided innovative academic research and enterprise partnerships. I have represented the interests of U.S. higher education at embassy domestic and abroad. My recent experience as the 'Local Arrangements Team' Co-Chair for the 2016

NAFSA annual conference in Denver has lent great insight into conference planning and execution that will be of great benefit to TAICEP, as well.

I continually monitor how I can make an impact in important areas of international strategy, planning, and program development for my institution and the students we serve. I am prepared to do the same through TAICEP for U.S. institutions, recruitment agents, and the students who benefit from our important professional work. I share all of this context to demonstrate the passion and commitment I focus into my role securing sponsorship for TAICEP because I believe in the organization, its mission, and its membership. Please feel welcome to reach out to me if you have any questions or leads to help advance our organization. Thank you.

## AACRAO Fall Symposium: The U.S. Perspective on the Three-Year Bologna-Compliant Bachelor's Degree

On September 18, 2017, AACRAO hosted the 2nd symposium focused on the U.S. perspective on the three-year Bologna-compliant bachelor's degree. This gathering brought together more than 30 leaders from across U.S. higher education, including representatives from institutions, professional credential evaluators, and other key stakeholders to explore the current perspectives of U.S. Higher education on this as of yet unresolved issue.

### **Background**

In June 1999, 29 European Ministers signed the Bologna Declaration with the goal of establishing the European Area of Higher Education by 2010 and promoting the European system of higher education worldwide. In 2006, to assess the impact of the Bologna Declaration in the U.S., AACRAO hosted a symposium, "[The Impact of Bologna and Three-Year Degrees on U.S. Admissions.](#)" Participants included representatives from Germany, the UK, and Australia, as well as several sectors of the U.S. higher education community.

The context in 2006 included:

- The U.S. was just beginning to see more graduates applying to U.S. graduate schools with three-year Bologna-compliant degrees.
- U.S. institutions were grappling with nuts and bolts issues like the numbers of years a degree represents and differences in degree structures from country to country within Europe.
- Some in the U.S. higher education community thought discussions of three-year degrees should not just focus on Europe, but should also include countries such as India and Australia.

The overall conclusion of the 2006 symposium was that there was not one policy on three-year degrees across the United States because higher education is so decentralized and each institution is so autonomous, which reflects the diversity of U.S. higher education.



## **The 2017 Symposium:**

The purposes of this symposium were to:

- Assess what has changed over the past 11 years, since the first AACRAO symposium.
- Determine if there is a U.S. perspective on three-year Bologna-compliant bachelor's degrees.
- Identify outstanding questions that still need to be answered.

This symposium consisted of three panel discussions that examined the degrees from multiple perspectives: The Professional Credential Evaluation Perspective, The Institutional Perspective: Evaluation for Admission, and The Employment Perspective. After these panels, attendees participated in working groups followed by a group discussion of the key issues throughout the symposium.

### **Panel 1: The Professional Credential Evaluation Perspective**

Credential evaluation experts from Educational Credential Evaluators (ECE), Foreign Credits, and SpanTran shared their perspectives on Bologna-compliant degrees. Key takeaways from these colleagues included that from a credential evaluation perspective, three years are not equal to four years. While evaluation services take a multiplicity of factors such as level of education, who offers it, and the purpose of education in the country where it was received into an evaluation, the number of years of education remains an important characteristic. It is important to note that an evaluation in this context is a comparative assessment of the education that has been earned against the U.S. education system. Credential evaluators are not decision makers; their evaluations are solely advisory. They see their role as providing information to end users who apply this information and make decisions. The information gathered and the evaluations are the same, regardless of the stated purpose. Evaluations for employment, immigration, admissions, or transfer credit do not essentially differ, and evaluation services tend not to change their evaluations dependent on purpose, since they have no control over what will be done with that evaluation once it leaves their offices.

Finally, the group concluded that communicating the evaluation conclusion is extremely important. The agency doing the evaluation must carefully word the evaluation report so the end user understands the conclusion. It is then the end user's responsibility to apply this information.

### **Panel 2: The Institutional Perspective: Evaluation for Admission**

Representatives from three large state institutions—the University of Illinois at Urbana-Champaign, the University of Colorado at Boulder, and the University of Texas at Austin—shared their perspectives on three-year Bologna-compliant bachelor's degrees and discussed how their universities consider students with these degrees.

A major challenge in graduate admission in the U.S., and at these three institutions in particular, is that graduate admission decisions are highly decentralized. These major state institutions have tens of thousands of students, with thousands of graduate students spread across more than 100 different departments, and a significant percentage of international students. While undergraduate admissions tends to be highly centralized and managed by the admissions departments, the graduate admissions processes are decided upon by the academic units within the graduate schools.

For international students applying for admission to a graduate program, these universities all have a function that prepares in-house preadmission evaluations of the international students, which includes assessing degree equivalency. These evaluations typically include a credential evaluation and a report, which are furnished to individual graduate departments to make the final admission decision. The sequence of these evaluations differ slightly, and that can have a tremendous impact on admissions policies, since the admissions office could conceivably put forward only candidates that meet their established criteria. At the University of Colorado and the University of Texas, the admissions office first prepares evaluations for all international applications and forwards this information to the graduate departments so they can make admission decisions. At the University of Illinois the order is reversed: the departments first decide which international students they want to admit and evaluations are then performed on those students. The admissions department has far less control in this circumstance. But in all instances, the final admission decision for graduate students resides with the departments.

The participants acknowledged that graduate admission policies have evolved over time. At the time of the first symposium, their institutions lacked clear policies regarding degree equivalency for international applicants to graduate programs. Essentially, every international application was handled on a case-by-case basis. However, this resulted in inconsistency, frequent questions, and dissatisfaction from applicants, faculty, and staff. Since then, institutions have worked to develop policies to make evaluations easier and more consistent. All three institutions have become more transparent in their policies, and in general require some equivalent to a four-year bachelor's degree; however, admitting departments are allowed to make exceptions, and often do, especially in the case of education systems that are 16 years in length when combining primary, secondary, and initial post-secondary education.

Despite polices, graduate departments have made exceptions. While admitting students into graduate programs with three-year degrees has at times been controversial, the experience of these panelists is that students admitted into their graduate programs with Bologna-compliant three-year degrees have done very well. The European education model emphasizes depth in the subject. As a result, those who graduate with a Bologna-compliant three-year degree in a particular subject have a depth of knowledge in that subject and are able to perform well in graduate programs. In addition, Europe's Bologna Process has been predicated on quality assurance mechanisms at the national level, area-wide level, institutional level, and program level. As a result, Bologna-compliant degrees have an undergirding of quality assurance. While there is still not complete consistency, and there are

differences in implementation and quality in Europe, there is nonetheless a focus on and a commitment to quality, which is reflected in the performance of students.

It is important to note that developing policies and wrestling with admission decisions for students with Bologna-compliant degrees is just one challenge faced by admissions leaders from major universities. Students from Europe represent only a small number of international students in the U.S.; the number of international students from China, India, and other Asian and Middle Eastern countries is far greater.

### **Panel 3: The Employment Perspective**

These panelists shared perspectives on the role of three-year Bologna-compliant degrees related to employment and immigration issues. Nancy Katz of Evaluation Service does evaluations for immigration and employment processing. Lynn Shotwell of the Council for Global Immigration is deeply engaged in a host of issues related to immigration.

The panelists shared the perspective that employers are looking more closely than ever at credential evaluations. The whole process is largely a mystery to most employers, who generally outsource their evaluations to third-party services. Both employers and the United States Citizenship and Immigration Services (USCIS) are increasing the scrutiny of evaluations and are asking more questions. Questions are about the legitimacy of the evaluation agency, about a candidate's education, and more. Also, it is not uncommon to get comments back from companies or the USCIS indicating that they disagree with an evaluation.

For employment purposes, the most important part of the credential evaluation process is determining if a degree was awarded, what degree was awarded from which institution, and a determination if the degree is equivalent to a U.S. degree. The degree of flexibility that can be offered in a university admission decision cannot always be tolerated for licensure decisions. When a U.S. educational institution accepts foreign three-year diploma holders into a master's program in a regulated profession, there are sometimes issues when the student applies for licensure. They may lack the necessary qualifications based on their foreign three-year bachelor's degree, and there can also be licensing issues that arise for students who return to their home country.

Additional political considerations around treaties such as NAFTA that have specific recognition guidance and other European and UN efforts around mutual recognition policies add complexity to the discussion and will need further exploration.

### **Conclusions and Next Steps**

Participants see tremendous autonomy and diversity across U.S. higher education. They do not see three-year degrees—even from Bologna-compliant institutions—as equivalent to four-year U.S. bachelor's degrees, but there may be factors that would cause an institution to consider a student for a graduate program. Factors include the number of years of secondary

education, the total number of credits and class hours, the amount of work experience, and the ability to admit a student on a provisional basis. Decentralization and institutional autonomy are foundational aspects of US Higher education. This means that the U.S. perspective on this issue will always be fractured. Additionally, while this symposium is focused on the U.S. perspective on Bologna-compliant three-year degrees, the tremendous variability across Europe in countries, institutions, and degrees remains a concern for the U.S.

The full report, along with related work, will be available in early 2018. Symposium participants continue to be engaged with a number of identified next steps, including but not limited to continued discussion of standards, education of end users, clarification of the function of an evaluation as an advisory opinion, and collaborations with the regulated professions. AACRAO seeks to chart a path forward to communicate the complexity of the issues to U.S. institutions and their distributed graduate departments, our credential evaluation colleagues overseas, and, most importantly, to European students who would like to pursue graduate education in the U.S. In this world of increasing mobility, these conversations will become more and more important.

Melanie Gottlieb, Deputy Directory, American Association of Collegiate Registrars and Admissions Officers (AACRAO)

## Indian Diploma Programmes Awarded by State Boards for Technical Education

### **Background on statutory authority**

The All India Council of Technical Education (AICTE) is the statutory body responsible for development, regulation, and maintenance of norms and standards in technical education in India. Diplomas awarded by respective State Boards for Technical Education fall under purview of the AICTE.

Link for AICTE: <https://www.aicte-india.org/>

Link for State Boards for Technical Education under the AICTE: <https://www.aicte-india.org/education/institutions/Board-of-Technical-Education>

### **Entry requirements**

The most common type of diploma in the technical field, as awarded by State Boards, is the 10+3 diploma. These are three year diplomas, for which the minimum entry requirement is the formal completion of Year 10 studies (matriculation certificate / secondary certificate). It

is to be noted that the Indian Schooling System consists of Primary, Secondary, and Higher Secondary education levels. The Year 10 certificate represents formal completion of the Secondary level. Higher Secondary Certificates, that allow entry into degree level university courses, are awarded after completion of Year 12 studies.

At the discretion of the relevant State Board, 'lateral entry' into the second or third year of a three-year diploma is permitted, provided the candidate has completed Year 12 with vocational/technical subjects, or has completed a two-year vocational/technical course at an Industrial Training Institute (ITI) after completion of Year 10.

### **Mode of Study**

Study is completed at polytechnics affiliated to their respective State Boards of Technical Education. These polytechnics may be of public or private ownership. Study for three-year diplomas is usually completed over six semesters. This study consists of theoretical and practical units completed at the study institute as well as external industrial training in some cases.

If an award certificate lists a diploma that was awarded by a polytechnic directly, as opposed to the State Boards of Technical Education, the credential evaluator should seek confirmation from the relevant regional office of AICTE on whether the polytechnic is authorised to confer a formal award for the programme of study as a 'stand-alone' institution.

Link for AICTE Regional Centres: <https://www.aicte-india.org/contact>

### **Progression Rights**

Holders of such three-year diplomas are eligible for 'lateral entry' into the second year of four-year undergraduate degrees in engineering and technology (in the same technical field as the diploma) offered by universities in India.

Resources:

<http://www.old.aicte-india.org/aboutaicte.php>

<https://www.aicte-india.org/education/institutions/Board-of-Technical-Education>

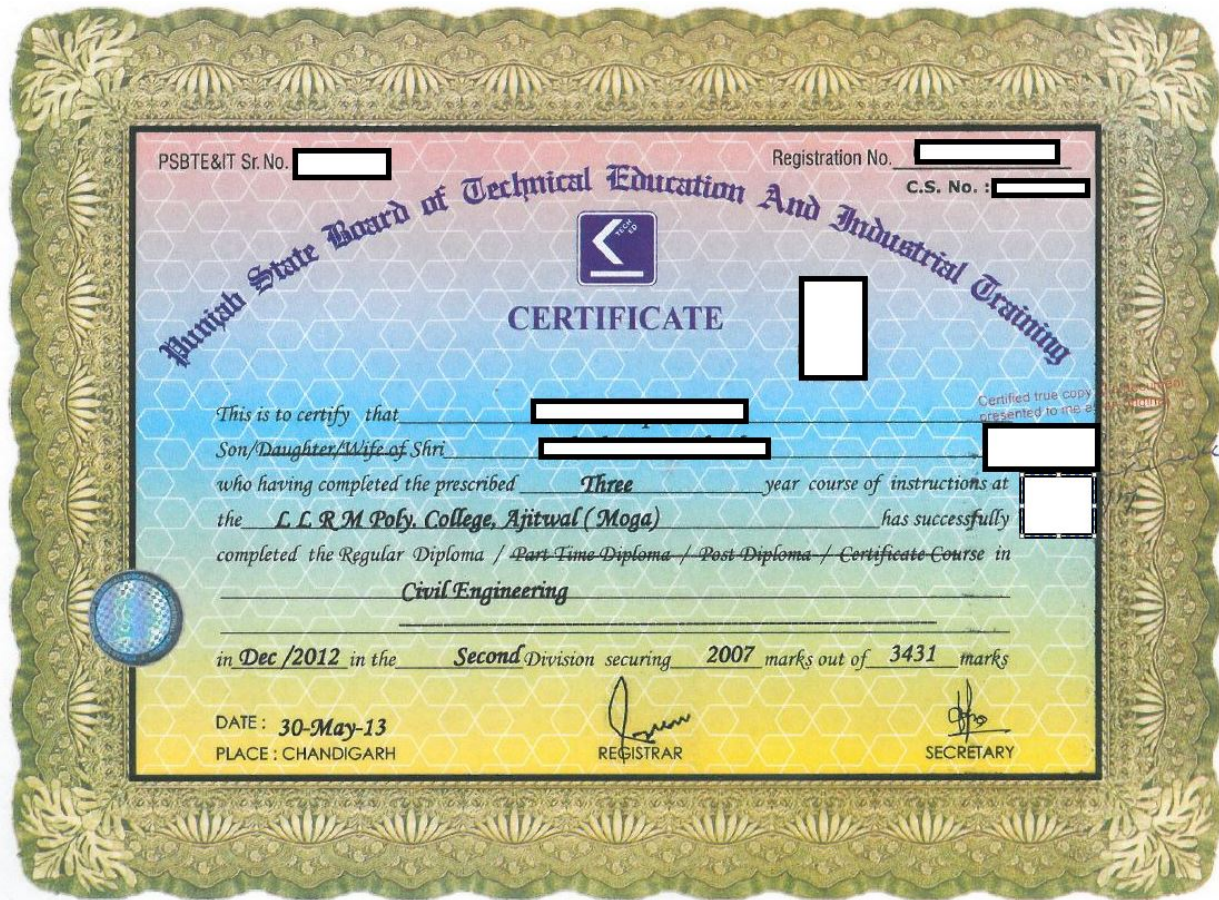
[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/statistics/InSCED2014\\_1.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/InSCED2014_1.pdf)

<https://norric.org/files/education-systems/India-2006.pdf>

<http://mhrd.gov.in/technical-education-5>



Award Certificate Example:



Certificates awarded by the State Boards for Technical Education usually list the following key details:

- 1) The name of the State Board for Technical Education (in this case, it's the Punjab State Board),
- 2) The name of the study institution / polytechnic, where study was completed (in this case the LLRM Polytechnic College, and
- 3) the type of diploma and course of study (in this case a regular (3 year full time) diploma in Civil Engineering.

Transcript Example:

Transcript No.                     

**The Punjab State Board of Technical Education and Industrial Training, Chandigarh**

Registration No. <span style="border: 1px solid black; padding: 2px;">                    </span>	Trade Institute	Civil Engineering L.L.R.M. Poly. College, Ajitwal(Moga)	Duration of Course	THREE
Student's Name <span style="border: 1px solid black; padding: 2px;">                    </span>			Admission Year	2009
Father's Name <span style="border: 1px solid black; padding: 2px;">                    </span>			Passing Month/Year	12/2012

Semester - First	Exam	12/ 2009	Semester - Third	Exam	5/ 2011	Semester - Fifth	Exam	12/ 2012																																																																																																																																										
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**Note :**

- For declaring the division the weightage of marks calculated is as follows : 1st year: 25%, 2nd year: 50%, 3rd year: 100%
- The medium of instructions followed is English.
- Grace Marks obtained (mentioned in braces), in any Subject are included in "Marks Obtained" Column.

C.S. No. 32331645

Total Marks: 2007 / 3431    Division: SECOND

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Transcripts awarded by the State Boards for Technical Education will also list key details as in the award certificate, in addition to subjects studied.

Zubin Unwala, International Qualifications Evaluator, New Zealand Qualifications Authority

# Demystifying Institution and Program Recognition in French-Speaking Africa: Introduction

## ***Introduction: The complex nature of recognition***

### **Types, levels and mechanisms of recognition**

The word recognition itself, in French speaking Sub-Saharan Africa, doesn't mean much, as it applies to all the possible levels of, well, recognition. The challenge, for a credential assessor, is to identify what are the levels in a specific country, and determine which one corresponds to the standards required by the assessor. In most cases, it means that the PHEI (Private Higher Education Institute) diplomas have the same value as public universities issued credentials, notably in terms of being able to enrol for the next level of studies in a public university, or being considered for employment in the civil service.

So it is important to identify, in each country, what are the type and the mechanism of recognition used. Type – is the recognition institutional or programmatic? Mechanism – is the way in which the quality control of an institution or a program takes place. It comes in many forms. It may be, for example, a national examination at the end of the program, leading to a State diploma issued by the competent authority. Alternatively, it may be assured by an *université de tutelle*, who will then issue or co-issue the diploma. Or it could be the permission given by a government to a private institution to issue national diplomas.

Recognition may also be granted from outside the country. The most common such mechanism is the *CAMES, Conseil africain et malgache pour l'enseignement supérieur*. A diploma recognized by the CAMES is recognized by all the member states. For more information on this topic, please see the article in the [May 2016 TAICEP newsletter](#). Sometimes, the diploma may be issued by a recognized institution located in another country.

### **Recognition terminology varies**

- Through time – when the private higher education institution (PHEI) started to appear in the area, there was little relevant legal texts governing them. In some countries, the only existing regulations were concerning the private primary and secondary schools. So with time, the legal context evolved and so did the terms used. This evolution is still going on in some countries of the area, with the effect that two different recognition mechanisms may coexist for a while.
- From country to country – same words and different meaning or different words and same meaning
- From different levels within an educational system. The recognition terminology may change from between the short higher education sector to the university sector, or between the private and the public sectors.



## **Confusing terminology**

That is probably the most disconcerting aspect: not only the concept of recognition and the meaning of the terms is often unclear to the students enrolling in PHEI, it is often murky even for the authorities themselves. Some documentation, some minister's interviews published in local newspapers, or even some answers received to inquiries are contradictory. Add to the mix that some PHEI operators make, let's say, dubious claims about the recognition of their diploma on their web-sites, and it gives in the end lots of grey areas.

## **Discrepancies between legal texts and reality**

The discrepancies between the legal texts and reality is another aspect of this terminology confusion, and it is the most difficult to deal with. Replies to inquiries sometimes flatly contradict the legal texts. It may be because some of the mechanisms described in the texts have yet to be created. The prime example is receiving a letter stating that a PHEI *agr  * is allowed to deliver diplomas in the name of the State, but the legal texts indicates that such a step is only achieved after the *homologation* of the programs.

## ***The rise of private higher education in French speaking sub-Saharan Africa***

Over the last decades, a few trends gave a huge boost to the private higher education sector. In most countries of the area, the *baccalaur  at de l'enseignement secondaire* is the entrance examination and guarantees access to higher education. As both the population and the schooling rates increased, so did the number of students looking for a place in higher education.

At the same time, the programs taught in public higher education institutions were seen as increasingly out of date, especially in the information technology and business administration fields.

The lack of resources in the public sector lead to severe overcrowding of many public universities in the area, and hindered the development of new programs.

The private higher education sector offered a solution to those problems, offering more seats in higher education institutions and new programs, more oriented to the needs of the work-market.

In such a context, there was often a political will to let the private higher education sector develop, as it was seen as something we can't do without ally in the expansion of higher education.

## ***Key Recognition Terms***

### ***Tutelle***

The *tutelle* is the supervising authority of an institution. All public and private institutions in the area have an *autorité de tutelle*. Most often it is the Ministry in charge of Higher Education (MoHE), but for public institutions, it may be other ministries, such as Public Health or Public Works. The *autorité de tutelle* is ultimately responsible of all aspects of quality control and grants all the permission discussed below.

In some cases the *autorité de tutelle* will delegate to an institution, usually a public one, some of its regulatory functions, often in terms of quality control.

### ***Autorisation***

In a word, the State gives permission to set up and operate a higher education institution. The number of *authorisations* in each country may vary. Of course, a PHEI operating without any authorization is an illegal institution. The authorities may have some trouble identifying them as often they are very small institutions. Some would be renting a classroom or two in a primary or secondary school. The *République démocratique du Congo* had hundreds of such unauthorized institutions.

The usual steps are:

- *Autorisation de création*: a project is submitted to the authorities. Once accepted, it allows an operator to start setting up a PHEI in terms of physical premises, hiring staff, financial capabilities, etc.
- *Autorisation d'ouverture ou de fonctionnement*: After submitting a progress report and/or an inspection by the authorities, it allows a PHEI to start enrolling students and begin classes

The creation may be granted to a whole project, but the *création* and *fonctionnement* are likely to be granted by academic grade (*licence, Master, etc.*) and by field of study.

**Quality control at this level is variable in the various countries of the area, according, among other variables, to the importance given to higher education and the wealth of the country.**

Other terms may be used for other aspects of the PHEI: *autorisation d'enseigner, de diriger, d'extension* (new fields of study, new schools or faculties), *de transfert* (changing the location of an institution), *de fusion*, etc.

As stated before, not all countries function the same way. Some of the steps we discussed may be linked together, may not exist, or may in fact be taken later in the process.

### ***Agrément***

*Agrément* has a common meaning in most countries, but not all. The main exception is the *République démocratique du Congo*, where it is the highest level of recognition, and it leads to a national diploma.



*Agrément*, then, is usually the permission from the State to teach a specific program: most often, it's a national curriculum, or at least an approved program that MAY lead to a national (State) diploma. In order to acquire recognition, some supplementary conditions have to be met: it may be some State examination, a supervision by a public institution, etc.

**When a program *agrée* leads to a recognized diploma, it means that some of the quality control by the competent authority is done when the program is being taught and/or at the end of the program.**

In such a case, the diploma must be issued or co-issued by the competent authority, e.g. the MoHE or a supervising institution. A diploma or an attestation *provisoire de succès* delivered by the PHEI alone lacks the indication that the quality control steps were completed successfully.

There is confusion around the meaning of agreement in some countries, especially when the next step in the recognition process is not yet implemented or even created. This is where discrepancies between the legal texts and what actually happens are most common. Of course, a program which is only *agrée* may be recognized through other channels: international accords, the CAMES, etc.

### **The Magic Words: *Homologation* / *Habilitation* / *Accreditation***

*Habilitation* usually relates to a PHEI: it means that the institution has been delegated the power to deliver national diplomas in the name of the state. *Homologation* relates to the diploma itself: a *diplôme homologué* is a national diploma. In some countries, the exact meaning of both words may vary a bit, but it always indicates the highest level of recognition. That level of recognition is usually programmatic rather than institutional. Other terms seen are *accréditation* and in some cases, *agrément*. Funnily, *accréditation* doesn't always mean recognition, as it is the case for the university level in Morocco. But Morocco is another story.

**In terms of quality control, the *habilitation/homologation* means that a PHEI's program has successfully met all the quality controls requirements prior to the teaching of a program. As no other control is required, the PHEI may issue national diplomas.**

Note that the recognition by the CAMES is very similar to *homologation*. It is granted by specific program at the PHEI, and it allows the PHEI to deliver recognized diplomas.

As stated before, when researching a credential, we have to know the exact meaning of the wording in a specific country at a specific time and maybe even in a given sector of the educational system. Legal texts, when available, can be incredibly useful. That is, if there are no contradictions between the texts and reality.

In each of the countries of the area, there was a time when no recognition mechanisms for private higher education existed. The legislation governing private higher education has been evolving more or less steadily over the last 20 to 30 years. In at least two countries of the area, Madagascar and *Sénégal*, a first recognition mechanism has been implanted, and a second one years later. In both cases, there is an overlap between the two mechanisms. Usually, there's no retroactivity associated with the *habilitation/homologation*, but it did exist in the *République démocratique du Congo*.

Michel Bédard, *Analyste en éducation internationale, Ministère de l'Immigration, de la Diversité et de l'Inclusion (Québec)* and Sarah Ledwidge, Manager of Assessment and Research, ICAS International Credential Assessment Service of Canada (Ontario)

\*\* Please see our further articles on *Bénin* and the *République démocratique du Congo* immediately following. Look forward to articles on institution and program recognition in *Cameroun* and *Côte d'Ivoire* in an upcoming edition of the *TAICEP Talk Newsletter*. \*\*

## Demystifying Institution and Program Recognition in French-Speaking Africa: *Bénin*

### **The Higher Education Sector**

The *Ministère de l'Enseignement supérieur et recherche scientifique* of *Bénin* is responsible for the oversight of both public and private higher education institutions. There are four public universities and (as of 2015) more than fifty private higher education institutions offering degrees that were recognized and co-signed by the *Ministère*. An additional 168 institutions are authorized to offer programs leading the *Brevet de technicien supérieur*. There are also other institutions which are listed by the *Ministère* as in an 'irregular situation'. The irregular institutes included those that were authorized to operate but are not functional, those operating without authorization, and those barred from offering health studies programs.

### **Recognition steps**

The *décret n°2001-161 du 03 mai 2001* outlined the general conditions required to create, open, and operate a PHEI. Additional conditions for the process of *agrément* and *homologation* were included in the *décret n°2008-818 du 31 décembre 2008*.

The decree outlines the three basic stages of recognition:

- *l'ouverture*
- *l'agrément*
- *l'homologation des filières*

The *ouverture* is a transitional stage which precedes the award of the *agrément* for specific programs. The initial stage normally lasts two years. The *arrêté*, which outlines the approval of an institution, specifies the type of institution (university, school, *centre*), the level of education, and the specific programs for which *agrément* has been awarded. The final stage, *homologation des filières*, authorizes the PHEI to award national titles and qualifications which are fully recognized.

**Another step exists but has not been achieved by any PHEI. It's the *homologation* of the complete institution, rather than the *homologation* of some of the programs.**

Programs leading to national examinations are considered to be fully recognized on successful completion of the national examinations. This most commonly applies to the *Brevet de technicien supérieur* but now also to the *Licence* and *Master* awarded by PHEIs which are *non-homologués*.

The conditions for the recognition of qualifications awarded by PHEIs (for which national examinations are not conducted) are outlined in [\*décret n° 2010-297 du 11 juin 2010\*](#).

The decree states that programs which, at the time of signing of decree of 2008, were recognized by CAMES were permitted to enter directly into the third stage of the recognition process. In practice, programs recognized by CAMES are considered to be fully recognized already. The *référence d'homologation* (whether it be through CAMES or through an *arrêté* issued by the *Ministère*) is specified in the [\*list of recognized degrees\*](#) published the *Ministère*.

As stated above, new national examinations are being introduced for the *Licence* and *Master* degrees from the PHEIs. While the text of the *décret n° 2017-194 du 29 mars 2017 portant organisation des examens nationaux pour l'obtention du diplôme de Licence et de Master dans les établissements privés d'enseignement supérieur non homologués* is not readily available on the internet, it seems now that the only way to have a recognized diploma after attending a PHEI is to successfully pass the national examination, as:

- The *Ministère* will not co-sign PHEI diplomas anymore (*diplômes homologués*)
- The national examination applies for the CAMES recognized diplomas as well

In 2017, the national *Licence* and *Master* examinations took place on the week of August 28th.

Michel Bédard, *Analyste en éducation internationale, Ministère de l'Immigration, de la Diversité et de l'Inclusion (Québec)* and Sarah Ledwidge, Manager of Assessment and Research, ICAS International Credential Assessment Service of Canada (Ontario)

\*\* Please see our further articles on the complex nature of recognition in French-speaking Africa and on the *République démocratique du Congo* in this edition. Look forward to articles on institution and program recognition in *Cameroun* and *Côte d'Ivoire* in an upcoming edition of the *TAICEP Talk Newsletter*.

# Demystifying Institution and Program Recognition in French-Speaking Africa: *République démocratique du Congo*

## The Higher Education Sector

The *Ministère de l'Enseignement Supérieur et Universitaire* in the *République démocratique du Congo* is the responsible authority for the recognition of both public and private higher education in this country.

Recognition is an old story in this country. Some *Arrêtés de reconnaissance des diplômes* (establishing parity with the public university national diplomas) were granted as early as 1977. In 1986, when at least 66 PHEI existed in the country, a law prohibited the creation of new PHEI. That part of the law was repealed in 1989, and the *arrêtés d'agrément* started to appear in the early 90's. In essence, the same mechanisms are still in place today, which is uncommon in this part of the world.

There are many higher education institutions in the RDC: a MoHE list published around 2010 contains more than 1100 institutions, 45% of them public and 55% private. As for the PHEI, only around 25% had an *agrément provisoire ou définitif*, and another 20% an *autorisation*. The remaining, around 55% (325 PHEI), were illegal institutions.

## Recognition steps

The recognition acts of PHEI of the RDC are based on a multiplicity of texts, including the 1986 law that prohibited the creation of new PHEI. Even the newest legal texts, a few years old, don't give a complete picture of the situation.

The three steps are:

- *Autorisation de fonctionnement/creation*
- *Agrément provisoire*
- *Agrément définitif*

The *autorisation de creation*, previously known as *autorisation de fonctionnement*, allows the setting up of an PHEI and to enrol students. A number of criteria must be met, loosely defined in [the \*Loi-Cadre n°14/004 du 11 février 2014 de l'enseignement national\*](#) (articles 46, 49-52) and expanded in the [Décret n°15/040 du 14 décembre 2015 portant critères de viabilité des établissements d'Enseignement Supérieur et Universitaire](#) (pages 185-189).

The few *arrêtés ministériels portant autorisation de fonctionnement d'un établissement privé d'enseignement supérieur* seen from the early 90's were programmatic rather than institutional.



After three to five years (according to the levels of the programs taught by the PHEI, e.g. the three year *graduat* or the five year *licence*), a *promotor* may require an *agrément provisoire*. It is granted through an *arrêté ministériel*. Once an institutions has an *agrément provisoire*, its diplomas will be co-issued by the MoHE: a process known as *homologation*. For comparison, the similar process for a public institution is called *entérinement*.

All the *arrêtés d'agrément provisoire* we have seen are programmatic, except some that are faculty-wide for private universities. The one issued between 1991 and 1994 had retroactive effects, up to 10 years in some cases. These retroactive effects are not mentioned anymore since the mid 90's: the *arrêté* simply states that the PHEI diplomas are presented to the *commission nationale d'entérinement des diplômés* (for *homologation*).

The final step is the *agrément définitif*, which is after another three to five years. The *agrément définitif* is granted by a presidential Decree. Contrary to the *agrément provisoire*, the *agrément définitif* is not programmatic but institutional.

A total of 70 PHEI were granted an *agrément (définitif)* in two presidential Decrees of 2006, for a total of 70 PHEI.

Note that the 2014 Law and the 2015 Decree mentioned above reduce the recognition process to two steps: *création* and *agrément*. It states the *agrément* is granted by a Decree from the Prime Minister, and it implies that the diplomas delivered by a PHEI agree are recognized (article 61 of the Law and Article 5 of the Decree). No such diplomas have been seen yet.

## Quality control

The RDC is one of the few countries of the region where the quality requirements were, at some point, clearly defined, with [points associated with the different criteria](#) (see *Annexe 1*, pages 46-49). An institution, public or private, (and its programs) had to attain 50 points (out of 100) to be considered viable. From 40 to 49, the institution was on probation; it is given two years to reach the passing mark of 50 points. Below 40 points, and the institution, or program was closed. If a PHEI had an *agrément*, it became void.

A vast audit of public and private institutions took place from 2009 to 2011, leading to the closure of 3 public institutions and 47 private institutions.

Note: Public and private institutions may share a same name: According a MoHE 2010 mentioned above, there are no less than 86 *Instituts supérieurs de techniques médicales (ISTM)* in the RDC: 47 public ones, 21 PHEI *autorisés* or *agrésés*, and 18 unauthorized.

Even if PHEI institutions existed long before, the recognition process as it still exists today was put in place from the mid-80's.

It has a somewhat complicated history. The *Loi-Cadre 86-005 du 22 septembre 1986 sur*

*l'enseignement national* prohibited the creation of PHEI. However, at least 66 PHEI existed before the law was adopted. And another two confessional PHEI obtained in 1977 an *arrêté de reconnaissance des diplômes*, granting parity with the public university national diplomas. In 1989, the creation of PHEI was allowed again.

Michel Bédard, *Analyste en éducation internationale, Ministère de l'Immigration, de la Diversité et de l'Inclusion (Québec)* and Sarah Ledwidge, Manager of Assessment and Research, ICAS International Credential Assessment Service of Canada (Ontario)

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## Brief Primer on the American Territories

The United States of America maintains territories all over the world. We will briefly explore these territories throughout this article.

First of all, there are several “non-state” gaps within the US land mass. These are geographic areas under the jurisdiction of the US government. The first gap is Washington DC, which is a city with local government but with no statehood; so its representation falls under the control of the US Congress. This means that the elected officials for the other fifty states actually make decisions on behalf of the District itself. The second gap in statehood comes from the American Indian reservations. Indian reservations are generally sovereign nations but also must cooperate with the US Department of the Interior.

The American island territories represent a very different category. Four major descriptors can be used to describe American island territories around the world: organized, unorganized, incorporated, and unincorporated. Most American territories can be placed into the following matrix.

	Organized	Unorganized
Unincorporated		
Incorporated		

The largest of the American island territories is also the most well known – Puerto Rico. Puerto Rico is an organized unincorporated territory. It is an organized territory because it is self-governing. It is unincorporated because there is no automatic US constitutional law. Only portions of the US Constitution apply to the laws and citizens living in that territory. There are currently 3.7 million people living in Puerto Rico. By population, it is larger than twenty-one US states. Ninety-one percent of people living in US territorial islands live in Puerto Rico. Interestingly, Puerto Ricans are American citizens and are allowed to elect representatives to the US Congress. The representatives attend Congressional meetings but are not allowed to vote. Puerto Ricans are also not allowed to vote in US presidential elections. There are three other territories that enjoy the same privileges and follow the same rules: Guam, Northern Mariana Islands, and the US Virgin Islands.

Uninhabited islands are unorganized and unincorporated. Since they are uninhabited, there is no local government. These islands include Baker Island, Howland Island, Jarvis Island, Johnston Atoll, Kingman Reef, Midway Island, Navassa Island, Serranilla Bank and the Baja Nuevo Bank, and Wake Island.

There is an uninhabited island exception, Palmyra Atoll. The Palmyra Atoll is an uninhabited nature reserve. There is no population and thus no local government so it is considered an unorganized territory. The island is, however, an incorporated territory which means that the

laws of the US constitution apply to all inhabitants. If anyone were to live here, they would be considered US citizens and assume all rights and privileges granted by the US Constitution. Currently, there are no islands which fall into the organized and incorporated category. Such territories would require a local government and apply the full US constitution to all residents.

Now that we have covered the four major categories, there are a few more American territories which don't fit into the categories described above. The largest of these is American Samoa with a population of 55,000 people. American Samoans are not considered to be US citizens but are instead American nationals. They can live and work in the United States, but they cannot vote in the presidential election unless they go through the immigration process.

Finally, these three independent nations – the Republic of Palau, the Marshal Islands, and the Federated States of Micronesia – are American territories. These three Pacific island countries are recognized as sovereign nations who hold seats within the United Nations. They are also part of an agreement with the United States called a Compact of Free Association. The United States provides economic support and military defense in return for being allowed to build and run military bases on these islands. The Compact also allows citizens from each of these nations to live and work in the United States without having to obtain residential or employment visas.

This brief summary of American territories explains some of the unusual and, hopefully, interesting aspects of the United States influence regarding islands, and their people, throughout the world.

This article is a written summary of a YouTube video originally published by CGP Grey on July 3, 2014. <https://youtu.be/ASSOQDQvVLU>

Ashley Porterfield, Evaluator, Transcript Research

## Cambridge Advanced Coursework: An Introduction

More students are applying to universities in the United States with Cambridge Advanced Coursework

With increasing numbers of college applications every year, universities and colleges continue to look for the best ways to identify their incoming class. In recent years, Cambridge International, part of the University of Cambridge, has seen a significant increase in Cambridge Advanced coursework exams (taken by high school students), up 60% in the past 2 years. Subsequently, more students have submitted their Cambridge International exam grades to post secondary institutions in the U.S.

Colleges and universities in the U.S. (and across the world) are looking at results from Cambridge International's assessments to see how prepared a student is for post-secondary study at their institution. With the vast number of applicants, Cambridge assessments have become an invaluable part of identifying the right students for many post-secondary institutions.

The Cambridge Pathway, offered by Cambridge International, is an instructional system that aligns curricula, teaching and learning, and assessments for students in grades K-12. Generally for grades 9-10, the program offers [Cambridge International General Certificate of Secondary Education \(Cambridge IGCSE\)](#), with coursework (which includes a detailed syllabus for each course), assessments, and pedagogy in over 70 subjects.

Generally for grades 11-12, Cambridge Pathway offers [Cambridge Advanced](#) (Cambridge International AS and A Level). These are college-level credit bearing courses typically taken in grades 11–12, offering coursework, teaching and learning, assessments in over 55 subjects. These courses are accepted all over the world. Further, currently over 600 colleges and universities in the U.S., including Massachusetts Institute of Technology (MIT), all of the IVY's, Duke University, Washington State University, Columbia University, New York University, University of Washington, University of Virginia, and several others, have credit and placement policies for Cambridge Advanced courses. Such universities and colleges in U.S. recognize the Cambridge Advanced coursework as rigorous college level coursework.

In addition to AS and A level courses and exams, Cambridge International offers the Advanced International Certificate of Education (AICE) program which is a rigorous academic curriculum consisting of Cambridge International AS & A Levels, which can lead to a Diploma. The Cambridge Advanced International Certificate of Education (AICE) Diploma is an international curriculum and examination system that emphasises the value of broad and balanced study. Alongside in-depth understanding of a variety of subjects, students also need to master a broader range of skills critical for success in university study and employment. Cambridge AICE courses and examinations are typically offered during grades 11 & 12 in schools approved by Cambridge International. The AICE diploma consists of

students having received 7 credits from combination for A and AS Level courses across Math and Sciences, Languages, and Arts and Humanities.

The Cambridge AICE Diploma was first awarded in 1997 and has since become very popular in the U.S. It includes the ‘gold standard’ Cambridge International AS & A Level qualifications, and offers students the opportunity to tailor their studies to their individual interests, abilities and future plans within an international curriculum framework. There is no difference between the Cambridge AICE examinations and the Cambridge International AS & A Level examinations. Some U.S. schools call Cambridge International AS & A Level courses and examinations “AICE courses” and “AICE exams” because they can lead to an AICE Diploma.

Cambridge International collaborates, ongoing, with Higher Education Advisory Councils on program and assessment development. These councils include representatives from several higher education institutions, such as Massachusetts Institute of Technology, Duke University, Florida State University, and Vanderbilt University.

Please [read](#) for further information on Cambridge International Recognitions among Higher Education Institutions


Aparajita Nandi, Marketing Communications Manager, Cambridge International



## Secondary Credential Overview – Part I

While universities and higher education institutions across the world have varying requirements for university admissions, every university will require high school graduation (or equivalent). So, what constitutes high school graduation? High school / secondary credentials vary from country to country. It is our job as evaluators to know what that credential represents and what the student can do with that credential in their home country. In this article, we will be looking at two credentials: the high school diploma and secondary leaving examinations. There are also two additional secondary credential types: possible Advanced Standing and Dual Level. These will be examined in a future article.

In countries such as Mexico and Brazil, secondary graduation documentation is usually pretty straightforward. These credentials are usually issued by the school rather than an external exam body or government authority. A diploma may be issued to the student, but more commonly, graduation is conferred on the transcripts.



**INSTITUTO AMÉRICA DE ESTUDIOS SUPERIORES**  
 RECONOCIMIENTO DE VALIDEZ OFICIAL POR EL H. GOBIERNO DEL ESTADO DE TAMAULIPAS  
 PUBLICADO EN EL PERIÓDICO OFICIAL NÚMERO CUARENTA Y TRES DE FECHA VEINTIOCHO  
 DE MAYO DE MIL NOVECIENTOS NOVENTA Y SIETE.

Registro Núm. NS9704009 cct: 28PBH3010Z

LA DIRECCIÓN DEL INSTITUTO CERTIFICA: Que según consta en los archivos del  
 mismo, el C. \_\_\_\_\_  
 cuyo retrato aparece al margen, CURSO \_\_\_\_\_ TOTALMENTE  
 las asignaturas del Plan de Estudios del Bachillerato General, obteniendo las  
 siguientes calificaciones:

Certificado Núm. 001117

ASIGNATURAS				ASIGNATURAS			
SER.	CICLO	CALIF. ORDINARIA	CALIF. REGULACIÓN	SER.	CICLO	CALIF. ORDINARIA	CALIF. REGULACIÓN
SEMESTRE	LECTIVO	CIFRA	LETRA	SEMESTRE	LECTIVO	CIFRA	LETRA
<b>PRIMER SEMESTRE</b>				<b>SEGUNDO SEMESTRE</b>			
Algebra I	5	2009	7 siete	Algebra II	5	2010	8 ocho
Habilidad de Lecto-Escritura	5	2009	9 nueve	Redacción	5	2010	9 nueve
Biología	4	2009	8 ocho	Biología Humana	4	2010	8 ocho
Computación I	3	2009	9 nueve	Computación II	3	2010	7 siete
México y sus Raíces	3	2009	8 ocho	Sociología del Mexicano	3	2010	9 nueve
Inglés I	5	2009	9 nueve	Inglés II	5	2010	10 diez
Valores I	4	2009	10 diez	Valores II	4	2010	9 nueve
Desarrollo Humano I	3	2009	9 nueve	Desarrollo Humano II	3	2010	9 nueve
<b>TERCER SEMESTRE</b>				<b>CUARTO SEMESTRE</b>			
Geometría Plana y Trigonometría	5	2010	9 nueve	Geometría Analítica	5	2011	10 diez
Expresión Oral	4	2010	9 nueve	Taller Literario I	3	2011	9 nueve
Química	4	2010	9 nueve	Química Aplicada	4	2011	9 nueve
Física I	4	2010	8 ocho	Física II	4	2011	8 ocho
Form del Mundo Contemporáneo	2	2010	8 ocho	Economía	3	2011	8 ocho
Lógica	4	2010	9 nueve	Filosofía	3	2011	7 siete
Inglés III	5	2010	8 ocho	Inglés IV	5	2011	9 nueve
Valores III	4	2010	9 nueve	Valores IV	4	2011	9 nueve
<b>QUINTO SEMESTRE</b>				<b>SEXTO SEMESTRE</b>			
Cálculo I	4	2011	9 nueve	Cálculo II	3	2012	7 siete
Taller Literario II	3	2011	7 siete	Redacción Avanzada	4	2012	8 ocho
Ecología	3	2011	9 nueve	Prob. Eco. Pol. y Soc.	4	2012	8 ocho
Ética	4	2011	10 diez	Doctrina Social	3	2012	9 nueve
Inglés V	3	2011	7 siete	Inglés VI	3	2012	7 siete
Psicología	3	2011	10 diez	Valores VI	4	2012	10 diez
Computación	3	2011	7 siete	Investigación Científica	3	2012	9 nueve
Elección Profesional	1	2011	9 nueve	Optativa Profesional	1	2012	7 siete
Valores V	4	2011	9 nueve	Contabilidad	3	2012	8 ocho
Administración	3	2011	9 nueve				
LA ESCALA DE CALIFICACIÓN APROBATORIA ES: 7, 8, 9 y 10; N.A. No Acreditada.				Promedio General: 8.56			

De acuerdo con las disposiciones legales, se extiende el presente certificado que ampara CINCUENTA Y DOS materias del Nivel Medio Superior, en la Ciudad de Nuevo Laredo, Tamaulipas, a los QUINCE días del mes de JUNIO del año dos mil doce.

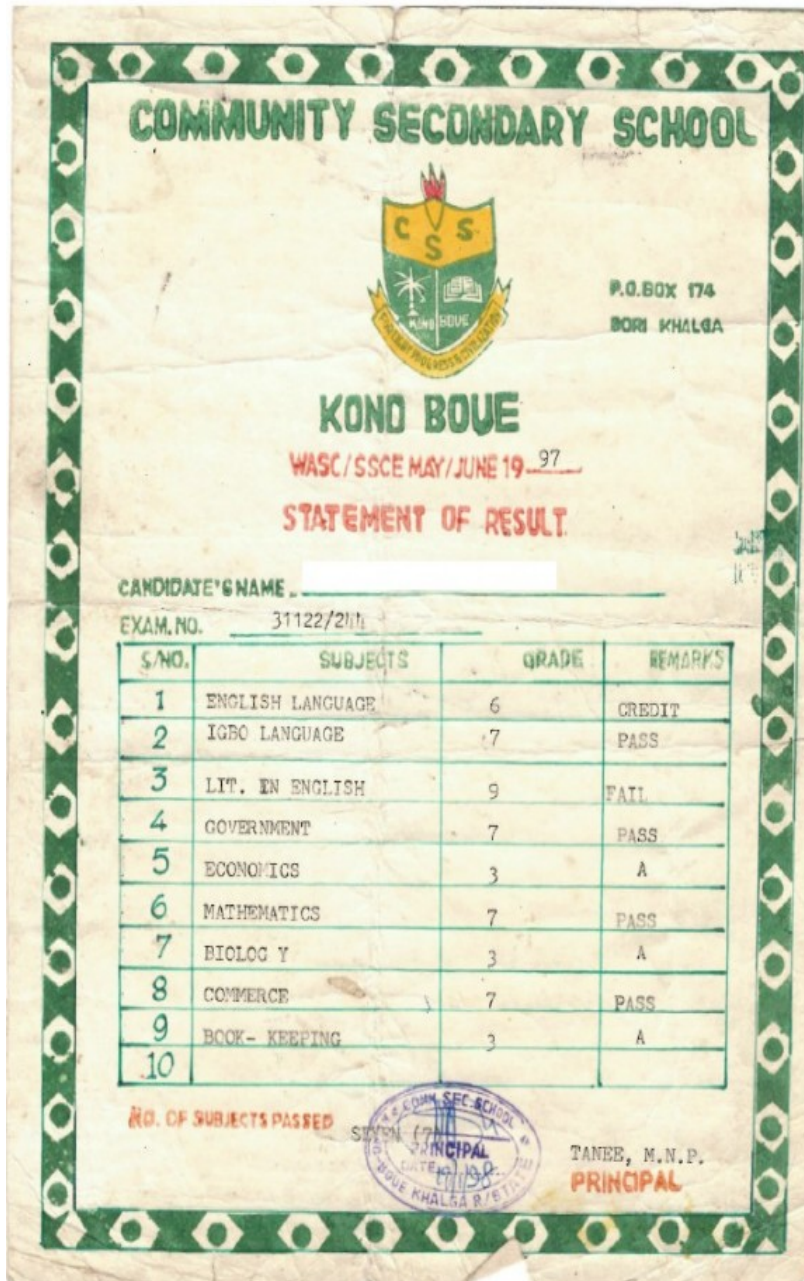
Looking more closely at the *Bachillerato* from Mexico, we learn that the transcripts usually show the 3 years of upper secondary education (2 years for accelerated programs), the graduation date, and the necessary information to verify the validation of the school.

It is important to note that very few schools will issue a separate diploma, as the *certificado de estudios* (certificate of studies / academic transcript) showing completion of the *Bachillerato* or *Preparatoria* program grants access to higher education at colleges and universities in Mexico.

In this sample, the applicant completed the *Bachillerato General*. In Mexico, this is all a student needs to enter university study, although individual universities may have placement or entrance exams for admissions.

Less straightforward are countries that have a national leaving examinations. These countries often have school-issued, informal documents that are not valid for further education or employment (further education will require the standardized national leaving examination), and the countries may have multiple examinations boards or councils that offer varying levels of examinations that can be classified as vocational/technical, secondary, or pre-university.

In these situations, the students may have a school-issued high school diploma or transcript to give you, but these do not usually grant university admissions in those countries.



Using Nigeria as an example, students go through high school and receive a diploma, but that high school diploma only grants access to vocational / technical training or employment. In order to pursue university level studies, students must sit for external Senior School Certificate exams with the West African Examinations Council (WAEC) or the National Examinations Council (NECO).

Commonly, we may receive unofficial WAEC/NECO results like these. These results are issued by the high school, not the exam council. Since students can provide a scratchcard to verify these results online, the official certificate is not actually required by universities and employers in Nigeria. You should consult your institutional policies to see if you would accept this, or if you would still require the official certificate.

To obtain the WASSC/SSC, students sit for at least seven subjects, with nine as the maximum. For admissions into a university in Nigeria, students are required to earn grades of C6 (Credit) in at least five subjects, one of which is English.




When working with applicants from West Africa, you should also know how far back you can verify results online. In Ghana, you can only verify results online dating back to 1990. In Sierra Leone, we can go back to 1993, while in Liberia and the Gambia, you can only verify results online as far back as 1998. For Nigeria, you can verify results as far back as 1991 (the WAEC site will allow you to choose as far back as 1980, but at the time of this article, the results are not fully available, and you may or may not be able to verify results from 1980 – 1990). NECO results are available for verification since the creation of the board. If you have received unofficial results, such as a Results Slip, or a high school transcript with results of the examination, you should ask for the WAEC issued certificate. If you receive a WAEC certificate issued prior to the oldest date available for verifying online, you should consult your institutional policy for best practices.

Many school-issued documents from West Africa and the Caribbean will have WAEC or CXC (Caribbean Examinations Council) results on them, sometimes listed as mock examinations. These are not official results and should not be considered such.

If you receive documents like this, you should ask your applicant to provide a scratchcard (for West Africa) or CXC certificate or certifying statement (for the Caribbean).


In the case of this sample, the applicant has grades posted for Year 5 (grade 11 in the U.S.), GCE O levels, and CXC results (CSEC).

As mentioned earlier, you would ask for the official CXC results, and in this case, you would ask the applicant for the O levels as well. Please note, the O levels were last officially offered in 2010 in the Caribbean.



## PRESENTATION COLLEGE

SAN FERNANDO, TRINIDAD, WEST INDIES  
32-34 Coffee Street, San Fernando  
Telephones: 652-2311 Fax: 652-5389  
College E-mail: presentationcollege@yahoo.com



*Office of the Principal*      Academic Transcript

Name: \_\_\_\_\_ Date of Birth: 1986  
 Home Address: \_\_\_\_\_ Date of Entry: 1-Sep-01  
 Parent: \_\_\_\_\_ Date of Graduation: \_\_\_\_\_

SUBJECT	Yr5					GCE		Junior School			
	Yr1	Yr2	Yr3	Yr4	Yr5	O' Level	C.X.C.	Yr1	CAPE	Yr2	A' Level
English A					D		II				
English B							II				
History											
Geography					F		II	D			
French											
Spanish					D		III				
MATHS (Elem. or Pure)					B		II				
MATHS (Add. / Further)					F	C					
Physics					B		II				
Chemistry					B		II	D			
Biology					C		III	B			
ART											
Principles of Business											
G.P.								E			
Communication Studies											
Int. Science											
Technical Drawing											
Physical Education											
AVERAGE RANK IN CLASS						22/37		16/19			


Conduct: Very Good      Attendance & Punctuality: Very Good

**Notes:**  
 I) Key to grades: Pass A-E, E=45-49, D=50-54, C=55-59, B=60-64, A2=65-69, A1=70+, Fail= below 45  
 II) Key to GCE 'O' Level (Cambridge result): Passes A,B,C, D & E=Narrow fail, U= Ungraded

**Key to CXC Ordinary Level (CSEC) Grades:**  
 (1) Grade I - Candidate has a comprehensive working knowledge of the syllabus  
 (2) Grade II - Candidate has a good grasp of the syllabus  
 (3) Grade III - Candidate has a fairly good grasp of the syllabus  
 (4) Grade IV - Candidate shows a moderate grasp of the syllabus  
 (5) Grade V - Candidate has a limited grasp of the syllabus

**Key to CXC Advanced Level (CAPE) Grades:**  
 (1) Grade I - represents an Excellent performance.  
 (2) Grade II - represents a Very Good standard of performance.  
 (3) Grade III - Represents a Good standard of performance.  
 (4) Grade IV - Represents a Satisfactory standard of performance.  
 (5) Grade V - Represents an Acceptable standard of performance.  
 (6) Grade VI - Represents a Weak standard of performance.  
 (7) Grade VII - Represents an Unsatisfactory standard of performance.

Remarks: \_\_\_\_\_

  
 Mr. Errol Jaikarasingh  
 Principal II

As you can see, secondary credentials are not as straight forward as you would think. But if you take the time to learn the basic requirements for university admission in the countries you evaluate the most, it can be a much easier task.

Olivea Dodson, Senior Evaluator, Transcript Research

## European Union General Data Protection Regulation

The European Union General Data Protection (EU GDPR) Regulation will be implemented May 25, 2018. Is your organization ready?

**Disclaimer:** The information contained in this article is not legal advice and reflects only the opinion of the author.

If you have a legal issue related to EU Privacy or Data Protection, please contact a licensed attorney for guidance specific to your situation.

Adopted by the European Parliament in April 2016, GDPR will become enforceable in May 2018. It applies to everyone involved in processing data about individuals in the context of selling goods and services to citizens in the EU, regardless of whether the organization is located within the EU. The EU GDPR is a transformative piece of privacy legislation. It replaces the previous Data Directive dating from 1995. Much has changed since then and, based on the transformative prevalence of data and cyber threats, it is probably time to think about an overhaul. Nonetheless, this is new territory for those of us on the receiving end of the regulation.

GDPR has been in the works since 2009. It was introduced to specify how consumer data is to be used and protected. The goal is to unify data protection laws across EU member states, with expanded reach and improved protection and regulation to keep pace with modern technology. The EU GDPR is a transformative piece of privacy legislation and applies in all 28 Member States of the European Union. Additionally, each member state may also have additional data requirements, but the requirements of GDPR will be the baseline.

There are several aspects to GDPR that are game changers. The first is that the regulation applies to everyone involved in processing data about individuals in the context of selling goods and services to citizens in the EU, regardless of whether the organization is located within the EU. This falls under the article of Territorial Scope. (Article 3)

Data and Privacy rights and regulations are not new. What has changed is the amount of data. This has changed exponentially in the over two decades since the European Data

Directive of 1995. Given the mushrooming of data, data leaks, and cyber-crime, this regulation is an attempt to ensure the privacy rights of EU natural persons.

Views of personal privacy are culturally influenced. In Europe, privacy is seen as a fundamental human right not easily bargained away. From the US culture, the idea of personal privacy is understood as one we need to take care to insure, but also one that may be traded. In many ways, it is a consumer right. For instance, I may be happy to provide a company with my name, date of birth, and possibly other data provided it will facilitate a product, service, or information that I may want to access. I am trading some of my privacy for convenience, access, or some other tangible or intangible commodity.

The rights of natural persons of the European Union are outline in the regulation. These rights are broad, and a full review should be made by your organization.

The obligations of an organization will be linked to whether an organization and/or its components are Controllers or Processors of Data. The compliance obligation is on the organization and not the individual. Controllers will have more legal obligations under GDPR, whereas processors will have some legal requirements but most obligations will be contractual. It is important to note however, that an entity may be a controller at one point or in one process, but become a processor in another.

GDPR defines these roles as -

Controller: Natural or legal person, Alone or jointly with others, Determine the purposes and means of the processing

Processor: Natural or legal person, Processes personal data on behalf of the controller

The objective view from a zoomed out perspective is that GDPR calls us to look at our organization and our processes and at the data we collect and retain. I would like to propose that rather than thinking of GDPR as a burden, we consider it an opportunity to update our operations for the 21st century. Think of it as an opportunity to thoroughly catalogue and reorganize, retaining only what is needed.

Some have questioned the need to comply with EU regulation, and wondered whether the EU's reach to enforce would actually be upheld. Time will give us more answers, but for now, the Regulation has sharp teeth in the form of fines. These penalties represent a dramatic increase. "Under GDPR organizations in breach of GDPR can be fined up to 4% of annual global turnover or €20 Million (whichever is greater). This is the maximum fine that can be imposed for the most serious infringements, e.g. not having sufficient customer consent to process data or violating the core of Privacy by Design concepts. There is a tiered approach to fines, e.g. a company can be fined 2% for not having their records in order (article 28), not notifying the supervising authority and data subject about a breach or not conducting impact assessment. It is important to note that these rules apply to both controllers and processors -- meaning 'clouds' will not be exempt from GDPR enforcement."

<https://www.eugdpr.org/key-changes.html>

GDPR is coming and is just one of the multinational and national privacy regulations in the works and implemented. There are many questions and uncertainties. The best we can do is to prepare by becoming risk-averse. Clarity will come with implementation and enforcement. This will require legal expertise to interpret the regulation as well as system-wide cooperation and collaboration.

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) have been working to assist their members with understanding GDPR and its impact on their institutions. AACRAO has convened an informal working group with members from NAFSA: Association of International Educators, the Council for the Advancement and Support of Education (CASE), EDUCAUSE, the University of Indiana Bloomington, the National Association of College and University Attorneys (NACUA), and the National Student Clearinghouse. AACRAO is also posting a series of Frequently Asked Questions on their website. Visit AACRAO's Trending Topics page for videos, webinars, and documents for more information on GDPR. <http://www.aacrao.org/resources/trending-topics/gdpr>

[EU General Data Protection Regulation full text](#)

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## Building a Resource Library, Part III

In the [first article](#) of this series on Building a Resource Library, I alluded to the importance of creating your own in-house library of sample credentials. There are a number of ways this can be accomplished, and I will try to cover the highlights as well as provide specific examples. Please note that all of the websites linked in this article belong to ministries of education, evaluation services, government agencies, education providers, and other reputable resources. This compilation is not intended to be an exhaustive resource but hopefully will help you to expand your current library of resources. As always, please feel free to send me additional resources that I can add to the digital newsletter with a heartfelt thanks to you and your institution!

There are a number of considerations when trying to identify sample credentials, not least of which includes the fact that, in many countries, the level of autonomy held by the institutions may affect the consistency of the records. Countries whose academic institutions have little autonomy are generally more likely to issue highly standardized credentials that may even be awarded by the government body that authorizes that level of education such as the . Countries whose educational institutions see more autonomy may be held to less rigid standards, which often means the documents are issued more quickly but with less uniformity. Obviously, those countries whose institutions can design and issue their own educational records will result in greater variety, making it more difficult to build your resource library of samples.

Furthermore, the level of education may also determine the ease of finding sample credentials. For many countries, secondary level credentials follow a standardized format and are often issued by the Ministry of Education or the national leaving examination body. The very nature of a leaving examination ensures that graduates from the same year will end up with the same credential throughout the country since the graduation documents are not issued by the school. Countries with leaving exams also have a greater chance of offering electronic verification tools since all graduates are being measured against a state- or nationwide examination and are being assessed and awarded by the same examination body. International leaving examinations such as the International Baccalaureate and University of Cambridge International Examinations also follow a standardized format that is easily recognizable regardless of whether the documents are issued from schools in Pakistan or Mexico. Conversely, countries without a leaving exam are more likely to authorize the secondary schools to issue the official high school records that may not follow a standardized format or only loosely align to a credential outline. For those countries, verification is usually done by contacting the institution directly, though increasing numbers of countries are maintaining lists or building electronic databases of graduates even if the complete high school records are not included.

University-level documents are far less likely to be issued by the Ministry of Higher Education or using a standardized model, with some exceptions, including France, Vietnam, Cambodia, Laos, China (prior to 2017), the Russian Federation, and much of Eastern Europe. In addition, the Diploma Supplement from the signatories of the Bologna Accord makes it easier to track down samples as growing numbers of national governments and individual universities are making their diploma supplement layout available online. In other countries or regions, like Spain or Francophone Africa, university degree certificates may follow a similar layout without actually being on a government-designed document while the transcript format may be entirely up to the discretion of the institution and may even vary from faculty to college within the same institution. Furthermore, non-degree credentials may not follow the same appearance as degrees, and documents issued by private universities or non-university higher education institutions may also have visual differences. Technical and vocational credentials may also fall outside of documentation norms depending on the country and level of study.

The internet is an amazing tool that has revolutionized many industries including our own. Ministries of Education increasingly share information instantly on their websites about their educational system, recognized institutions, grading systems, matriculation exams, and much more. Evaluation agencies (both private and government-sponsored) create training products, resource publications, and conference materials that they may share online. Membership organizations at local, regional, national, and global levels provide people with access to educational system updates and reviews, and often their material is made available to members of the public on their websites.

Sample credentials are incredibly useful for a number of reasons. When working with a credential that is new to you, you obviously need to research the credential and institution and how it fits within the scope of its educational system. You also need to carefully examine



the documents to ensure that you are making evaluation decisions based on authentic credentials.

If working with what appears to be an official document, you might examine it under a lighted microscope or magnifying glass, especially to look at things like the logo, stamp or seal, signatures, borders, and any color printing. When examined up close, images and text often appear differently (pixelated, blurry or shaky, hand-drawn, etc.) under a high-powered optic if the document has been printed on a low-resolution printer rather than an industrial printing press. You hold it up to a light to check for a watermark. You might enjoy shining an ultraviolet flashlight in hopes of identifying UV thread. You can feel the paper to inspect its weight, grain, thickness, gloss, texture, and other tactile attributes. You may visually examine it to investigate the symmetry, color, layout, size, format, style, and other optics. Another strategy is to make a photocopy to see if the paper has copy protection. You can look for other causes of concern such as inconsistencies in the font, misuse of accents, whiteout or other alterations, and spelling or language errors, among others.

More sophisticated anti-fraud measures include heat sensitive paper, holograms, kinegrams or foil seals, security thread, embossing, microprinting, guilloche, hidden message technology, foil printing, rainbow printing, hidden messages or images, and other fascinating strategies for protecting document integrity. I presented on the topic of hands-on document features at the 2016 TAICEP because I find anti-fraud measures to be fascinating. If you want samples of some of these security features, the handouts for the 2016 conference are still on the TAICEP website and accessible to members.

But what happens when that document does not have security features? How do you proceed if you do not have official documents either because of institutional policies or the stage in the applicant's processing? What do you do if the document looks to be official, but you have nothing with which to compare it? If this is your first time seeing a particular credential, how do you know that it is even the credential it purports to be?

Sample credentials can be extremely helpful when working with documents from all over the world and from varied time periods. Where can you find samples? There are a number of great resources.

Ministries of Education and other national educational bodies frequently provide invaluable references regarding education laws and education systems. Sometimes, though, they also offer sample credentials as a method of curtailing fraud. As an example, the Russian Federation provides a comprehensive list of all academic documents beginning with basic general education through the Doctor of Sciences degree. This list includes the certificates/diplomas and supplements (academic records) since the Soviet Union era through the present day, and most of the samples are in color. Similarly, the Australian Curriculum, Assessment and Certification Authorities provides detailed information about the secondary education subjects and courses, assessment systems, and, in most cases, samples of certificates and other records of achievement for the six states in Australia as well as two territories. The Norwegian Directorate for Education and Training, which is

responsible for primary and secondary education, hosts samples of contemporary secondary credentials on its website.

In other cases, sample credentials may be provided for certain levels of study within the education sector. In many countries worldwide, students prove high school graduation through successful completion of national leaving examinations. In a similar manner, further education and training bodies under the umbrella of the education ministry may offer graduation examinations leading to standardized qualifications. In both cases, the examination body is often an excellent tool for verification, but barring that, you may also be able to access sample credentials. Umalusi, the council for quality assurance in general and further education and training from South Africa, provides extensive color samples for documents issued since 1992, ranging from secondary graduation diplomas to national certificates to training awards.

Sometimes, sample credentials may be maintained or shared by agencies or associations affiliated to the Ministry of Education but legally separate from that institution. For example, Ukraine ENIC-NARIC is a state-owned company of the Ministry of Education and Science of Ukraine. Its website features color samples of completed secondary education, vocational education, and all levels of higher education since the 1980s. In addition, the site includes detailed information about the security features by academic level, document type, and date range. Likewise, the Estonian ENIC-NARIC published an incredibly useful work, *Higher Education in Estonia 2010*, that details the educational system, grading and credit systems, and educational reforms, while also listing public and private higher education institutions and providing samples of numerous diplomas.

In other instances, you may find that individual schools will host images of the national diplomas on their own website. That is the case for the Beltei International School in Cambodia. Its website includes color samples of the national junior and senior high school diplomas that are issued by the Ministry of Education as well as the school's own graduation diploma. The National University of Management in that same country also includes a sample of its own transcript and graduation certificate on its website. Countries that have or hope to become signatories of the Bologna Accord utilize the Diploma Supplement and a number of higher education institutions share samples online in a similar vein. This is the case from such varied institutions as the University of Reading in the United Kingdom, Sirnak University in Turkey, University College College in Ireland, Bukovinian State Medical University in Ukraine, and Vladimir State University in Russia, among many others. The diploma supplement is not valid without the diploma, which often does not have a sample online, however,

These are only some of the methods of obtaining samples available to you. You could actually reach out to educational advisors at the Ministry or other educational agencies from the country in question, asking for samples or if they would examine a scan of the documents you have. You might also be able to send them to the institution for verification, confirming not only that you are dealing with authentic documents but also giving yourself a valuable new sample for your own library. Any time you receive a response back from an institution or

educational advisor, you should save both the contact information as well as the now verified credential to your resource library! Similarly, you may choose to reach out to individual people that you know from the field or whose names you have found on a conference handout or article. These are truly excellent resources but obviously rely on the commitment of the person or agency you have contacted to respond in a timely fashion with the information you need.

Another wonderful opportunity for gathering samples for your library is to connect with various international education organizations around the world. Many of these organizations host conferences, produce newsletters, or offer training online or in person. Sometimes, the conference handouts, newsletters, or training materials may be made available to the public for a short time before or after their event. Those organizations may also release publications, white papers, working groups, task force summaries and more. In addition, some of these materials may include country studies, detailed information on evaluating credentials from a particular country or region, and even our highly sought sample credentials.

Conference presentation and handouts in particular provide wonderful opportunities for obtaining new samples. This includes conferences from TAICEP, NAFSA: Association of International Educators, the American Association of Collegiate Registrars and Admissions Officers, the European Association for International Education, the Asia-Pacific Association for International Education, and others. Sometimes you can find the conference handouts online, or the conference program will identify the presenter, who may be willing to share them with you individually. I have included very incomplete lists of some of the organizations that conduct this type of work, but these are only the organizations I am personally familiar with. If there are other conferences, member organizations, or education networks that you use or are aware of, please send them my why so I can add them to this document and make things easier for our entire credentials evaluator community.

Newsletters and other industry publications can also provide easy access to sample credentials. Our own *TAICEP Talk Newsletter* has provided sample credentials in this issue and most previous editions, and it is a practice that I hope will continue for many years. The *NAFSA IEM Spotlight* (formerly the *NAFSA wRAP-Up Newsletter*, which I edited for several years) is published several times a year. This publication often includes sample credentials from a particular country or, as is the case for the November 2017 edition, a range of pre-university credentials. *World Education News and Reviews*, the long-standing news source from World Education Services, features a number of country profiles that include education ladders, educational system information, and sample credentials.

In addition, you may find sample credentials from others who are using credentials to make admissions decisions, recruit students, or evaluate foreign credentials as part of a branch of the Ministry of Education. NUFFIC, the Dutch organisation for internationalisation in education, is one such agency. They have produced marvelously detailed publications on education systems and how they compare to the Dutch system. Information about the various levels of the education system, an education ladder, recognition authorities, and sample credentials are all included in each of the 85 country modules. The International

Qualifications Assessment Service (IQAS) of Alberta, Canada, has produced extremely detailed country guides for more than a dozen countries. The IQAS guides delve much more deeply into the education system and include extensive color photographs of sample credentials for each country profiled. The Information Centre on Academic Mobility and Equivalence (CIMEA) in Italy shares detailed information not only on the Italian education system but has also produced guides and publications for a number of other countries, including Brazil, India, and Russia. Beyond just the sample credentials in these publications, CIMEA also maintains several online databases of grading scales and university systems. The Nordic National Recognition Information Centres (NORRIC) has also produced a number of country publications as part of their Study Visits series. Some of the reports are only available in Swedish, but most of them do not have sample credentials while nearly all of the English-language reports do include samples. The University of Minnesota hosts a short list of sample credentials from China, Korea, Malaysia, India, and Vietnam on its website. The Ontario University Registrar's Association 2017 conference produced a useful conference handout on the higher education system and credentials of France, complete with several samples. Shelby Cearley of Texas Tech University hosts an international education blog where she shares dozens of conference handouts she has collected or written over the years.

Some of the agencies that offer evaluation services, either at a national level or as private industries, also offer subscription database services for credentials evaluators. These vary in content, depth, and pricing structure, but they typically include many of the same features: educational system overviews, education ladders, in-depth reviews of education levels, types of higher education institutions and credentials, information about recognized institutions, and much more. AACRAO EDGE does include many sample credentials as well as contemporary country profiles and US equivalency recommendations. The UK NARIC International Comparisons also provides a robust database including samples and British equivalency guides. The Australian Government Department of Education and Training also offers an online database of Country Education Profiles, though these profiles do not include sample credentials.

Private evaluation companies located in the United States are another unexpected resource for sample credential. In most countries, foreign transcript evaluation is done at the national level, often by the Ministry of Education or an agency or office appointed by that body; some of those agencies are listed elsewhere in this article as they provide a tremendous resource to the international education community, both with respect to their own country as well as education worldwide. In the United States, on the other hand, education is decentralized at every level and so is credentials evaluation. There are many hundreds of private evaluation companies in the US since there are no national or state requirements for starting such an organization. The agencies mentioned in this article are all known to me personally and are staffed and run by experienced credentials evaluators who contribute greatly to the field of international credentials evaluation; many are members of TAICEP and on TAICEP committees.

Educational Credential Evaluators runs The Connection, which offers free access to its message board and lists of resources. Paid membership includes digital access to their own

publications and training library as well as a new feature: an extensive database of hundreds of sample documents (including confirmed frauds). The International Education Research Foundation (IERF) has produced a number of free print publications in the last several years, including its fabulous “*Index of Secondary Credentials*” which includes not only the names of the secondary leaving credentials from approximately 200 education systems but also color photographs of sample credentials from more than 30 countries/systems. In addition to its excellent newsletter mentioned elsewhere in this article, World Education Services produces country profiles that cover educational systems and include samples, often with free accompanying webinars. Academic Credentials Evaluation Institution runs a blog that covers a wide variety of international education topics including education system information, which sometimes includes sample credentials. My own organization, Transcript Research, also shares its conference handouts and e-publications on our website, and we offer dozens of handouts on credentials evaluation, most with sample credentials.

The information below represents a very incomplete list of resources for acquiring samples to grow your sample credential library. This represents a tiny fraction of the material available, but this project continued to grow and spiral out of control until I worried it would languish on my computer as I added to it daily (it wouldn't be my first 300+ page compilation of resources for the industry!). Instead, I decided it would be better to simply call it good and hope to hear from my friends in TAICEP of other resources I should have included that I can add to the list!

Please also check out the Resources for Members section of the TAICEP website for an extensive database of print and electronic publications on a country or region basis. <https://www.taicep.org/taiceporgwp/professional-development/resources/reference-materials/>

There is no single source I would say is the “best resource” because it truly varies by country and time. For some countries, the only sample credentials you may find are contemporary, and the document submitted to you for evaluation is from 35 years ago. Perhaps it is the opposite, and you have a contemporary credential that you are trying to compare against a book published in the 1980s. In those instances, when you have exhausted your other resources, I would encourage you to reach out to your network. Ask on message boards and mailing lists. Send an email to the educational advising center in that country. Track down the contact information of someone who presented, wrote a country profile, or simply answered other questions on a message board for that country.

It is also worth pointing out that the vast majority of these resources are in English as that is my native language. Please also note that there are many, many, many references that are useful for credentials evaluation that are not included in this article, either because they do not include sample credentials or because I do not personally know about them, so please send your favorites my way if you don't see them listed here!

In a previous [article](#) in this series, I encouraged you to build your own in-house resource library. I briefly explained how to use a wiki as one alternative to doing this, and it allows you

to compile everything you need for country research in one place: education ladders, equivalencies, grading scales, sample credentials, verification information, and more. Whether you use electronic or physical folders, an online database, or word processing documents, the ability to quickly look up your research information and compare your documents to a sample library cannot be overstated!

### **Short List of Miscellaneous Resources for Country-Specific Samples:**

Australia: <http://acaca.org.au/go/leaving-school>

Belarus: <http://aacrao->

[web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf\\_51d6f127804461.14760622.pdf](http://web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf_51d6f127804461.14760622.pdf)

Cambodia: <http://beltei.edu.kh/eng/index.php?>

[option=com\\_content&view=article&id=870&Itemid=270](http://option=com_content&view=article&id=870&Itemid=270) and

<http://num.edu.kh/web/web/num/Pages?id=68> and

<http://num.edu.kh/web/web/num/Pages?id=69>

Canada (Quebec): <http://www3.education.gouv.qc.ca/fpt/Bibliotheque/GuideCondAdmFinal%2013Nov2009.pdf> and [http://www.cesba.com/wp-content/uploads/2014/12/40F-Guide-Quebec\\_FR.pdf](http://www.cesba.com/wp-content/uploads/2014/12/40F-Guide-Quebec_FR.pdf)

Estonia: <http://adm.archimedes.ee/enic/wp-includes/ms-files.php?>

[file=2012/07/Higher Education in Estonia 2010.pdf](http://file=2012/07/Higher_Education_in_Estonia_2010.pdf)

Eritrea:

[https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen\\_annekari\\_audensen\\_erik\\_report\\_on\\_recognition\\_of\\_higher\\_education\\_in\\_eritrea\\_and\\_ethiopia\\_2013-1.pdf](https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen_annekari_audensen_erik_report_on_recognition_of_higher_education_in_eritrea_and_ethiopia_2013-1.pdf)

Ethiopia:

[https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen\\_annekari\\_audensen\\_erik\\_report\\_on\\_recognition\\_of\\_higher\\_education\\_in\\_eritrea\\_and\\_ethiopia\\_2013-1.pdf](https://www.nokut.no/contentassets/a7779b54401f4e5a8557c55c2a9c7fcc/gulliksen_annekari_audensen_erik_report_on_recognition_of_higher_education_in_eritrea_and_ethiopia_2013-1.pdf)

France: <http://www.education.gouv.fr/bo/2006/47/MENS0603037C.htm> and

<http://oura.ca/wp-content/uploads/2017/02/C4-1.pdf>

Jordan: <http://www.reconow.eu/en/index.aspx>

Lithuania: <https://www.aikos.smm.lt/Registrai/Issilavinimo-pazymejimu-blankai/SitePages/Pagrindinis.aspx?ss=df999ce8-c566-4d79-9e76-b1f393a6d96a>

Norway: <https://www.udir.no/eksamen-og-prover/dokumentasjon/vitnemal-og-kompetansebevis/eksempler-pa-vitnemal---studieforberedende/> and

<https://www.udir.no/eksamen-og-prover/dokumentasjon/vitnemal-og-kompetansebevis/>

Palestine: <http://www.reconow.eu/en/index.aspx>

Russian Federation: <http://www.russianenic.ru/rus/diplom.html>

South Africa: [http://www.umalusi.org.za/docs/guides/2015/qcc\\_certificate.pdf](http://www.umalusi.org.za/docs/guides/2015/qcc_certificate.pdf)

Turkmenistan: <http://aacrao->

[web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf\\_51d6f127804461.14760622.pdf](http://web.s3.amazonaws.com/migrated/AnnKoenig15589660.pdf_51d6f127804461.14760622.pdf)

Ukraine: <http://enic.in.ua/index.php/en/educational-documents-samples>



## **National or Regional Education Centers and Projects**

Centre international d'études pédagogiques (CIEP):

<https://plus.ciep.fr/blocks/magazine/revueresource.php>

NUFFIC Education System Modules: <https://www.nuffic.nl/en/diploma-recognition/foreign-education-systems>

Nordic National Recognition Information Centres (NORRIC): India, Iraq, Pakistan, Poland, Russia, Ukraine, and more: <https://norric.org/publications>

International Qualifications Assessment Service (IQAS) International Guides:

<https://www.alberta.ca/iqas-education-guides.aspx>

CIMEA: Brazil, China, Italy, Russia: <http://www.cimea.it/en/services/publications-and-databases/guides-and-publications.aspx>

UK NARIC: <https://www.naric.org.uk/naric/organisations/documents/sp-malaysia-seminar.pdf>

RecoNow: <http://www.reconow.eu/en/index.aspx>

SAQA: [http://www.dpsa.gov.za/dpsa2g/documents/networks/HRP\\_2009/Verification%20of%20Foreign%20Qualifications.pdf](http://www.dpsa.gov.za/dpsa2g/documents/networks/HRP_2009/Verification%20of%20Foreign%20Qualifications.pdf)

## **Conferences**

NAFSA: [http://www.nafsa.org/Annual\\_Conference/Annual\\_Conference\\_Expo/](http://www.nafsa.org/Annual_Conference/Annual_Conference_Expo/) and [http://www.nafsa.org/Connect\\_and\\_Network/NAFSA\\_Regions/Regional\\_Conferences/](http://www.nafsa.org/Connect_and_Network/NAFSA_Regions/Regional_Conferences/)

AACRAO: <http://www.aacrao.org/professional-development/meetings/current-meetings> and <http://www.aacrao.org/professional-development/meetings/past-meetings>

TAICEP: <https://www.taicep.org/taiceporgwp/meetings/>

NAGAP: <https://www.nagap.org/annual-conference>

EAIE: <https://www.eaie.org/geneva.html> and <https://www.eaie.org/past-conferences.html>

## **Newsletters**

AACRAO Transcript – International Admissions/Credential Evaluation:

<http://www.aacrao.org/resources/resources-list-view/international-admissions-credential-evaluation>

NAFSA IEM Spotlight (formerly *wRAP-Up Newsletter*):

<http://www.nafsa.org/resourcelibrary/default.aspx?catId=273>

TAICEP Talk Newsletter: <https://www.taicep.org/taiceporgwp/professional-development/newsletter/>

*World Education News and Reviews*: <https://wenr.wes.org/tools-resources/country-profiles>

## **Paid Publications/Subscription Databases**

AACRAO EDGE: <http://aacraoedge.aacrao.org/aacrao-edge-login-page.php?uri=/>

UK NARIC: <https://www.naric.org.uk/naric/organisations/>

ECE The Connection Advantage, now including Sample Documents Database:

<https://theconnection.ece.org/Advantage>

Australian Government Department of Education and Training:

<https://internationaleducation.gov.au/services-and-resources/services-for-organisations/pages/services-for-organisations.aspx>

## **Evaluation Companies and Universities**

Academic Credentials Evaluation Institute: <http://www.acei-global.org/presentation-reports/> and <https://acei-global.blog/>

China Credential Services: <http://www.chinacredentialservices.com/about/conference-presentations/>

Credential Consultants: <http://www.credentialconsultants.com/resources/>

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

Foreign Credits: <https://www.foreigncredits.com/resources/presentations/>

SDR Educational: <http://sdreducational.org/lang/en/resources-presentations/>

Shelby Cearley's Blog on International Admissions:

<https://shelbycearley.wordpress.com/credentials-and-admissions/>

Transcript Research: <http://www.transcriptresearch.com/training>

University of Minnesota: China, India, Korea, Malaysia, Vietnam:

<https://admissions.tc.umn.edu/international/docs.html>

World Education Services: <https://wenr.wes.org/tools-resources/country-profiles>

## **Webinars**

Academic Credentials Evaluation Institute: <http://www.acei-global.org/homepage-webinars-presentations/>

AACRAO: <http://www.aacrao.org/professional-development/webinars> and

<http://www.aacrao.org/professional-development/webinars/archived-webinars>

American Council on Education: <http://www.acenet.edu/news-room/Pages/International-Briefs-for-Higher-Education-Leaders.aspx>

Canadian Bureau for International Education: <http://cbie.ca/learning/webinars/>

Conference of the Americas on International Education (CAIE): <https://www.caie-caei.org/en/caie-canada-2017-webinar-series/#1498573090974-db621d7d-a90a>

EAIE: <https://www.eaie.org/training/webinars.html>

ECE: <https://www.ece.org/ECE/Institutions/Institution-Training-and-Resources/e-Learning>

National Association for College Admission Counseling (NACAC):

<https://www.nacacnet.org/professional-development/webinars/>

NAFSA: [http://www.nafsa.org/Professional\\_Resources/Learning\\_and\\_Training/e-Learning\\_Seminars/On-demand\\_Seminars/On-Demand\\_e-Learning\\_Seminars/](http://www.nafsa.org/Professional_Resources/Learning_and_Training/e-Learning_Seminars/On-demand_Seminars/On-Demand_e-Learning_Seminars/)

NAGAP, The Association for Graduate Enrollment Management:

<https://www.nagap.org/webinars>

NUFFIC: <https://cec.nuffic.nl/login/index.php> and <https://www.nuffic.nl/en/diploma-recognition/evaluation-of-foreign-diplomas/courses-in-credential-evaluation>

TAICEP: <https://www.taicep.org/taiceporgwp/professional-development/webinars/>

UK NARIC: <https://www.naric.org.uk/naric/organisations/training/default.aspx>

World Education Services: [https://www.wes.org/partners/events/?s=&partners\\_types=602,599](https://www.wes.org/partners/events/?s=&partners_types=602,599)

[s=&partners\\_types=602,599](https://www.wes.org/partners/events/?s=&partners_types=602,599)

**Print Publications:**

AACRAO: <http://www.aacrao.org/key-topics/international-admissions-credential> and <http://www4.aacrao.org/publications/catalog.php?category=6>  
ECE: <https://www.ece.org/ECE/Institutions/Publications>  
IERF: <http://www.ierf.org/for-institutions/ierf-publications/>

**Associations and Networks:**

African and Malagasy Council for Higher Education (CAMES): <http://www.lecomes.org/>  
African Quality Assurance Network (AfriQAN): <https://afriqan.aau.org/>  
African Qualifications Verification Network: <http://www.saqqa.org.za/event.php?id=125>  
Arab Network for Quality Assurance in Higher Education (ANQAHE): <http://www.anqahe.org/>  
ASEAN Quality Assurance Network (AQAN): <http://www.aqan.org/>  
Asia-Pacific Association for International Education (APAIE): <https://www.apaie2018.org/about-apaie>  
Asia-Pacific Quality Network (APQN): <http://www.apqn.org/>  
Asian National Information Centres (ANIC): <http://www.aniccw.net/>  
Association for Educational Assessment in Africa: <https://www.aaeafrica.org/>  
Canadian Bureau for International Education: <http://cbie.ca/learning/workshops/>  
Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE): <https://canqate.org/>  
Caribbean Community: <http://www.caricom.org/our-work/education>  
East African Network for Quality Assurance (EAQAN): <http://www.iucea.org/EAQAN/>  
Eastern and Southern Africa Higher Education Centres of Excellence: <http://ace2.iucea.org/EducationUSA>: <https://educationusa.state.gov/us-higher-education-professionals/educationusa-network>  
European Network of Information Centres in the European Region-National Academic Recognition  
European Association for Quality Assurance in Higher Education: <http://www.enqa.eu/>  
Groningen Declaration: <http://www.hes.edu.au/events/groningen-meeting-2/2017-groningen-meeting-presentations/>  
Information Centres in the European Union (ENIC-NARIC): <http://www.enic-naric.net/>  
Information System of Educational Trends in Latin America: <http://www.siteal.iipe.unesco.org/>  
International Network for Quality Assurance Agencies in Higher Education (INQAAHE): <http://www.inqaah.org/>  
Inter-University Council for East Africa: <http://www.iucea.org>  
Mediterranean Network of National Information Centres (MERIC): <http://www.meric-net.eu/en/index.aspx>  
Southeast Asian Ministers of Education Organisation (SEAMEO-RIHED): <http://rihed.seameo.org/>

### **Upcoming Sources**

International Association for College Admission Counseling:

<https://intlacac.memberclicks.net/>

<http://www.meric-net.eu/en/index.aspx>: Algeria, Lebanon, Morocco, Tunisia

Information System On pre-Bologna Academic Qualifications – ISOBAQ,

[http://nacid.bg/en/projects/ISOBAQ\\_2016](http://nacid.bg/en/projects/ISOBAQ_2016)

RecoLatin: <http://www.recolatin.eu/new/>

Peggy Bell Hendrickson, Director, Transcript Research

## **Memoriam to David Millar**

In memory of David Millar who passed away in April 2017. David was the Manager of Evaluation Services at the Ontario College of Teachers and an active member of TAICEP. In addition to attending the inaugural symposium in 2013, David was a member of TAICEP's Professional Development and Training Committee, and began the initial research for the development of a certification program. David leaves a legacy of wisdom, vision, and leadership in professional development opportunities for credential assessors.

Marianne Tompkins-Carter, Manager of Evaluation Services, Ontario College of Teachers

## TAICEP News

### **TAICEP Certificate Program**

In the previous edition of TAICEP Talk, we introduced our new Certificate Program. One of TAICEP's primary goals was the creation of a certification program, and we are proud to announce that it has come to fruition. The late David Millar of TAICEP's Professional Development Committee began the initial research on the development of a certification program. The Certification Committee was created when it became apparent that a certification program required a separate committee.

The pilot group for the Foundation Certificate is now full, and we are not currently accepting applications. We expect to begin accepting applications again in January 2018 and will send out a notification. If you would like to be notified when the Foundation Certificate is open again for application, please email [answers@taicep.org](mailto:answers@taicep.org) with your request for notification. Thank you!

You can also read more about the Certificate Program at <https://www.taicep.org/taiceporgwp/certificate-program/>. The Committee would also love to have more TAICEP members from outside of North America join the committee.

### **Capstone Reviewers for TAICEP Certificate Program**

The Certification Committee is seeking reviewers for the Capstone Examination portion of the Foundation Certificate. The Capstone Examination is the third and final step of the Foundation Certificate in which candidates must answer questions regarding six credentials, provide an equivalency/assessment outcome, and outline the rationale for their equivalency/assessment outcome. The Capstone Examination reviewer will assess the accuracy of the answers as well as the strength of the equivalency/assessment outcome and rationale.

If you are interested in being a Capstone Examination reviewer, please send a statement of interest and your answers to the questions below to [TAICEPcertification@gmail.com](mailto:TAICEPcertification@gmail.com). You must be a member of TAICEP and have at least 5 years of full-time experience in credentials evaluation to be a Capstone Examination Reviewer.

- How many evaluations do you prepare or review per year?
- What percentage of your day is spent preparing or reviewing evaluations?
- How did you gain your professional knowledge of credentials evaluation?
- Please list the conferences/workshops/webinars you have attended in the past 5 years.
- Please describe your experience in reviewing and approving evaluations written by other evaluators

## **2018 Action Plans**

Since we met at our annual conference in Rome, the Executive Board (EB) has been working with incoming officers to craft goals for our association for 2018. The purpose of setting goals for ourselves is to grow the organization both in numbers and in depth by offering quality programs and services that benefit TAICEP members.

You may remember that our goals are set using the Strategic Plan that the EB made at our Rome meeting. TAICEP's three primary goals for 2018 are:

1. Certification;
2. Professional development; and
3. Finances

In order to support the Strategic Plan, the EB tasked each committee with creating an Action Plan. Action Plans outline which tasks and goals each of the committees plan to accomplish in 2018. Goals should support the Strategic Plan.

The committees are pleased to present their Action Plans to the membership for your review, which you can read here.

The TAICEP Executive Board invites your comments, questions, and suggestions on the 2018 Action Plans. Please contact us at [answers@taicep.org](mailto:answers@taicep.org).

Additionally, we are always looking for new committee members! Please consider sharing your time, enthusiasm, and brain power by joining a committee! For more information, please contact [answers@taicep.org](mailto:answers@taicep.org).

The TAICEP EB wishes you another successful year of international credential evaluating. Please remember to tell your colleagues about TAICEP!

Click here to read the 2018 Action Plans - <https://www.taicep.org/taiceporgwp/about/current-action-plan/>



## Add to Your Library

### Verification Resources

Here is a sampling of some of the newest resources added to our Verification Database:

Afghanistan: Karwan University: <http://karwan.edu.af/education-verification>

Belgium: KU Leuven: <http://www.kuleuven.be/verificatie>

Norway Diploma Registry: <http://www.vitnemalsportalen.no/english/>

Palau: Palau Community College: [registrar@palau.edu](mailto:registrar@palau.edu)

Palestine: Birzeit University: <https://ritaj.birzeit.edu/verify-transcript>

United Arab Emirates: University of Wollongong in Dubai:  
<http://www.uowdubai.ac.ae/alumni/graduates-roll>

Uganda: Uganda Technology and Management University:  
<http://www.utamu.ac.ug/graduation-lists>

Australia: My eEquals: <https://www.myequals.edu.au/> University of Adelaide, Griffith University, Australian National University, James Cook University, University of Melbourne, Monash University, RMIT University, University of Queensland, University of Southern Queensland, and University of Sunshine Coast are live. 2018: Australian Catholic University, Deakin University, Swinburne University, University of Canberra, University of Newcastle, University of New South Wales, University of Tasmania, University of South Australia, University of Technology Sydney, Victoria University, Charles Darwin University, Charles Sturt University, Curtin University, Edith Cowan University, Murdoch University, University of New England, University of Sydney, University of Western Australia, University of Wollongong, Queensland University of Technology, Central Queensland University, Federation University, Flinders University, La Trobe University, Macquarie University, Southern Cross University, University of Notre Dame, Western Sydney University

New Zealand: My eEquals: <https://www.myequals.ac.nz/> University of Auckland, Auckland University of Technology, and University of Otago are live. 2018: University of Canterbury, Victoria University of Wellington, Lincoln University, Massey University, and University of Waikato.

Be sure to send your favorite verification resources to Annetta Stroud at [strouda@aacrao.org](mailto:strouda@aacrao.org) so they can be added to the TAICEP verification database.

## **In the News**

Kenya: new qualifications framework: [http://www.universityworldnews.com/article.php?story=20171102063801661&utm\\_content=bufferb94e1&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](http://www.universityworldnews.com/article.php?story=20171102063801661&utm_content=bufferb94e1&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Future of Europe: Towards a European Education Area by 2025.  
[http://europa.eu/rapid/press-release\\_IP-17-4521\\_en.htm](http://europa.eu/rapid/press-release_IP-17-4521_en.htm)

Mutual Recognition of Diplomas: [https://ec.europa.eu/commission/sites/beta-political/files/leaders-working-lunch-mutual-recognition-diplomas\\_en.pdf](https://ec.europa.eu/commission/sites/beta-political/files/leaders-working-lunch-mutual-recognition-diplomas_en.pdf)

New GCSE grading scale: <https://www.gov.uk/government/publications/gcse-new-grading-scale-factsheets>

India: Deemed Universities: <http://www.universityworldnews.com/article.php?story=20171204162633126> and Institutes of Eminence:  
<https://www.newkerala.com/news/fullnews-299228.html>

Data Mobility: <http://www.universityworldnews.com/article.php?story=20171128093629589>

Uganda fraud case: <http://www.universityworldnews.com/article.php?story=20171207064021935>

Puerto Rican displaced students:  
[http://www.northwestgeorgianews.com/rome/news/education/independent-colleges-partner-to-help-puerto-rican-students/article\\_d1675d22-df51-11e7-a229-c3077ace2287.html](http://www.northwestgeorgianews.com/rome/news/education/independent-colleges-partner-to-help-puerto-rican-students/article_d1675d22-df51-11e7-a229-c3077ace2287.html)

Kenya exam failures: <https://learningenglish.voanews.com/a/kenyan-students-failed-secondary-exams/4181773.html>

India: Fake education board in Delhi busted: [https://www.ndtv.com/education/fake-education-board-in-delhi-busted-15-000-marksheets-recovered-1785123?utm\\_content=buffer86bb&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](https://www.ndtv.com/education/fake-education-board-in-delhi-busted-15-000-marksheets-recovered-1785123?utm_content=buffer86bb&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Turkey: Mass detention or dismissal of academics:  
<http://www.universityworldnews.com/article.php?story=20180116083248710>

United Kingdom: Government plans for 2-year Accelerated Bachelor degrees:  
[http://www.universityworldnews.com/article.php?story=20171211184356229&utm\\_content=bufferd0de1&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](http://www.universityworldnews.com/article.php?story=20171211184356229&utm_content=bufferd0de1&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Korea: Fake Cyber University in US: <http://www.koreaherald.com/view.php?ud=20180105000576>

East Africa: <http://www.universityworldnews.com/article.php?story=20171215130011397>

More with Axiact: [http://www.bbc.com/news/uk-42579634?ocid=socialflow\\_twitter&ns\\_mchannel=social&ns\\_campaign=bbcnews&ns\\_source=twitter](http://www.bbc.com/news/uk-42579634?ocid=socialflow_twitter&ns_mchannel=social&ns_campaign=bbcnews&ns_source=twitter)

Global Recognition Convention: <http://www.universityworldnews.com/article.php?story=2017121312573374>

Malaysia Blockchain: [https://vulcanpost.com/630708/ump-universiti-malaysia-pahang-valid8-xchain-blockchain/?utm\\_content=buffer881e4&utm\\_medium=social&utm\\_source=twitter.com&utm\\_campaign=buffer](https://vulcanpost.com/630708/ump-universiti-malaysia-pahang-valid8-xchain-blockchain/?utm_content=buffer881e4&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

Arab Quality in Higher Ed: <https://www.al-fanarmedia.org/2017/09/higher-ed-survey-when-quality-assurance-isnt-reassuring/>

## **Publications and Databases**

*Blockchain in Education*. Joint Research Center Science for Policy Report, 2017. [http://publications.jrc.ec.europa.eu/repository/bitstream/JRC108255/jrc108255\\_blockchain\\_in\\_education%281%29.pdf](http://publications.jrc.ec.europa.eu/repository/bitstream/JRC108255/jrc108255_blockchain_in_education%281%29.pdf)

*Castells in Africa: Universities and Development*. Centre for Higher Education Trust, December 2017. <http://chet.org.za/books/castells-africa>

*FAIR (Focus on Automatic Institutional Recognition) Report*. NUFFIC and Erasmus, 2017. <https://www.nuffic.nl/en/publications/find-a-publication/fair-report.pdf>

*Global Inventory of Regional and National Qualifications Frameworks 2017, Volume I: Thematic Chapters* UNESCO, 2017. <http://unesdoc.unesco.org/images/0026/002603/260363e.pdf>

*Internationally Accredited Universities and Programs in the Arab World*. Al-Fanar Media, January 2018. <https://www.al-fanarmedia.org/2018/01/internationally-accredited-schools-and-institutions/>

*UK Withdrawal from the European Union*. European Parliamentary Research Services, 2017. [https://publications.europa.eu/en/publication-detail/-/publication/1840bd46-15d6-11e7-808e-01aa75ed71a1?Wt.mc\\_id=NEWSLETTER\\_october2017-spotlightblurbs](https://publications.europa.eu/en/publication-detail/-/publication/1840bd46-15d6-11e7-808e-01aa75ed71a1?Wt.mc_id=NEWSLETTER_october2017-spotlightblurbs)

*NUFFIC Education System Guides* updated in 2017: Bosnia and Herzegovina, European Baccalaureate, Indonesia, Jordan, Macedonia, Netherlands, Spain.

<https://www.nuffic.nl/en/diploma-recognition/foreign-education-systems>

*NAFSA Guide to Educational Systems around the World* updates in 2017: Antigua and Barbuda, Austria, Barbados, British Virgin Islands, Cayman Islands, Dominica, Grenada, People's Republic of China, Switzerland.

[http://www.nafsa.org/Professional\\_Resources/Publications/NAFSA\\_Guide\\_to\\_Educational\\_Systems\\_Around\\_the\\_World/](http://www.nafsa.org/Professional_Resources/Publications/NAFSA_Guide_to_Educational_Systems_Around_the_World/)

NARIC Ireland Foreign Qualifications Database: <http://qsearch.qqi.ie/WebPart/Search?searchtype=recognitions>

*NOKUT Refugee Country Briefings* written in 2017: Afghanistan, Eritrea, Iraq, Libya, Syria.

<http://www.nokut.no/no/Om-NOKUT/Kva-gjer-NOKUT/Internasjonalt-arbeid/Refugees-and-Recognition--An-Erasmus-Project/>

*Open Doors Report 2017*. Institute of International Education, 2017.

<https://www.iie.org/en/Research-and-Insights/Open-Doors>

*World Education News and Reviews Education System Profiles* written in 2017: Canada, Iran, Lebanon, Nigeria, Russian Federation, South Africa, Sri Lanka, Turkey.

<https://wenr.wes.org/tools-resources/country-profiles>

*Guide to International University Admission*. National Association for College Admission Counseling, 2017. <https://www.nacacnet.org/globalassets/documents/knowledge-center/international/guidetoiua2.pdf>

## **Webinars / Videos**

*Alternative, Stackable, and Microcredentials: Where are we headed?* Georgia Tech Professional Education, 2016. <https://pe.gatech.edu/national-distance-learning-week-featured-webinar>

Council of Europe Project “European Qualifications”: [https://www.youtube.com/watch?v=tAqxMew9GFw&index=18&list=PLMD\\_RYvUcCYmot2A5UEoNJlRMxyI5eP28](https://www.youtube.com/watch?v=tAqxMew9GFw&index=18&list=PLMD_RYvUcCYmot2A5UEoNJlRMxyI5eP28)

*Documentary on the Project “European Qualifications Passport for Refugees”*, Council of Europe: <https://www.coe.int/en/web/education/documentary-on-project-european-qualifications-passport-for-refugees>

European Association for International Education archived webinar series on India, China, Joint-Programmes, refugee qualifications, Russian fraud, and more.

<https://www.eaie.org/training/webinars.html>

GDPR (General Data Protection Regulation): A Legal Interpretation for Higher Education. AACRAO, 2017. <http://www.aacrao.org/conferences/conferences-detail-view/gdpr--a-legal-interpretation-for-higher-education>

Groningen Declaration Promotional Video. Groningen Declaration Network, 2014. <https://vimeo.com/90755540>

World Education Services on-demand webinars: <https://www.wes.org/events/>

Educational Credential Evaluators: <https://www.ece.org/ECE/Institutions/Institution-Training-and-Resources/e-Learning/Topics>

Envisioning Pathways to 2030: Megatrends Shaping the Future of Global Higher Education and International Student Mobility: <https://t.co/pXhLyz9b2n>

## Recent TAICEP Events

### Webinar on Verification of Academic Documents

This follow up to “Using the Internet for Verification of Academic Documents” includes some of our Member’s Best Tips for Verification.

Ethiopia: Ministry of Education, PO Box 1367, Addis Ababa, ETHIOPIA

India: Karunya University / Karunya Institute of Technology and Sciences: <http://www.karunyauniversity.directverify.in/hiw/index.html> Controller of Examinations [coe@karunya.edu](mailto:coe@karunya.edu) use this 3<sup>rd</sup> party verification system. The fee was \$17 USD.

Ukraine: National Metallurgical Academy of Ukraine: After emailing [nmetau@nmetau.edu.ua](mailto:nmetau@nmetau.edu.ua) and [canc@metal.nmetau.edu.ua](mailto:canc@metal.nmetau.edu.ua), the reply received was from [petrenko\\_a@metal.nmetau.edu.ua](mailto:petrenko_a@metal.nmetau.edu.ua) who is indeed a representative of this academy.

France: Universite de Toulon: [scolarite.droit@univ-tln.fr](mailto:scolarite.droit@univ-tln.fr)

France: Universite d’Orleans, [service.etudes.deg@univ-orleans.fr](mailto:service.etudes.deg@univ-orleans.fr) The representative who replied required the front and back of the student’s identification card or passport and a scan of a written letter from the student authorizing us to receive her records.

Nigeria: Adeyemi College of Education Ondo: [examsandrecords@aceondo.edu.ng](mailto:examsandrecords@aceondo.edu.ng) and [verificationunit@aceondo.edu.ng](mailto:verificationunit@aceondo.edu.ng)

Many thanks to Maria Mason at Foreign Transcripts for these resources!

## Upcoming TAICEP Events



### **Call for Workshop and Session Proposals Now Available for 2018 Annual Conference!**

The TAICEP Professional Development and Training Committee invites you to share your expertise by submitting a proposal to present a workshop or session at the 4th Annual Conference, October 1-4, 2018 in Philadelphia, Pennsylvania, USA.

Whether you work at a higher education institution, independent agency, ENIC/NARIC office, government ministry, licensing authority, examination board, or something else entirely, we invite you to get involved. Submit a proposal that shares your knowledge, experiences, ideas, hopes, frustrations, or anything else that inspires you and will inspire others.

**The submission deadline is February 1, 2018.**

Learn more about how to submit a session or workshop proposal at:

<https://www.taicep.org/taiceporgwp/upcoming-taicep-events-january-2018-newsletter/>

### **TAICEP Research Programs**

The TAICEP Research Program is pleased to announce that member Martha Van Devender has been selected to participate in AACRAO's Cuba Project.

As part of our commitment to help members "conduct research and disseminate information that supports the profession", Martha will represent TAICEP on a team of academic researchers as they embark on a year-long comparative international education project that will explore educational practices in Cuba.

Martha Van Devender has an educational background in cultural anthropology and library science with an archives concentration, which makes her oddly prepared for the research challenges she faces as a senior credential evaluator at Educational Credential Evaluators.



She has been with ECE for over a decade now, after starting out as a temp worker in their filing department. She enjoys working with students from Latin America, Anglophone Africa, Indonesia, and anywhere that involves challenging credentials.

She is also very enthusiastic about online verification tools and loves to talk at length on the topic. Martha is a remote worker who lives in Utah with her husband, cats, and collection of evaluation resources that she liberated from the ECE office in Milwaukee. She is also an avid traveler who is nearing her goal of visiting all 50 US states. But she is willing to take time out from that endeavor to travel to Cuba, a place she has dreamed of visiting since taking an undergraduate course on the cultural anthropology of the island nation.

We congratulate Martha and look forward to the research results of the Cuba Project.

For more information about the TAICEP Research program or AACRAO's Cuba Project please visit <https://www.taicep.org/taiceporgwp/professional-development/research-program/>.

## From the TAICEP Website

### **Events Calendar**

Add your upcoming events to the TAICEP Website!

We are pleased to announce that we are now offering a new online service for our members.

We invite you to submit relevant events and professional activities for our events calendar. Our calendar is visible to all credential evaluation professionals who visit the TAICEP website, and the current month is conveniently displayed in the right-hand corner of our homepage.

By sharing your event on our calendar with the TAICEP community, you can help increase the visibility of your networking events, webinars, or professional training activities. Adding your events to our calendar is fast and easy! You can click [here](#) to learn more.

If you don't have any events to add, please consider supporting fellow members by checking our calendar regularly for activities that may be of interest to you and that can help spread the word to other professionals. We are always looking for innovative ways to engage with and support our members and we hope that this new service will be helpful to you all.

<https://www.taicep.org/taiceporgwp/slider-pages/add-your-events-to-taiceps-calendar/>

## **Member Benefit Program**

The primary reason for having member benefits is to provide TAICEP members with access to discounted or free products and services that will assist them with their jobs as international credential evaluators. A secondary reason for having member benefits is to develop productive and meaningful relationships with providers who support the mission and goals of TAICEP.

For those who wish to provide a member benefit under this program, please see the guidelines here: [Member Benefit Program Guidelines](#)

Submissions for consideration should be sent to Robert Prather at robertpprather@gmail.com.

Check the website for updated information about current member benefits at <https://www.taicep.org/taiceporgwp/professional-development/member-benefit-program/>

## **Notes from the Field**

### **African Qualifications Verification Network**

The African Qualifications Verification Network (AQVN) invites you to take note of their *communiqué* highlighting the outcomes of its 2017 annual meeting.

Representatives from nine countries gathered at the end of October to discuss the state of academic credential evaluations in the African context. The meeting was aimed at discussing the future of AQVN and making plans for expanding the network's membership. Among other accomplishments, AQVN successfully obtained the approval of its constitution along with its 2018 action plan.

For more detailed information, visit the [TAICEP homepage](#) and click on the link in the slider that appears for the text **African Qualifications Verification Network Communiqué**.

You can also view the document directly [here](#).

## Thanks!

Thank you to our executive board, our committee members and chairs, our content contributors, TAICEP members, and our sponsors!

<https://www.taicep.org/taiceporgwp/sponsorship/our-sponsors/>

