

The background of the slide is a blurred photograph of a classroom or lecture hall. Numerous people are seated at desks, facing away from the camera towards the front of the room. Many of the individuals have laptops open on their desks, and the overall atmosphere is one of a busy, educational environment. The image is intentionally out of focus to keep the attention on the text.

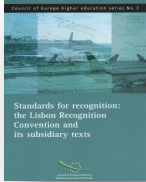
Towards Global Recognition of Forced Migrants' Qualifications

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NOKUT

Presentation overview

- Definition of the population - forced migrants, refugees, asylum seekers, vulnerable migrants, persons in a refugee-like situation...
- Recognition – what's in it?
- Inadequately documented files and other challenges, related to evaluation
- Tools and methods or bringing non-standard to standard
- Multi-national initiatives and their outcomes
- What is next?
- Questions and Answers

Who are in the target group?



Lisbon Recognition Convention (1997), Article VII: refugees, people in a refugee-like situation and displaced persons



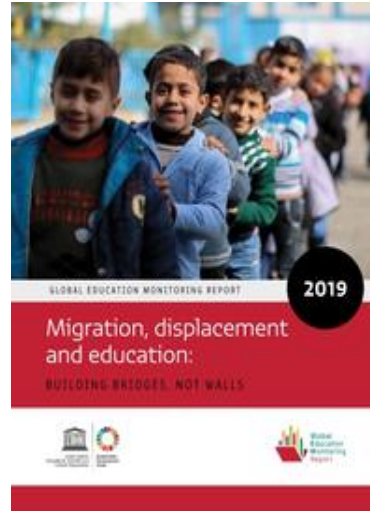
UNHCR: A **refugee** is someone who has been forced to flee his or her country because of persecution, war, or violence. A refugee has a well-founded fear of persecution for reasons of race, religion, nationality, political opinion or membership in a particular social group. Most likely, they cannot return home or are afraid to do so. War and ethnic, tribal and religious violence are leading causes of refugees fleeing their countries.

Asylum seeker - an individual who is seeking international protection. Not every asylum seeker will ultimately be recognized as a refugee, but every recognized refugee is initially an asylum seeker.

Displacement - The movement of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters.

Migrants in vulnerable situations - Migrants who are unable to effectively enjoy their human rights

Recognition of qualifications as a key component of global mobility



Recognition of qualifications as a key component of global mobility



Source: Policy paper 37 «What a waste»

Recognition of qualifications as a key component of global mobility



Objective 18 commits countries to *“facilitate mutual recognition of skills, qualifications and competencies”*.

Recognition of qualifications and credential evaluation

Credential evaluation

- “... to enable international students and professionals to achieve their goals by providing expert credential evaluation and advice” (WES)
- “...to promote the betterment of individuals’ lives and society by ensuring that educational qualifications are fairly and accurately recognized across borders” (ECE)
- “...promotes fair recognition and mobility...” (ENIC-NARIC)

Recognition

- The 'recognition' of a foreign certificate, diploma or degree of higher education means its **acceptance** as a valid credential by the competent authorities in a Contracting State and the **granting** to its holder **of rights** enjoyed by persons who possess a national certificate, diploma or degree with which the foreign one is assessed as comparable (UNESCO)

Why does recognition play a key role?

- Provides correct information – as a starting point for all the future activities (studies, employment etc.)
- Management of expectations
- Uses transparent procedures

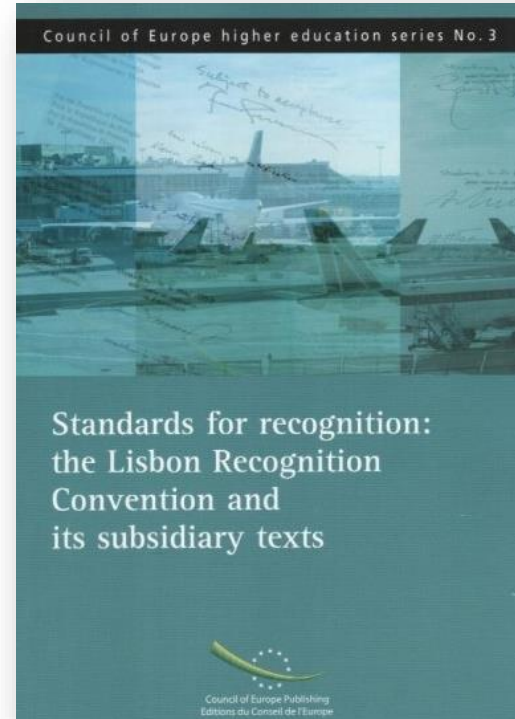
Legal obligations: Lisbon Recognition Convention



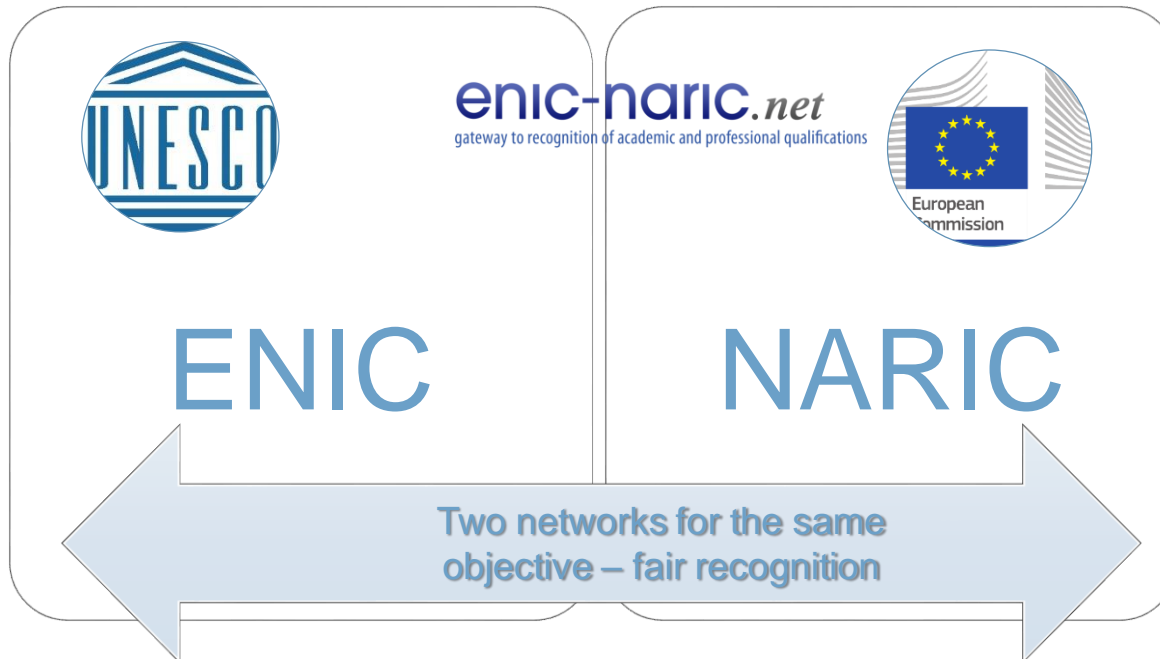
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Implementation of the LRC principles



Standards for credential evaluation



ABOUT ▾ MEMBERSHIP ▾ RESOURCES ▾ PROFESSIONAL DEVELOPMENT

YOU ARE AT: Home » About TAICEP » Standards for the Profession

STANDARDS FOR THE PROFESSION

One of TAICEP's goals is to "Develop and Promote Common Standards." The Professional Competency Profile for Credential Evaluators (PCP) and the Guide to Credential Evaluation ('Guide') represent important statements regarding our profession and are the result of two years of dedicated work by the TAICEP Committee for Standards. The Board would like to thank Sarah Ledwidge, Emily Tse, Margaret Wenger, and Rolf Lofstad (Chair) for their hard work in helping TAICEP to accomplish this important organizational goal.

The PCP is intended to be a defining document for our profession – it outlines what we believe to be the key characteristics, qualifications, and role of Evaluators and Senior Evaluators. The 'Guide' represents a common framework for evaluating credentials that should be a standard for evaluators whether they work in an agency or institutional setting. Both the PCP and Guide are 'living' documents that will be refined and updated over time as the nature of our work as international credential evaluators evolves.

TAICEP is, and will continue to be, focused on the development of professional standards in international credential evaluation and the professional development of those who do this important work.

[Professional Competency Profile \(PCP\) for Credential Evaluators](#)

[Guide to Credential Evaluation](#)



Guide to Credential Evaluation

1. Identify the purpose of the assessment
 - a. Is the purpose of the assessment for immigration, employment, education, professional registration or another purpose?
 - b. Does the purpose of the assessment affect the assessment process?
2. Obtain Education Documents for Evaluation
 - a. Set policies about the documents which will be required from each jurisdiction.
 - b. Communicate the requirements to applicants.
 - c. Collect the documents.
 - d. Communicate with the applicant about any missing documents
3. Determine the level of education to which the credential corresponds within the education system of the country in which it was completed. Review in the context of the system at the time of admission to the program.
 - a. Does the country have a National Qualifications Framework?
 - b. What information is available in other resources?
 - c. What are the pre-requisites for admission to the program?
 - d. What is the nominal duration of the program?
4. Determine whether the institution and/or program is appropriately recognized within its own jurisdiction
 - a. Identify the competent authority. Which body oversees recognition of education at this level in the country in which the education was completed?
 - b. Confirm that the institution or program was recognized by the competent authority at the time of attendance. Rely when possible on primary sources.
5. Authenticate the documents
 - a. Compare the applicant's name and date of birth to those which appear on the documents. Any discrepancies must be reconciled.
 - b. Compare the education history/chronology to education system of the country for consistency, including at the time of award.
 - c. Examine the physical and electronic features of the documents. Compare this to sample documents and consult other resources (i.e. [TAICEP resources](#)).

TAICEP Guide to Credential
Evaluation: 8 steps

Inadequately documented applications / files

An inadequately documented qualification is a qualification obtained by the holder, but which cannot be proven through relevant and necessary documentary evidence (**Recommendation on Recognition of Qualifications held by Refugees, Displaced Persons and Persons in a Refugee-like Situation**)



Inadequately documented applications / files: reasons

- The personal and/or institutional files have been fully or partly destroyed;
- The institution, which issued the qualification no longer exists;
- The applicant doesn't give a permission to contact the authority in his country of origin/country of study, due to security reasons.

Inadequately documented applications / files: examples

Eritrea: An applicant for recognition of his BSc. degree in Civil Engineering from Eritrea University of Technology (2010) supports his application with the Student Copy of Transcript and a Temporary Degree Certificate. The date of birth in his Student Copy of Transcript is different from the one in his passport (the difference in calendars is taken into consideration). He doesn't give the permission to contact his higher education institution in Eritrea, as he doesn't want to reveal his current country of residence.

Inadequately documented applications / files: examples

Syria: An applicant claims to have completed Bachelor's Degree in Architecture from Aleppo University in Syria (2013). He provides Transcripts of Grades for all the five years of study, but doesn't have any opportunity to obtain the Degree Certificate. He informs that he doesn't give us the permission to contact any authority in Syria.

Inadequately documented applications / files: examples

Albania: An application for recognition of Bachelor degree in Law from Kristal University in Albania (2010) contains the transcripts and the final degree certificate. The case needs to be verified from the institution, due to some logical flaws in the applicant's educational history. It turns out that Kristal University is closed as of 2012 and the archives do not exist anymore.

Inadequately documented applications / files: examples

An applicant from **The Democratic Republic of Congo** claims to have obtained Diplôme d'Etudes Approfondies en Economie et Finance Internationale (1996) and Diplôme d'Etudes Approfondies en Gestion et Management Qualité (1998), both from the University of Kinshasa. All the paperwork was left behind when he had to flee the country in 1999. He couldn't submit any documentary evidence for his studies.

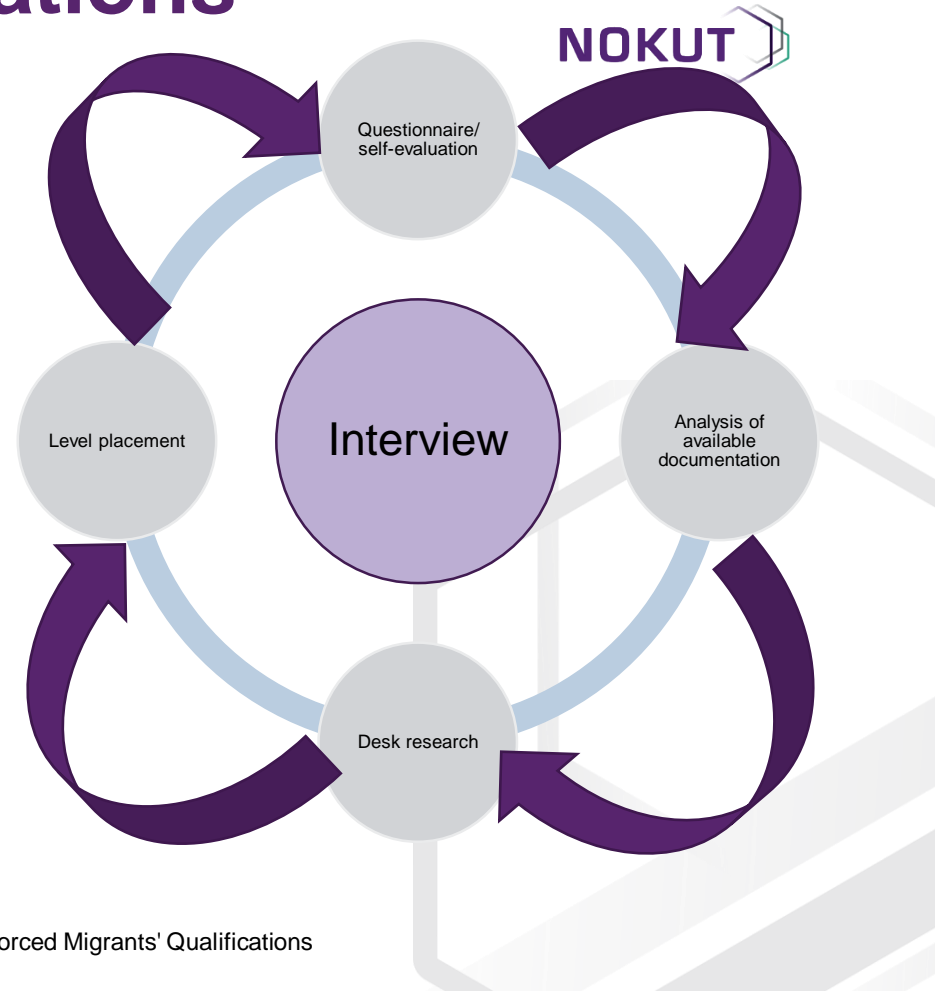
Forced migration: Which challenges to recognition and access to higher education?

- Undocumented qualifications
 - Unfinished qualifications
 - Institutions and archives no longer operating
 - Notoriety of documents
 - Challenging to develop recognition and admission schemes, targeting the specific aspects of forced migration
-
- ✓ Fair
 - ✓ Transparent
 - ✓ Non-discriminatory
 - ✓ Demand for mobility and portability



Interview-based evaluations

- Questionnaire – what kind of qualifications are we talking about? **NB! Self-evaluation is not always correct**
- Documentation – is not always available, what do we need in order to be able to assess/confirm the qualification?
- Desk research – find all possible information about the qualification and institution
- Level placement – starting point for the interview



Interview



substantiate the connection between the applicant's identity, available identity documentation and available evidence for educational background

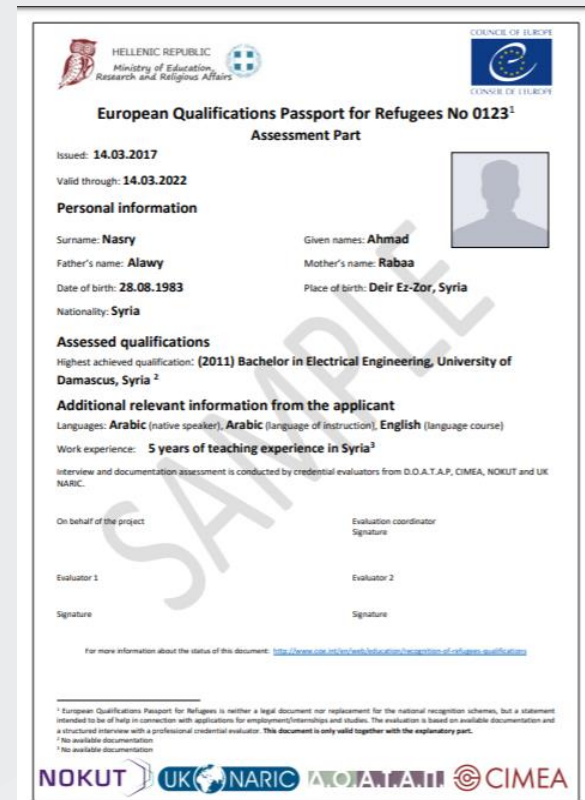
form as complete image as possible of the applicant's educational background, work experience and language proficiency

confirm information obtained through the initial documentation evaluation and self-evaluation

provide advice on the way ahead

Evaluation outcome: Qualifications Passport

- **Personal information:** name, date and place of birth, picture
- **Assessed qualifications:** highest achieved qualification(s); other qualifications (evt. also unfinished)
- **Additional relevant information:** languages (native language, language of instruction, language course); work experience; membership in professional organizations
- Names, signatures and organizations of the evaluators



HELENIC REPUBLIC
Ministry of Education,
Research and Religious Affairs

COUNCIL OF EUROPE

European Qualifications Passport for Refugees No 0123¹
Assessment Part

Issued: 14.03.2017
Valid through: 14.03.2022

Personal information

Surname: **Nasry**
Father's name: **Alawy**
Date of birth: **28.08.1983**
Nationality: **Syria**

Given names: **Ahmad**
Mother's name: **Rabaa**
Place of birth: **Deir Ez-Zor, Syria**

Assessed qualifications
Highest achieved qualification: **(2011) Bachelor in Electrical Engineering, University of Damascus, Syria²**

Additional relevant information from the applicant
Languages: **Arabic** (native speaker), **Arabic** (language of instruction), **English** (language course)
Work experience: **5 years of teaching experience in Syria³**

Interview and documentation assessment is conducted by credential evaluators from D.O.A.T.A.P., CIMEA, NOKUT and UK NARIC.

On behalf of the project
Evaluation coordinator
Signature

Evaluator 1
Signature

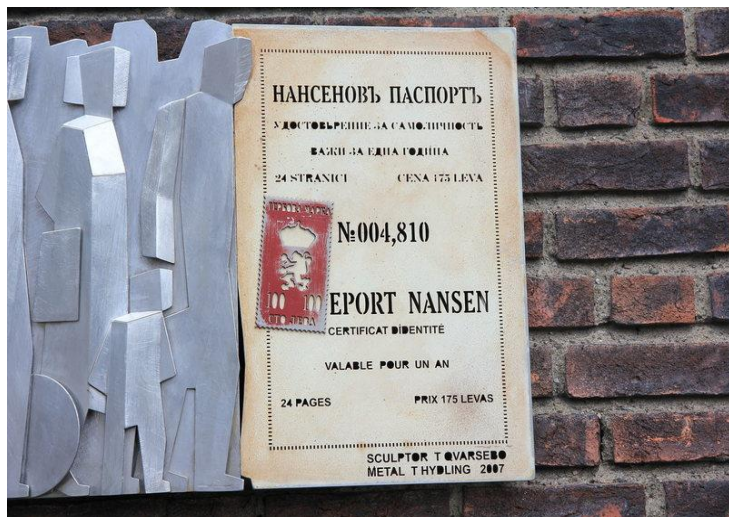
Evaluator 2
Signature

For more information about the status of this document: <https://www.coe.int/en/web/education/qualification-of-refugees-qualification>

¹ European Qualifications Passport for Refugees is neither a legal document nor replacement for the national recognition schemes, but a statement intended to be of help in connection with applications for employment/internships and studies. The evaluation is based on available documentation and a structured interview with a professional credential evaluator. This document is only valid together with the explanatory part.
² No available documentation
³ No available documentation

NOKUT UK NARIC CIMEA

Towards a multi-national solution: source of inspiration



A Nansen Passport, displayed on the wall at Oslo's City Hall



A sample Nansen Passport issued by France, with renewal stamps. WORLD.DIGITAL.LIBRARY/PUBLIC.DOMAIN

Qualifications Passport for Refugees as a multi-national solution



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European Qualifications Passport for Refugees








Project based on the Council of Europe Lisbon Recognition Convention

Partners include the Greek [Ministry of Education, Research and Religious Affairs](#), the Italian [Ministry of Education, Universities and Research](#), the [Conference of University Rectors of Italy](#), the Norwegian [Ministry of Education and Research](#), the [Government of Flanders - Belgium](#) and qualification recognition centres in [Armenia](#), [Canada](#), [France](#), [Germany](#), [Greece](#), [Italy](#), the [Netherlands](#), [Norway](#) and the [UK](#).

The [UNHCR Representation in Greece](#) and the [UNHCR Representation in Strasbourg](#) also support the project.




[SHORTCUTS](#)

European Qualifications Passport for Refugees: status

- Over 500 passport issued in the pilot phase
- Evaluation sessions and training of credential evaluators conducted in Greece, Italy, France and the Netherlands
- Refugees from more than 30 different countries
- 9 ENIC-NARIC centres - Norway (NOKUT), Italy (CIMEA), the Netherlands (NUFFIC), France (CIEP), Armenia (ArmENIC), UK (UK NARIC), Germany (KMK), Canada (CICIC), Greece (DOATAP)
- More than 30 are enrolled in higher education or have got a relevant employment



UNESCO Qualifications Passport as one of the measures on integration of forced migrants into their host countries

UNESCO:

«QPR – an excellent example of the best practice tool for the implementation of the UNESCO Global Recognition Convention...

UNESCO welcomes the QPR-initiative as a measure of integration of the forced migrants into their host countries, particularly with regards to the QPR's role in supporting access to higher education and job opportunities»



Global Education Meeting 2018

Brussels declaration



Sustainable
Development
Goals



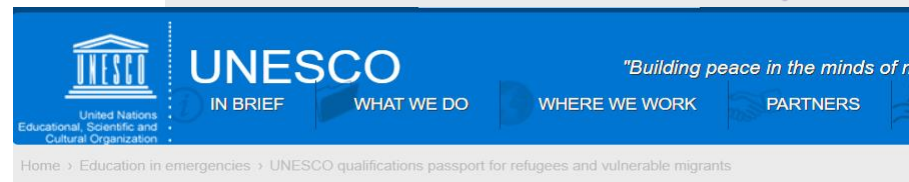
Recognition of higher education qualifications of refugees and migrants through the UNESCO Regional Conventions, and other mechanisms such as the European Qualifications Passport for Refugees, are important instruments to meet the aspirations of individuals and are beneficial to both host countries, as well as countries of origin. **We recognize the need to include migrants, displaced persons, returnees, asylum seekers, refugees and stateless persons in our education and training systems and to facilitate recognition of their qualifications, skills and competencies,** taking account of national context, national legislation and international agreements...”

UNESCO Qualifications Passport



12.10.2019

Towards Global Recognition of Forced Migrants' Qualifications



UNESCO qualifications passport for refugees and vulnerable migrants



Member States of UNESCO have expressed the necessity to establish a globally recognized Qualifications Passport, drawing from the experiences and methodology of the [European Qualifications Passport](#) (EQP) initiative taken by the [Norwegian Agency for Quality Assurance in Education](#) (NOKUT) and the [Council of Europe](#). Establishing a UNESCO Qualifications Passport (UQP) will emphasize the significance of education in building peace, restoring dignity and recovering livelihoods for refugees as well as the need to implement a

UNGA74: High level event on the UNESCO Qualifications Passport for Refugees and Vulnerable Migrants hosted by IIE, September 2019



UNESCO Qualifications Passport: prepiilot in Zambia



Highlights

- ✓ Portability
- ✓ Generic use
- ✓ Flexibility
- ✓ Empowerment
- ✓ Capacity building



Questions and Answers

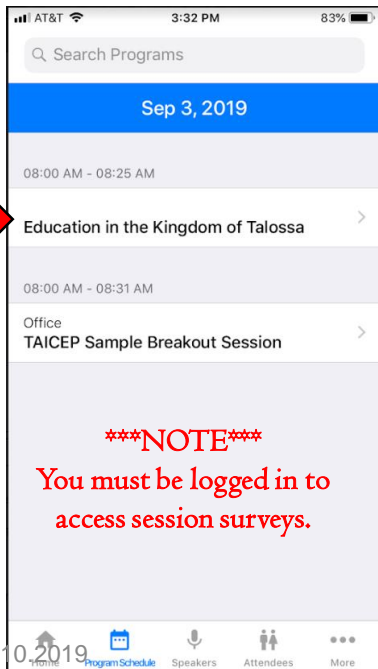


Please Complete a Session Survey

“Take Survey” Button Available 10 Minutes Before Session Ends

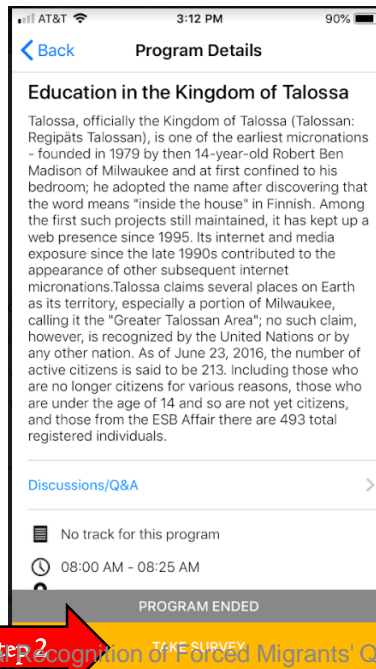
“Submit” (*Then... go find coffee!*)

Step 1



Towards Global Recognition of Forced Migrants' Qualifications

Step 2



Step 3

