



TAICEP TALK



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Transnational Education:
Secondary Education

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TNE Introduction

Transnational education is presented as the future of education; the panacea to many challenges; the way forward. Limitless opportunity, seemingly endless horizons.

The definition of transnational education (TNE) is less clear cut. In its broadest sense, TNE describes institutions, modes and methods of education and ultimately qualifications that transcend national systems. They are unlimited by physical and geographical boundaries, which sounds so exciting and so futuristic! In the recent past, it has also provided a real-world insight into how that flexibility can provide very real solutions to the challenges of delivering education in unsettling and unpredictable times.

But when, with the eye of trained credential evaluators, we start to dissect the ways in which a TNE programme, institution, or partnership is put together, in the same way that we deconstruct a qualification, the situation becomes more complex. After specifying some initial categories of TNE delivery, complexities, idiosyncrasies, and nuances between and within those 'definitions' emerge.

So why does this pose challenges for professionals evaluating qualifications?

Several years back, I initiated some research at UK ENIC, Ecctis (or UK NARIC as we were then!) to explore TNE provision, elicit a typology, and offer a guide on perceptions and acceptance of the many different arrangements by country. There was (and still is) a growing need to understand what TNE might mean.

At the time, it became clear that there were many broad types of arrangement, including validated degrees, joint degrees, dual degrees, flying faculty, collaborations, partnership programmes, and many more.

In the process of our research, it was also clear that differences in detail were discovered from case to case... a little like dealing with qualifications! It led to the establishment of our “International and Cross-Borders Education”¹ section of the database. It is a section that simply continues to grow!

We also realised that boundary—or border-less education—has been with us for some time. According to THE², the University of South Africa is the oldest dedicated distance learning institution in the world, officially becoming so in 1946. In the UK, the Open University gained its Royal Charter in 1969. People are familiar with the International Baccalaureate, the International GCSE or the West African Examinations Council examinations. The arrangements are often well established and perhaps not even realised.

As the Ecctis research homed in on the many arrangements and qualifications, so we realised the importance of having a departure’s and arrival’s perspective of the educational experience; and how that perspective overlaps with recognition. That is, we asked questions of the ‘sender’ and ‘host’ perspectives, and how sender and host recognised the qualification.

Our challenge is perhaps less in evaluating the award and more in gauging how the award is viewed from one country to another; how it might be accepted; whether and how it is recognised. Research showed us many anomalies and how one award could be recognised so differently from one country to another.

What is the cause of such complexity (or such a complex)?

Perhaps it comes down to identity, linking the qualification to an identified (national) system and understanding where responsibility and oversight lies. Quite often, it is that reassurance that we seek; an assurance of quality that is needed. Outside of the structures (or limits) of a national system, who provides that reassurance?

¹ [Ecctis International Qualifications ICBE Section in the Hub](#)

² [University of South Africa | World University Rankings | THE \(timeshighereducation.com\)](#)

In this series, we're going to be exploring many interesting, 'international' qualifications, some of which have been widely accepted for some time. The TNE discussion will also be giving attention to different arrangements in the months ahead. It is a great pleasure to introduce this new focus and I look forward to some diverting discussions with colleagues and no doubt some challenging case studies to consider in the process.

Happy evaluating!

Chris Lyons

Head of external engagement at UK ENIC, Ecctis Ltd

Chair-elect of the TAICEP Standards and Quality Committee

A Note on This Issue

Thank you to Chris Lyons for providing the introduction to this special issue of TAICEP Talk, where we begin our exploration of transnational education with secondary education credentials.

Most of this issue consists of responses from TAICEP members to a set of sample documents. A single page of each sample set has been included as a reference, followed by responses. Respondents were given a set of potential questions from which they could draw inspiration to the extent that they each believed it was relevant. We hope this open format will be instructive to new and experienced evaluators alike.

A future issue is planned that will feature a similar format with higher education document samples as the starting point.

Many thanks to all contributors from the Committee for Resources and Knowledge Management!

IGCSEs – Sample



International General Certificate of Secondary Education (9-1)

This certifies that in the June 2020 examination series

of THE GREEK COMMUNITY SCHOOL ADDIS ABABA

was awarded the following grade(s) in the syllabus(es) shown:

Syllabus	Grade
Mathematics	5(FIVE)
Geography	4(FOUR)
Physics	4(FOUR)
Biology	3(THREE)
First Language English	3(THREE)
Information and Communication Technology	3(THREE)

SYLLABUSES REPORTED: SIX

Vice-Chancellor
University of Cambridge

Candidate Number:
Certificate Number:



01308837

IGCSEs – ACEI Response - Saidi-Kuehnert

International General Certificate of Secondary Education (IGCSE)

The International General Certificate of Secondary Education (IGCSE) is an English language-based set of examinations and qualifications designed for ages 14 to 16, though they can be taken at any age. They are based on the General Certificate of Secondary Education (GCSE) examinations offered in England, Wales and Northern Ireland and recognized in the United Kingdom as being equivalent to the GCSE (General Certificate of Secondary Education). While the GCSE examinations are offered by schools in the UK, the IGCSEs are offered at schools in more than 150 schools around the world and some international schools in the UK.

There are three exam boards that offer a version of the IGCSE qualification:

- Cambridge IGCSE
- Pearson Edexcel International IGCSE
- Oxford AQA International IGCSE

The Cambridge IGCSE was first taught in 1986 (in line with the introduction of GCSEs in the UK) and developed by Cambridge Assessment International Education.

The Pearson Edexcel International IGCSE was created by the University of London as an educational body in 1996.

The Oxford AQA International GCSE was created by the academic awarding body AQA and Oxford University Press.

Thousands of schools worldwide offer IGCSEs by either of the three exam boards cited. The IGCSE is recognized around the world by employers and universities as evidence of academic ability.

One thing that differentiates the IGCSE with other school-leaving certificates is that an IGCSE is awarded for every subject an individual has taken and validated by examination. Students may take as many subjects in the IGCSE curriculum with no limits on the number of qualifications they may sit for the examinations. Normally, a student will study each subject over a two-year period before sitting for the examinations. However, there is no time limit on how long a student needs to study before taking exams. In addition, students may prepare for the IGCSEs independently, that is they may have pursued the curriculum via home schooling.

It is, therefore, important to focus on the external examining board versus the school attended.

The IGCSE examinations administered by either of the three boards mentioned are recognized in the United Kingdom and around the world as equivalent to the GCSEs. The IGCSE represents attainment of a level of education comparable to completion of senior high school. In evaluating the IGCSE qualification, attention is to be placed on the final statement of results released by either one of the three examining boards.

It is not necessary to check on the status of the school offering the IGCSE curriculum as it is the examination body that is the key. Only examination results from one of the three bona fide examining bodies mentioned are to be considered when assessing an individual's performance on the IGCSE. Official results are readily available via these examining bodies.

Links:

[Cambridge IGCSE](#)

[Pearson Edexcel International IGCSE](#)

[Oxford AQA International IGCSE](#)

Jasmin Saidi-Kuehnert

President & CEO

Academic Credentials Evaluation Institute, Inc. (ACEI)

IGCSEs – IERF Response - Tse

International Education Research Foundation (IERF) would recommend the equivalent of a US High School Diploma for the International General Certificate of Secondary Education (IGCSE). The IGCSE and the General Certificate of Secondary Education (GCSE) are regarded as comparable qualifications. The latter represents the end of the secondary education cycle in the UK and is generally taken at the end of year 11. The IGCSE also represents the end of the secondary education cycle; however, it is mostly taken abroad in international schools offering a British-styled curriculum. With some exceptions, the IGCSE may also be found in the UK, that is, at international schools and at private schools there. Holders of either the GCSE or IGCSE typically progress to pre-university studies, such as the General Certificate of Education Advanced Levels. That said, students at international schools

may also mix curricula and, for example, pursue the International Baccalaureate (IB) after the IGCSE instead.

This specific sample credential is issued by Cambridge Assessment International Education, a recognized awarding body, whose legacy stems from the University of Cambridge Local Examinations Syndicate, having over 160 years of history. Due to restructuring, it became Cambridge International Examinations (CIE). In 2017, the name was further revised to its current form – Cambridge Assessment International Education.

For recognition by IERF, official documentation must be received for the IGCSE results, so it would need to be issued by Cambridge Assessment International Education, as the entity that designs the syllabi, administers the external examinations, and awards the final qualification. The results issued by the school, or the teaching institution, would be regarded as unofficial and would not be accepted by IERF. For this reason, there is less emphasis or focus on checking the status of the individual school. However, if the student had not yet completed the board examinations, and only school reports were available at the time of review, its affiliation as a Cambridge school would be verified on the Cambridge Assessment International Education website.

Online verification of the final IGCSE results is easy and convenient on the CIE Direct portal. One would need to enter the Cambridge center number, candidate number, the student's date of birth, and the exam date. The full results would subsequently be generated. However, to gain access to the online portal, the creation of an account must be requested from Cambridge.

In 2017, as part of the educational reforms that took place in the UK, the grading scheme in England changed from the A*-G scale to the 9-1 scale. However, Wales and Northern Ireland retained the letter grades. While Cambridge Assessment International Education also elected to retain the A*-G grading scale for the IGCSEs, exams with the 9-1 scale have been made available for schools in certain regions and for certain subjects. Such is the case for this example.

The new 9-1 numeric system is intended to allow for more differentiation among high achieving students, with 9 representing the highest grade possible. Meanwhile, a 4 is regarded as a standard pass and equivalent to the old C. The grade of 1, on the other hand, is roughly aligned to the old G. It should be noted that a minimum grade of 4 is typically needed in English and Math to progress to the next educational cycle (e.g., A Levels). In the case study shown here, it is likely that the student would be required to re-sit English to continue, as only a 3 was earned.

It is also worth noting that this particular IGCSE was issued for June 2020. Due to Covid-19,

the examinations were cancelled that year. So, the results listed here are based on the overall school grades instead. This practice, used among boards during the pandemic, is in line with the UK government's approach to assessment.

Emily Tse

Director of Evaluations

International Education Research Foundation (IERF)

IGCSEs – ECE Response - Van Devender

At my company, Educational Credential Evaluators (ECE), we consider the Cambridge International General Certificate of Secondary Education (IGCSE) to be equivalent to a US high school diploma if the student has passed at least 5 subjects including Math. We also look for English, but that can depend on the country where the student studied. This student from Ethiopia hits those marks, so we would consider this equivalent.

One of the interesting things about this exam is that it is modeled after the General Certificate of Secondary Education (GCSE). This exam is taken at a standard point in a student's educational pathway in the UK. Our equivalence is based on how we treat the UK version. The international version, the IGCSE, has a lot more flexibility and variability surrounding when it can be taken. We do end up with odd circumstances where a student may have only completed a total of 10 years of primary and secondary study, but with a high school diploma equivalent credential. They may end up relatively short on converted high school units, but the basic elements of the equivalent credential are still there. And, as a credential evaluator, I am just looking at the face of it. I don't have to worry about how it translates to specific program admission requirements, like my university colleagues.

When dealing with an external examining board like this, I rarely look at the specific status of the school. Students can take so many pathways to sitting these exams, yet we treat them all the same. That would apply to checking an official list from Cambridge or a list with a national ministry of education. That's the nature of the external exam. The results speak for themselves. While it is possible that this student could be preparing for national exams in Ethiopia or have internal school documents, we have enough to determine equivalence right here. Do we need to keep digging?

However, I would always verify these online or require official versions. Cambridge

Assessment International Education, their current name, has had a robust online verification system for years now and it is easy to get registered to check results online. The program is called CIE Direct. The database includes results for more than just the IGCSE. It also includes General Certificate of Education (GCE) exams at all levels. Results are only available for 5 years due to privacy laws.

Cambridge exams are offered worldwide. If you can't tell where it was taken from the school details, the code on the bottom will start with a two-letter code for the country. Due to specific arrangements with local authorities, a few countries are not included in the database. Namibia, Botswana, and Lesotho are some of ones that are excluded, but you can always contact the examining boards within those countries for more information. They are the official record-holders.

Martha Van Devender

Senior Evaluator

Educational Credential Evaluators (ECE)

IGCSEs – NUFFIC Response - Blom-Westrik

For the evaluation, we concentrate more on the subjects completed and less on the accreditation and the (I) in (I)GCSE. We do not differentiate between GCSE and IGCSE, which makes it less interesting as a transnational qualification case I suppose.

On a yearly basis, we receive many Cambridge qualifications. The (I)GCSEs we receive are usually part of an application for access to higher education and we would not evaluate this lower secondary qualification by itself but usually in combination with a GCE qualification, since GCSE is not an access qualification.

The UK country module on our website (<https://www.nuffic.nl/en/education-systems/united-kingdom-england-wales-and-northern-ireland/primary-and-secondary-education>) provides information about the Dutch assessment of British qualifications. The criteria we apply take into account the good practices of the LRC, the situation in the UK and the Dutch situation.

The Cambridge qualifications are standardized and quality assured and all the curricula of the subjects can be found online (Cambridge IGCSE subjects (cambridgeinternational.org)). We often see curriculum changes or subjects being phased out, like lately with the applied

subjects and also gradually with the skills-based subjects.

For this particular qualification we would take the following steps for an evaluation in Dutch terms:

- Verification of this qualification via CIE-Direct. We would need information about the examination session, the Candidate number and the date of birth of the student.
- Check the type of subjects: did the student take academic, vocational or skills-based subjects? We do not accept skills-based subjects like 'general paper' or 'global perspectives', as these are non-academic and listed by British universities as non-preferred subjects for admission. We would therefore consider these 'bonus' subjects.
- Check for preferred subjects: Dutch HEI often require the completion of certain preferred subjects, which differ per program. We need to check for these relevant subjects in combination with the GCEs.
- Check overlap in the subjects: to get a complete overview of the background of the student, we would also need to see the upper secondary education part completed by the student (GCEs). For access to a bachelor's program, we require the completion of 6 different subjects (4 GCSEs and 2 AS levels for a professional bachelors and 3 GCSEs and 3 A levels for research bachelors).
- Check the grades: grades between 9-4 are acceptable (the former A*-C).

In conclusion, we would partially recognize this qualification. The grades of the last three subjects (biology, First Language English, ICT) are out of scope. Preferably we would evaluate the three other subjects in combination with 3 GCE subjects, but individually we would evaluate them as 3 single subjects at the level of 4 HAVO (comparable with subjects in Year 11 of a college program). I am not sure however whether this student is allowed to continue his/her studies at GCE level with only 3 subjects graded 9-4 (see <https://www.ucas.com/further-education/post-16-qualifications/qualifications-you-can-take/levels>).

Marijke Blom-Westrik MA

Policy Officer/Senior Credential Evaluator

NUFFIC (Dutch ENIC-NARIC)



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Reg. Cert. N. 965

IL DIRIGENTE SCOLASTICO

VISTI gli atti relativi all'Esame di Stato conclusivo degli studi di istruzione secondaria di secondo grado tenutisi nell'anno scolastico 2017 / 2018
CERTIFICA

che [redacted] nato a Firenze il [redacted]

in data undici luglio duemiladiciotto ha superato l'Esame di Stato conclusivo degli studi di istruzione secondaria di secondo grado nell'indirizzo **linguistico** con la votazione complessiva di **77 / 100**

Cognome: [redacted] Nome: [redacted]
Sesso: M Data di Nascita: 14/07/1999
Codice Fiscale: [redacted]

Dati Presentazione
Tipo Candidato: Interno
Classe: 5AL - ISTITUTO DEL SACRO CUORE
Commissione: FILI04007 VII COMMISSIONE MARCO POLO
Indirizzo: EA03 - **ESABAC** - LICEO LINGUISTICO

Dati Valutazione IV Prova Scritta - ESABAC
Prova Scritta di Lingua e Letteratura Francese 9
Colloquio di Lingua e Letteratura Francese 12
Punteggio Prove Lingua e Letteratura Francese 11
Prova di Storia 8
Punteggio finale **10 / 15**

Firenze, 11 luglio 2018

Il Coordinatore Didattico
Prof. Mary Elizabeth Taylor

Mary Elizabeth Taylor



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ESA BAC – CIMEA NARIC Italy¹ Response – Lantero

When it comes to recognition of qualifications, in Italy the starting point is represented by the Lisbon Convention², with a specific reference to what is established in art. IV.1, that states:

*“Each Party shall recognise the qualifications issued by other Parties meeting the general requirements for access to higher education in those Parties for the purpose of access to programmes belonging to its higher education system, unless a substantial difference can be shown between the general requirements for access in the Party in which the qualification was obtained and in the Party in which recognition of the qualification is sought”.*³

In other words, if a qualification gives access to higher education in a state which is party to the Lisbon Convention, it will also give access in other countries that are party to the same convention, unless there is a substantial difference between the qualifications.

Another term of reference in the Italian context that should be considered when it comes to recognition of qualifications is the document, “Procedures for entry, stay, enrolment of international students and the related recognition of qualifications, for higher education courses in Italy valid for the 2022-2023 academic year,”⁴ which contains information on the final higher secondary school qualifications that give access to higher education in Italy. In particular, annex 2 of this document contains information on many categories of foreign schools operating in Italy, with references also to French institutions.

As a matter of fact, bilateral cooperation between Italy and France on culture, education and reciprocal support is dated back in history and after the Second World War sees further developments⁵.

The strengthening of the cooperation established with the [“*Protocole entre le Ministre de l’instruction publique de la République Italienne et le Ministre de l’Éducation National de la République Française*”](#) of 17 July 2007 laid the foundations for the subsequent [“*Agreement between the Government of the French Republic and the Government of the Italian Republic*”](#)⁵, relating to the double award of the *Baccalauréat* diploma and the *Maturità* diploma and sanctioned the launch of the so-called “ESABAC”, i.e. the issue of French and Italian final higher secondary school qualifications at the end of a course of integrated study lasting three years.

These two qualifications allow access to higher education in the two countries, and therefore they are recognized by both countries and beyond.

Footnotes:

¹<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168007f2c7>

² “*Convention on the Recognition of Qualifications concerning Higher Education in the European Region*”, also known as the Lisbon Convention, approved in 1997 in the Portuguese capital, and ratified in Italy by [Law n. 148, of 11 July 2002](#), “Ratification and execution of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region, signed in Lisbon on 11 April 1997, and rules for the conformity of the national system”.

³ The text of the procedures, which is published every year by the Ministry of University and Research, is available at the following link in both Italian and English <https://www.studiare-in-italia.it/studentistranieri/>

⁴ The first [cultural agreement between Italy and France](#) is dated back in 1949 with the [Law n. 357 of 25 April 1957](#), “Approval and execution of Annex 1 to the cultural agreement between Italy and France of November 4, 1949, concluded in Paris on February 14, 1956”). In this agreement, the “theoretically recognised equivalence” between the Italian *Maturità* and the French *Baccalauréat* was already confirmed (art.6).

⁵ Officially called: “*Accordo fra il Governo della Repubblica francese e il Governo della Repubblica italiana relativo al doppio rilascio del diploma di Baccalauréat e del diploma d’Esame di Stato*”. (24 February, 2009)

Luca Lantero

Director

CIMEA NARIC Italy

ESA BAC – TR Response – Bell Hendrickson

The *EsaBac*, or *Esame di Stato Italiano – Baccalaureat Francese*, allows secondary school students to simultaneously prepare for the Italian state examination and the French Baccalaureate examination. This program comes about because of a 2009 intergovernmental agreement between the Italian Ministry of Education, University, and Research and the French Ministry of National Education. The *EsaBac* program is designed to create a bilingual

and bicultural high school curriculum so that students can earn two high school diplomas from a single examination. The double diploma program requires students to complete the first two years of upper secondary education and then enroll in the three-year *EsaBac* program for the remaining five years of the Italian upper secondary curriculum.

Italian students must obtain a minimum level of French at the B1 language level on the Common European Framework of Reference for Languages to enroll in the program. By the end of the program, students will be able to attain at least a B2 level in French. For French students, it is the same with the Italian language.

Italian students must study French language and literature for four hours a week along with French history for two hours a week while also completing the standard Italian *liceo* upper secondary curriculum. Upon completion of the program, students sit a single examination that incorporates both the Italian state examination subjects as well as the French baccalaureate examinations, which leads to both the Italian *Diploma di Superamento dell'Esame di Stato Conclusivo dei Corsi* and the French *Diplome du Baccalaureate General*. More than 300 schools in Italy have been approved by the Ministry of Education to offer the *EsaBac* program since 2010. Since 2016, a new *EsaBac Tecnologico* or *EsaBac Techno* is also available for study.

After completing the Italian upper secondary education curriculum which has been modified to also include French language and literature and French history, students sit in June or July for the *Esame di Stato* and *Baccalaureat* examinations. The exam tests their knowledge and competencies gained through the entire 3-year upper secondary education program, and the exam covers courses common to all streams, such as French, math, history, and geography. French schools abroad are affiliated to a particular academy in France which ultimately awards the *Baccalaureat* diploma to successful test-takers. French educational institutions abroad are assigned to an *academie* based on the country where they are located.

The *Agence pour l'Enseignement Francais a l'Etranger/AEFE* (Agency for French Education Abroad) is a French government institution responsible for monitoring and managing French schools in other countries. Among its other responsibilities, *AEFE* maintains a database of *Baccalaureat* examination dates for each foreign country and the corresponding *academie* that will award the diploma. Those students who pass the exam on the first try will have a specific *mention*, or distinction, on their *Baccalaureat* certificate: *tres bien* (grades 16-20), *bien* (14-15.99), *assez bien* (12-13.99), or *passable* (10-11.99). The *Diplome de Baccalaureat General* is the credential awarded after passing a national examination after completion of upper secondary school in France and at French schools abroad.

Students who do not pass the *Baccalaureat* examinations but pass the Italian state examination will receive only the Italian high school graduation certificate.

At my institution, we consider the *EsaBac* to be a recognized, college-preparatory high school diploma because it is a Ministry-approved curriculum leading to a Ministry-approved leaving qualification or two.

Both the Italian and French graduation diplomas look like their state standards. However, instead of the state academic certificate that is awarded with the diploma, students are awarded a bilingual *Attestato di Superamento dell'Esame di Stato e Dichiarazione dei voti per il Rilascio del Baccalaureat / Attestation de réussite à l'Esame di Stato et relevé des notes pour la délivrance du Baccalauréat* (Certificate of Passing the State Examination and Declaration of Grades for the Release of the Baccalaureate) in Italian and French. This academic certificate confirms success of the either or both graduation examinations and approval for the individual graduation credentials. The *Pagella Scolastica* (annual scholastic record) themselves do not differ from traditional annual school records but do mention *Esabac* next to the major field of study. We can identify the schools from the first link below under the French Ministry of National Education or the Italian Ministry of Education's school website.

Resources:

Agency for French Education Abroad (AEFE): <http://www.aefe.fr/pedagogie/examens-nationaux/calendrier-du-baccalaureat> and <http://www.aefe.fr/agency-french-education-abroad-0>

Embassy of France in Italy: <https://it.ambafrance.org/Education-et-langue-francaise> and <https://it.ambafrance.org/Le-reseau-francais-en-Italie-11241> and <https://it.ambafrance.org/Servizio-di-cooperazione-e-di-azione-culturale-Institut-Francais-Italia-IFI>

French Government Legislation:

<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029213654&categorieLien=id> and <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027221718>

Institut Francais Italy: <https://www.institutfrancais.it/italia/esabac-il-doppio-diploma-italo-francese> and <https://www.institutfrancais.it/italia/esabac-2021-2022>

Italian Ministry of Education School website:

<https://cercalatuascuola.istruzione.it/cercalatuascuola/>

Italian Ministry of Education, University, and Research (MIUR):

<https://www.miur.gov.it/esabac> and <https://www.miur.gov.it/web/guest/piano-di-studi> and <https://www.miur.gov.it/web/guest/un-esame-due-diplomi>

French Ministry of National Education:

<https://www.education.gouv.fr/bo/21/Hebdo5/MENC2100038A.htm> and <http://www.education.gouv.fr/cid52116/mene1007704a.html> and <https://www.education.gouv.fr/reussir-au-lycee/l-esabac-double-delivrance-du-baccalaureat-francais-et-de-l-esame-di-stato-italien-12413> and <http://www.education.gouv.fr/cid52349/l-esabac.html> and <http://eduscol.education.fr/cid51137/sections-binationales.html> and http://cache.media.eduscol.education.fr/file/Europe_et_international/94/2/Schema_exam_en_Abibac_Bachibac_Esabac_175942.pdf and <http://www.education.gouv.fr/cid258/les-etablissements-scolaires-d-enseignement-francais-a-l-etranger.html>

Onisep: <http://www.onisep.fr/Ressources/Univers-Formation/Formations/Lycees/Bac-ESABAC-double-delivrance-des-baccalaureats-francais-et-italien>

Peggy Bell Hendrickson

Director

Transcript Research

ESA BAC – FACS Response – Watts

The EsaBac is a Franco-Italian secondary school double degree program, signed on 25 February 2009 by Italian Minister of Education, University, and Research Mariastella Gelmini, and French Minister of National Education Xavier Darcos. The agreement, in force since September 2010, allows Italian and French students to consequently obtain two high-school degrees, *Italian Diploma d'Esame di Stato/Diploma di Maturità* and *French Baccalauréat*.

This document is fairly easy to identify. In some cases, the diploma itself may refer to the other diploma. In the sample documents, the diploma issued by the *Ministero dell'Istruzione, dell'Università e della Ricerca* (Italy) indicates “*Attestation de réussite à l'Esame di Stato et relevé des notes pour la délivrance du Baccalauréat* [Certificate of Passing of the State Exam and Declaration of the Marks for the Obtainment of the French

Diploma *Baccalaurét*].” In other examples, you may see “*con EsaBac*” or “*avec EsaBac*.” The diplomas however, may not have any reference to the program – this seems to be more common on the French documents. Note that students may or may not have applied to receive the actual diploma from **both** systems.

The EsaBac program allows students to enjoy a bilingual and bicultural upper secondary curriculum which culminates in a single examination which then grants then 2 secondary diplomas from one examination. Both the Italian state examination subjects and French *baccalaureat* examinations. Now almost 400 schools in Italy have been approved by the *Ministero dell’Istruzione, dell’Università e della Ricerca* (Italy) to offer the EsaBac. 42 schools in France offer this curriculum.

As this program is designed and approved by both ministries of education, we would recognize these documents. If we did not have evidence of recognition of this credential from both ministries of education, we would start by looking for regional departments of education, as that seems to be more common than national recognition. Once we have established that the document is legitimate and issued from a recognized school, we then drill down into the curriculum. Again, in this case, this curriculum is provided. If this school was not recognized, we would report that they completed secondary-level courses from a non-recognized/non-accredited school, and do not recognize completion of a high school curriculum or conferral of a high school diploma.

You will also want to keep an eye out for the AbiBac (the German *Zeugnis der allgemeinen Hochschulereife*, or *Abitur*, combined with the French *Baccalauréat*) and the BachiBac (Spanish *Bachillerato*, combined with the French *Baccalauréat*). These are similar programs, with combined curriculum and offering multilingual and multicultural secondary education environments.

Pro Tip for Beginning Evaluators: Keep copies of documents like these (redacted, of course) as you come across them in your workday! They will be enormously helpful not only to you, but also your colleagues. Opportunities arise frequently to participate in professional development, even as a beginning evaluator. Samples of unique or unusual documents are a great way to share information!

Justine Watts

Executive Vice President and Senior Evaluator

Foreign Academic Credentials Service (FACS)

ESA BAC – Nuffic Response

On 24 February 2009, the French and Italian governments have signed an accord to promote cooperation in the field of education. Based on this accord, both governments have started offering the ESABAC course: a double-diploma combining French and Italian secondary education and promoting international education in either side of the Alps.

ESA BAC got its name through a combination of the Italian *Esame di Stato* and the French *Baccalauréat*. At the end of this course, pupils get a double-diploma with both the Italian and the French qualifications.

Pupils from either country must take part in lessons pertaining to history and geography. The curriculum for history is determined by both France and Italy, however the curriculum for geography follows the standard national curriculum of each country individually.

Pupils must also follow advanced language and literature courses in the language of their respective partner country. These replace the French foreign language course (LV1), thus pupils must always present Italian (at a very high level). The rest of the curriculum is the same as the standard national curriculum, both in Italy and in France.

To enter the ESABAC track, students must be able to show that they are fluent in the language of the partner country. In France it is even suggested that aspiring pupils may want to partake in the Italian *Section Européenne* (another form of bilingual education in France). The minimum language level is set at a B1 level.

The obtained diploma does, however, depend not just on the country, but also the type of institution through which it is followed.

In Italy, the ESABAC can be followed in the *Licei Classici, Linguistici, Scientifici, and delle Scienze Umane*. If a pupil follows the ESABAC in one of these schools, they will be granted the *ESABAC Generale*. If a pupil graduates from an *Istituto Tecnico del Settore Economico*, with a specialization in *Amministrazione, Finanza e Marketing* or *Turismo*, they will get the *ESABAC Tecnologico* (also called *ESABAC Techno*).

In France, it is possible for the same school to offer both the *ESABAC Generale* (via the *voie Générale*), as well as the *ESABAC Tecnologico* (via the *série STMG*). It is also noteworthy that 4 out of 6 French high schools situated in Italy also offer the ESABAC, but within the French education system; these are the *Lycée François-René de Chateaubriand, Lycée Stendhal, Institut Saint-Dominique* and the *Lycée Victor Hugo*.

To obtain the ESABAC, pupils must not only have sufficient grades to pass the national exams of their respective countries, but they must also not fail any of the ESABAC courses!

The difference between an *ESABAC Generale* and an *ESABAC Tecnologico* has to do with the French education system: France offers three kinds of *Baccalauréats*: the *Baccalauréat Général*, the *Baccalauréat Technologique* and the *Baccalauréat Professionnel*. With an *ESABAC Generale*, pupils have a *Baccalauréat Général* and an *Esame di Stato*, whereas with an *ESABAC Tecnologico*, pupils have a *Baccalauréat Technologique* instead of a *Baccalauréat Général*. The *Baccalauréat Professionnel* is never offered via the ESABAC.

Should a pupil obtain the ESABAC (either *Generale* or *Tecnologico*), they will have at the very least a B2-level in the language of the partner country, as well as a set of cultural, literary, historical, and intercultural knowledge and skills between both France and Italy!

Nuffic

ESA BAC – APICE Response – Villa

The Esabac double diploma is the outcome of a transnational education scheme adopted in 2009 by the French and Italian Ministries of Education as a result of a long-lasting collaboration between the two countries in the field of upper secondary education.

Rooted in a shared will to reach the mutual recognition of the respective qualifications, the agreement between the two Governments on the double award of the *Baccalauréat* diploma and the *Diploma d'Esame di Stato* allows the simultaneous awarding of two national diplomas upon successful completion of the bilingual integrated program and the binational final examination. The double award grants access to higher education in both countries. Since 2009, 318 Esabac sections have been activated in Italy and 65 in France, enrolling more than 25.000 students (s.y. 2020/21).

The integrated Esabac program is 3 years in length covering grades 10-12 (*seconde, première* and *terminale*) in France and grades 11-13 (*terza, quarta, quinta*) in Italy. Students can choose between two streams:

- The general Esabac: academic stream taught at an Italian *Liceo* or a French *Lycée general*
- The technological Esabac (*Esabac Techno*): technical stream taught at an Italian *Istituto Tecnico* or a French *lycée technologique* (Established in 2016)

For each stream, the curriculum includes all the subjects foreseen by the respective national curriculum with the addition of specific syllabi set jointly by the two countries for the teaching of the language of the other party and a non-linguistic subject, namely History for

both streams in Italy, History-geography for the general Esabac and management of organizations for the *Esabac Techno* in France, both taught in the language of the partner country.

The final Esabac examination is held differently in Italy and France.

For students attending Esabac sections in France, the two specific Esabac subjects are assessed in place of the relevant parts of the standard national examination:

- Either Italian language and literature (General Esabac) or Italian language, culture and communication (*Esabac Techno*) are assessed in place of the standard living langue A syllabus.
- The specific Esabac syllabus of either history-geography (General Esabac) or management of organizations (*Esabac Techno*) is assessed in place of the standard curriculum.

To be awarded the *Diploma d'Esame di Stato* besides the *Baccalauréat*, students must pass the *Baccalauréat* examination and obtain a minimum average mark of 10 out of 20 for the specific Esabac subjects.

For students attending Esabac sections in Italy, the final examination includes the three parts of the standard state exam with the addition of a fourth test in French Language and Literature (General Esabac) or French language, culture and communication (Technological Esabac) and History. To be awarded the *Baccalauréat* besides the *Diploma d'Esame di Stato*, students must pass the Italian state exam and obtain a minimum average mark of 12 out of 20 for the specific Esabac section of the examination.

The EsaBac diploma obtained in either country is valid in the partner country according to a predetermined correspondence between the tracks of each stream:

Stream	Track of the Italian Education System	Track of the French Education System
General Esabac	<i>Liceo classico</i>	<i>Baccalauréat série littéraire</i>
	<i>Liceo linguistico</i>	<i>Baccalauréat série littéraire</i>
	<i>Liceo scientifico</i>	<i>Baccalauréat série scientifique</i>
	<i>Liceo scienze umane - opzione economico sociale</i>	<i>Baccalauréat série économique et sociale</i>
Technological	<i>Istituto tecnico economico - amministrazione, finanza e</i>	<i>Baccalauréat série sciences et technologies du management et de la</i>

Esabac	<i>marketing</i>	<i>gestion</i>
	<i>Istituto tecnico economico per il turismo</i>	

REFERENCES

- Esabac - Italian Ministry of Education University and Research
- Esabac 2021-2022 - Institut Francais in Italy
- French-Italian Esabac - Italian Ministry of Foreign Affairs
- Sample of Europass certificate supplement for Diploma di Liceo Linguistico Internazionale Francese – Progetto EsaBac
- Esabac - French Ministry of National Education
- French-Italian Binational Sections - Eduscol
- List of schools offering Esabac in France - Onisep
- List of schools offering Esabac in Italy - Scuola in Chiaro
- Foreign Schools in Italy and Italian Schools Abroad. Legislation, Characteristics and Recognition of Qualifications, CIMEA DOC 135, Chiara Finocchietti, Luca Lantero, Emanuela Gitto, 2021

French Legislation

- Decree 21/12/2011 amending the decree 7/3/2011 establishing the list of institutions offering an Esabac binational section
- B.O. n°41, 4/11/2021-Notice 22/10/2021: Specific assessments for the simultaneous award of the Baccalauréat diploma and the Esame di Stato diploma, from the 2022 session
- B.O. n°34, 10/09/2020-Notice 4/9/2020: Specific assessments for the simultaneous delivery of the baccalauréat diploma and the Esame di Stato diploma
- Decree 5/6/2019: double award Baccalauréat diploma and the Esame di Stato
- Decree 8/1/2018 amending the Decree 8/7/2016 concerning the double award of the Baccalauréat diploma and the Esame di Stato
- Decree 8/07/2016 concerning the double award of the Baccalauréat diploma and the Esame di Stato
- Decree n°2016-1868 26/12/2016 including the publication of the additional protocol

between the Government of the French Republic and the Government of the Italian Republic for the double award of the Baccalauréat Technologique diploma and the Esame di Stato di Istituto Tecnico, signed in Florence 6/5/2016

- Decree 2/6/2010 concerning the double award of the Baccalauréat diploma and the Esame di Stato
- Decree n°2014-1210 20/10/2014 including the publication of the agreement between the Government of the French Republic and the Government of the Italian Republic concerning the double award of the Baccalauréat diploma and the Esame di Stato, signed in Rome 24/02/2009
- Agreement between the Government of the French Republic and the Government of the Italian Republic concerning the double award of the Baccalauréat diploma and the Esame di Stato, signed in Ro

Italian Legislation

- Ordinance M.I. 14.03.2022, n. 65 Final state exam of the second cycle of education for the school year 2021/2022 - ART 23
- Ministerial Decree 24.04.2019, n. 384 Provisions for the final exam of the second cycle of education in state and equal educational institutions with EsaBac and EsaBac techno projects.
- Additional protocol between the Government of the French Republic and the Government of the Italian Republic for the double award of the Baccalauréat Technologique diploma and the Esame di Stato di Istituto Tecnico
- Ministerial Decree N.95 8/2/2013 - Provisions for the state exams in the sections operating at state and equal institutions in which the ESABAC-Project is implemented (issue of the double Italian and French diploma)
- Agreement between the Government of the French Republic and the Government of the Italian Republic relating to the double award of the Baccalauréat diploma and the Diploma d'Esame di Stato of 24 February 2009

Francesca Villa

APICE – *Associazione Italiana dei Credential Evaluator*

IB (International Baccalaureate) Sample - Vietnam

IB Diploma Programme Course Results · Résultats de cours du Programme du diplôme de l'IB · Resultados de los cursos del Programa del Diploma del IB



The IB Diploma Programme

Le Programme du diplôme

El Programa del Diploma del IB

We certify that · Nous certifions que · Certificamos que

entered by · présenté(e) par l'établissement scolaire dénommé · presentado(a) por el colegio denominado

Hanoi International School

has achieved the following course results · a obtenu les résultats de cours suivants · ha obtenido los resultados siguientes

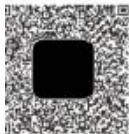
M17 VIETNAMESE A: Literature	HL	5	M17 PSYCHOLOGY (ENG)	SL	3
M17 ENGLISH B	HL	6	M17 ENV. AND SOC. (ENG)	SL	2
M17 BUS MAN (ENG)	HL	5	M17 MATH STUDIES (ENG)	SL	2

EXTENDED ESSAY VIETNAMESE A
THEORY OF KNOWLEDGE
Points

A
D
2

All CAS (Creativity-Activity-Service) requirements have been fully satisfied.

Dr. Siva Kumari
Director general - Genève
Directrice générale - Genève
Directora general, Ginebra
31 July 2017



Scannez le QR code avec votre téléphone mobile et vérifiez les informations de votre établissement scolaire et de votre diplôme.



IB (International Baccalaureate) Sample 2 - China



重慶耀中國際學校
YEW CHUNG INTERNATIONAL SCHOOL OF CHONGQING

CEEB CODE: 694463

OFFICIAL TRANSCRIPT

Name: [REDACTED]	Date of Birth: [REDACTED]	Gender: M	
Student ID: [REDACTED]	Entry Date: 22-08-2012	Withdrawal Date:	Graduation Date: 06-06-2019

Year 12 2017-2018	First Semester	Second Semester
Physics IB SL	4	5
Business & Management IB HL	6	5
Chinese Language B: IB SL	4	4
English A Language & Lit: IB HL	4	4
Music IB HL	6	6
Mathematics IB SL	5	5
Essay	NA	NA
TOK	NA	NA
CAS	NA	NA

Year 13 2018-2019	First Semester	Predicted IB Score
Physics IB SL	5	5
Business & Management IB HL	5	5
Chinese Language B: IB SL	3	3
English A Language & Lit: IB HL	4	4
Music IB HL	7	6
Mathematics IB SL	5	5
Essay	NA	C
TOK	NA	D
CAS	NA	PASS

Year 10 2015-2016	First Semester	Second Semester
Chinese as an Additional Language	C	C
Coordinated Sciences	A*	A*
English Language & Literature	B	B
Global Perspectives	B	B
Computer Science	A*	B
Mathematics	B	B
Music	B	B
Physical & Health Education	A	A

Year 11 2016-2017	First Semester	Second Semester
Chinese as an Additional Language	B	B
Coordinated Sciences	B	B
English Language & Literature	B	B
Global Perspectives	A	B
Computer Science	B	A
Mathematics	E	B
Music	A*	A*
Physical & Health Education	A	A

[Handwritten Signatures]

Co-Principals' Signatures

20-12-2018
Date of Issue



School Office
School Seal

IB – FEI Response – Hindié

Evaluating an International Baccalaureate (IB)

There are three main steps when evaluating an International Baccalaureate.

First of all, it is important to check if the submitted document corresponds to the final diploma. The official transcript cannot be evaluated alone. In order to know if it is the final diploma, it should be written on the top of the document (in the shaded area) “Diploma of International Baccalaureate”, in English French and Spanish. It should be written in the middle of the document “Diploma of the International Baccalaureate” or “Bilingual Diploma of the International Baccalaureate” in the three languages as well.

Then, there are several relevant information that should draw your attention. A hologram patch should be placed on the top right of the document (in both the final diploma and the transcript). The parchment should be trilingual (English, French, Spanish). The signature of the IBO Director general should appear on the bottom of the document. Lastly, a QR-code and a number are placed on the back left of the document.

Finally, the institution where the final assessment was taken appears in black after the name of the candidate. It is possible to check the accreditation of the institution on the IBO website: <https://ibo.org/fr/programmes/find-an-ib-school>

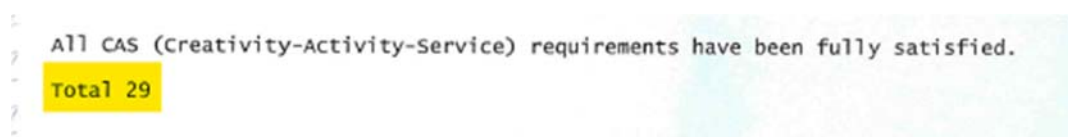
As the headquarters of the IBO are located in Geneva, we indicate Switzerland as the issuance country but obviously, we do not consider this diploma as part of the Swiss educational system. We do not evaluate the official transcript alone, as it is possible for a candidate to have taken several subjects but not to have passed all of them. Moreover, on the transcript it is not written that the candidate was awarded the diploma. To avoid any confusion, we evaluate only the final diploma.

Case study: an IBO transcript from Vietnam (2017)

In the shaded area of the document, it is written “IB Diploma Programme Course Results”. It means that it is not the final diploma, it is only the transcript. We would not assess this file as it is. We can however check the school to see whether it is accredited or not. On the IBO website, we can see that the “Hanoi international School” is accredited, moreover, we can check the offered subjects as well: <https://ibo.org/fr/programmes/find-an-ib-school/ibap/h/hanoi-international-school-co.-ltd/>.

Getting a closer look into the grades, there is a doubt. *The general regulations : Diploma Programme* (<https://www.ibo.org/globalassets/publications/become-an-ib-school/dp->

[general-regulations-sept-16-en.pdf](#)) states that the requirements are to pass 6 subjects and the three core subjects (the Extended Essay, the Theory of Knowledge and engage in extra-curricular activities - Creativity, Action and Service (CAS); the later has no grade). There are six groups in total, 5 subjects must be chosen between the first 5 groups, and the sixth subject must be chosen either from group 6 either from any other subjects of the 5 first groups. Furthermore, here are two options: 1) three subjects must be taken at a higher level (HL) and three subjects at a standard level (SL); or 2) four subjects at a higher level (HL) and two subjects at a standard level (SL). The minimum total points score is 24 out of 45. According to the article 13.i., if the candidate took three SL subjects, he/she must gain 9 points or more. However, in that case, the total is 8 points. Additionally, below the line “all CAS (Creativity-Activity-Service) requirements have been fully satisfied”, there is not the “total” line as it supposed to be (see below).



Our centre would not evaluate this transcript, only the final diploma to make sure it is awarded.

Appendix:

Article 13 of *The general regulations: Diploma Programme*

(<https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-sept-16-en.pdf>)

“The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

a. CAS requirements have been met.

b. The candidate’s total points are 24 or more.

c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.

d. There is no grade E awarded for theory of knowledge and/or the extended essay.

e. There is no grade 1 awarded in a subject/level.

f. There are no more than two grade 2s awarded (HL or SL).

g. There are no more than three grade 3s or below awarded (HL or SL).

h. The candidate has gained 12 points or more on HL subjects (for candidates who register

for four HL subjects, the three highest grades count).

i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL

subjects must gain at least 5 points at SL).

j. The candidate has not received a penalty for academic misconduct from the Final Award Committee. »

Roxane Hindié

International Cooperation Officer/ Credential Evaluator

ENIC-NARIC France - France Education international

IB – ECE Response – Meyers

The International Baccalaureate was founded in 1968 as a non-profit foundation, and provides a challenging university-preparatory curriculum for schools around the world.

Schools that offer this program can be found on the IB website

(<https://www.ibo.org/programmes/find-an-ib-school/>). IB is based in Switzerland, and in April 2007 it changed its name from International Baccalaureate Organization (IBO) to International Baccalaureate (IB).

Although many U.S. colleges and universities grant advanced standing credit for certain IB examination results, the study program was designed as a substitute for secondary education (on par with the benchmark secondary credentials), and is generally not considered to represent university-level study. It was designed to qualify the student for admission to universities in each of the countries that agreed to recognize the IB.

IB offers the Primary Years Programme (PYP) for students aged 3-12, the Middle Years Programme (MYP) for students aged 11-16, and Diploma Programme (DP) for students aged 16-19 (typically offered in grades 11 and 12 of upper secondary education). There are two examination sessions for IB Diploma Programme: in May and November. Results are released within two months of the examination, and are immediately available for distribution. The student will receive an official transcript of grades, and if sufficient points are earned among the qualifying examinations, an IB Diploma. IB documentation is often issued in addition to the documentation of the country or school; course listings will overlap between IB and in-country documents, and such overlap represents duplicate content (the

local curriculum is adapted to the IB content).

It is not uncommon for students to complete both years of the IB program, but fail to meet all requirements to earn the actual IB Diploma. When the Diploma is not earned, the Transcript of Grades will read “Results: DP Course” rather than “Results: Diploma Awarded.” Students who fail to earn the IB Diploma may instead receive an IB Certificate. Students may graduate with the secondary completion benchmark credential within their country, independent of their IB results.

In the sample credentials provided, the student from China did not yet sit for the IB examinations, so the coursework is in progress, and the documentation is issued only by the school (internal grade results). The second semester of 2018-2019 includes “Predicted IB Score” pending examination results, and the “Graduation Date” of 06-06-2019 follows the date of document issue (20-12-2018), which confirms that study is still in progress. Although the final two years of the IB (Diploma) Program typically represent grades 11 and 12 around the world (as noted previously), this transcript indicates grades 12 and 13. The apparent reason for this is that the school also follows the Cambridge International Examinations (CIE) curriculum from the United Kingdom, and the school structures their IB offering at the post-IGCSE (grade 11 in the UK) level. The school transcript confirms IB Diploma coursework: identified as SL (Standard Level) and HL (Higher Level), as well as Essay, TOK (Theory of Knowledge), and CAS (Creativity, Activity and Service).

In the Vietnam example, the student completed the IB program, and secured sufficient grades to earn the Diploma. In addition to the IB documentation, the Vietnamese secondary school also issued a Certificate of Graduation and Official Transcript of internal grade results. The transcript confirms IGCSE study in grades 9 and 10 (rather than 10 and 11 from the China example) before IB Diploma coursework (identified as SL and HL levels, as well as Theory of Knowledge) along with a school requirement of Physical Education. Whereas the Chinese school offers the IGCSE curriculum at the grade levels of 10 and 11 to match the UK system, the Vietnamese school offers the IGCSE curriculum at the grade levels of 9 and 10 to match their local secondary structure. In both cases, IGCSE examination results should also be available from the UK examination board. These two IB examples illustrate that official documentation may come from different entities: local school or national authorities, as well as IB and potentially other examination boards.

James Meyers

Senior Evaluator

Educational Credential Evaluators, Inc.

IB – AACRAO Response – Stroud

So, what is this credential and what do we do with it?

We can see from the set of records in English that we are working with some type of International Baccalaureate document, as well as a certificate and grade report from Hanoi International School, Vietnam, so we know this could be some type of TNE program.

Now, the first step is to determine the country where the education is taking place (Vietnam) and to determine if the program represented by the records is part of the national curriculum. This will be important when determining what credentials will be awarded upon successful completion of the program.

In Vietnam, there is a national curriculum for primary and secondary (a 12-year cycle) that is followed by all public schools, as well as some private schools. Upon completion of grade 12, students are awarded the Secondary Education Graduation Diploma (*Bằng Tốt Nghiệp Phổ Thông Trung Học*), which is comparable to a U.S. high school diploma, and allows access to higher education in Vietnam. Although all education and schools are under the auspice of the Ministry of Education and Training (MOET), international private schools operate under different laws and regulations, allowing them to administer international curriculums in lieu of the national. There is no official list from the MOET of private international secondary schools operating in Vietnam.

In this particular case, [Hanoi International School](#) is a private primary and secondary school delivering the complete IB program, which is not part of the national curriculum of Vietnam. From the school website, they do not offer the national curriculum, only IB programming. Best practice when working with any IB records, is to make sure the school is authorized to offer IB programming by IB. All authorized schools can be found on the official [IB site](#).

Annetta Stroud, Ed.M.

Associate Director, Content & Curriculum, AACRAO

Chair-Elect, Professional Development Committee, TAICEP

IB Vietnam – ECE Response – Ulrich

This credential is the standard format International Baccalaureate Diploma Programme Course Results, issued by International Baccalaureate (IB) in Switzerland (<https://www.ibo.org/programmes/diploma-programme/>). This document is issued upon successful completion of the two-year International Baccalaureate, upper-secondary curriculum, offered at an IB-approved institution. The program requires 3 Higher Level (HL) and 3 Standard Level (SL) subjects, along with core requirements: Theory of Knowledge (TOK), Extended Essay (EE), and Community, Action and Service (CAS). The holder cannot obtain the final IB diploma until all requirements have been met. Security features identified on the credential include a hologram sticker in the top-right, IB-formatted background and QR code in the bottom-left of the document. When scanned, the QR code will provide the reader with a verified full listing of the student's results in a text format. This credential was issued based on the student's study at Hanoi International School (<https://www.hisvietnam.com/>) in Vietnam.

The two credentials following the IB Course Results are a Certificate of Graduation and Official Transcript, issued by the teaching institution, Hanoi International School. These credentials do not indicate if the student receives the standard “Bang Tot Nghiep Trung Hoc Pho Thong” (Upper Secondary Education Diploma) upon completion of the IB curriculum, but the student was required to take Vietnamese, Vietnamese History, and Physical Education, in addition to the IB curriculum. The transcript issued by the school indicates that the student completed International General Certificate of Secondary Education (IGCSE-Cambridge International Examinations-United Kingdom) curriculum in Grades 9 and 10 and then International Baccalaureate curriculum in Grades 11 and 12. The Cambridge International grading system has been applied in letter grades to years 2013-2015 and the IB 7-point scale has been applied to years 2015-2017.

The bottom of the internal school transcript lists U.S. NEASC (New England Association of Schools and Colleges: <https://cie.neasc.org/>) accreditation, CIS (Council of International Schools: <https://www.cois.org/>) accreditation, IB World School recognition (<https://www.ibo.org/programmes/find-an-ib-school/>), and Cambridge International Examinations (<https://www.cambridgeinternational.org/why-choose-us/find-a-cambridge-school/>) approval as a recognized centre, so all of these could be checked depending on what your organization considers sufficient for accreditation purposes. As a credential evaluator who is comparing foreign education systems to the U.S. system, ultimately the recognition we would seek would need to come from Switzerland because IB is issuing the credentials as the “owner” of the program. I would also look to the Bo Giao Duc Va Dao Tao (Ministry of

Education and Training: <https://moet.gov.vn/>) in Vietnam to see that the school is authorized to operate in Vietnam, and then proceed with searching the IB site for school approval. If the IB documents had not yet been issued, we would accept the documents issued by Hanoi International School based on their CIS accreditation. Hanoi International School is no longer an NEASC-accredited school, but they were at the time this student was enrolled (<https://web.archive.org/web/20170701210010/https://cie.neasc.org/cie-directory-of-schools>), so we would consider them to have U.S. regional accreditation when the student was enrolled.

Amy M. Ullrich

Senior Evaluator

Educational Credential Evaluators, Inc. (ECE)

IB China – ECE Response – Jiang Rieger

At ECE, we recognize this credential issued by Yew Chung International School of Chongqing for the following reasons:

1. Yew Chung International School of Chongqing is one of the international/foreign schools approved by the Chinese Ministry of Education to enroll children of foreign nationals in China: <http://jsj.moe.gov.cn/news/1/24.shtml>
2. This school is accredited by the Council of International Schools (CIS): <https://www.cois.org/membership-directory>

This school prepares the students for the award of a recognized international credential, the IB diploma: <https://www.ibo.org/programmes/find-an-ib-school/?SearchFields.Country=CN&SearchFields.ProgrammeDP=true>

Jade Jiang Rieger

Research & Knowledge Management Evaluator

Educational Credential Evaluators, Inc. (ECE)

IB Q&A – First Response – Seattle U – Clauson Eicher

Do you recognize the International Baccalaureate, and why?

Yes.

From Seattle University's IB policy document: Seattle University, in company with many North American colleges and universities, grants recognition to students who have completed courses in an IB program. When making admission decisions, the university recognizes the academic challenge undertaken in high school, and in some cases coursework and examination will be considered equivalent to university-level work with credit granted toward graduation. Granted for work completed in secondary school, the credits awarded for IB examinations by Seattle University are not considered to be transfer credits, but do fall within the maximum lower division transfer credit restriction.

In general, students with "higher level" courses and examinations have been deemed to be eligible for course credit and advanced standing with scores of 5, 6, or 7. Such credits fall within the 90 allowable in lower division transfer. Credit for AP, IB, CLEP, and/or A-level may not exceed 45 total credits. "Subsidiary/standard" courses will not ordinarily be recognized for credit, but with a score of 6 or 7, some exceptions may be made as determined by the appropriate department.

My comments: We evaluate and place IB credit from official Transcript of Grades only, which students arrange to have sent to Seattle U.

What are some of the clues you look at?

- IB header, with which our undergraduate evaluators are familiar
- The words "diploma programme," which indicate that the student completed the full IB (versus individual IB courses)
- School attended
- The transcript:
 - Higher vs Standard Level
 - Grades
 - Indications of other international work, such as AP, IGCSE, university-level coursework, etc.
- Security features on document such as QR

- To use app to verify QR (from <https://ibo.org/multi-factor-authentication-guide/qr-code-pairing/>)
 - Download the PingID app on the App Store or Google Play Store. Once this is installed, open the app and allow access to the camera
 - Log in to the IB system, and click "I already downloaded the PingID app" on the PingID set up screen
 - Open the app on your smartphone, and scan the QR code shown on your computer screen
 - Now choose a nickname for your PingID profile. This is a requirement but is not used for any purposes outside of your own use and identification, and is securely store
 - Your computer screen will display “Authenticating”, and you will need to slide the red PingID button on your smartphone to authenticate
 - You will then see a green box, which confirms you have successfully authenticated. Check your computer screen where you will now be logged into the IB system

Do you search for accreditation of schools for secondary? Where do you look?

- Yes. We look on Ministry of Education sites, or on whichever government site that governs secondary education in the country in which the student studied/is studying.
- Other accreditation bodies could be CIS (Council for International Schools), a [US regional accreditation body](#), and of course the [IB site](#).

Do you check to see if the international school is registered with the local MOE? What happens if it's not?

- Yes, we check with the local MOE.
- If, after doing research we determine that it is not a recognized school in the country in which it operates, we have a decision to make.
 - If the student has completed the IB Diploma Programme ONLY, we will accept that as comparable to US high school graduation and consider advanced standing credit;
 - If the student has completed **courses** in the IB programme, and not the full IB Diploma, we may defer to faculty to make the decision on advanced standing credit;

- If the student completed their country's local program at the non-recognized school, and if the system is not a system with external leaving examinations, we would not recognize the leaving credential.

Do you look into institutional accreditation or authority from more than one country or just one?

- We typically only check accreditation in the country in which the school that offers the IB is located. The IB is an international credential – it is not indigenous to any one country.

Does the country require students to complete the local curriculum? How do you know and where do you look?

- The first place I'd look would be the school's Profile, to see how they describe themselves. This very often gives you the information you need;

The transcript itself also provides important clues, typically showing by year which curriculum the student was studying within (IGCSE, IB, AP, *Baccalaureat*, etc.)

Ms. LesLee Clauson Eicher (M.A.)

Graduate International Credential Evaluator / DSO

Office of Graduate Admissions | Seattle University

IB Q&A – Second Response – AACRAO - Funaki

The main question that we would like everyone to answer is: Do you recognize this credential, and why?

Yes, we would recognize the IB credentials.

What is the International Baccalaureate? Who does it belong to and how do we recognize it? Why?

According to the International Baccalaureate Organization (IBO), the International Baccalaureate® (IB) is more than its educational programmes and certificates. "At our heart

we are motivated by a mission to create a better world through education.”

<http://www.ibo.org/about-the-ib/mission/>

The IB Diploma Programme (DP) was introduced with an original purpose of facilitating the international mobility of students, by providing students with a curriculum and qualification recognized by universities around the world. Since that time, the International Baccalaureate Organization (IBO) has developed a continuum of education for students aged 3 to 19. Thus, it is much more than an end of year examination. The entirety of the curriculum consists of four programs:

Primary Years Program (3-12 yrs) -Developmentally focused

Middle Years Program (11-16 yrs) -Connects the real world to the student’s studies

Diploma Program (16-19 yrs) -Creates well-rounded students

Career Related Programme (16-19 yrs) -Incorporates values of IB to address students engaged in career related education

What are some of the clues you look at?

The first thing I look at is whether I am looking at a full Diploma program or coursework. In the Yew Chung International School of Chongqing sample this is an incomplete program. Predicted IB scores are given, but you do not have examination results. In the second sample from Hanoi International School, you have the examination results.

Do you search for accreditation of schools for secondary?

For an IB Diploma program, I would look to see in the secondary school is an IB World School. This information can be searched via the IBO website

Where do you look?

<https://ibo.org/programmes/find-an-ib-school/>

Do you check to see if the international school is registered with the local MOE? what happens if it's not?

No, as the curriculum is set by the international baccalaureate organization and an overview can be found on their website.

Do you look into institutional accreditation or authority from more than one country or just one?

The International Baccalaureate program is offered in over 150 countries in over 5000 schools worldwide. These can be searched and found on the IBO website.

Does the country require students to complete the local curriculum? How do you know and where do you look?

Not necessarily. Many of the schools offering the IB curriculum are International Schools, while others also include the local curriculum. It is often the case that the IB curriculum is taught along with another curriculum. You see that in the sample documents shared where the IGCSE curriculum is also taught. My children attended an IB high school but were also required to complete county and state requirements in addition to the IB curriculum.

If the country does require students to complete the local curriculum, do they also receive the local hs credential?

Typically, yes.

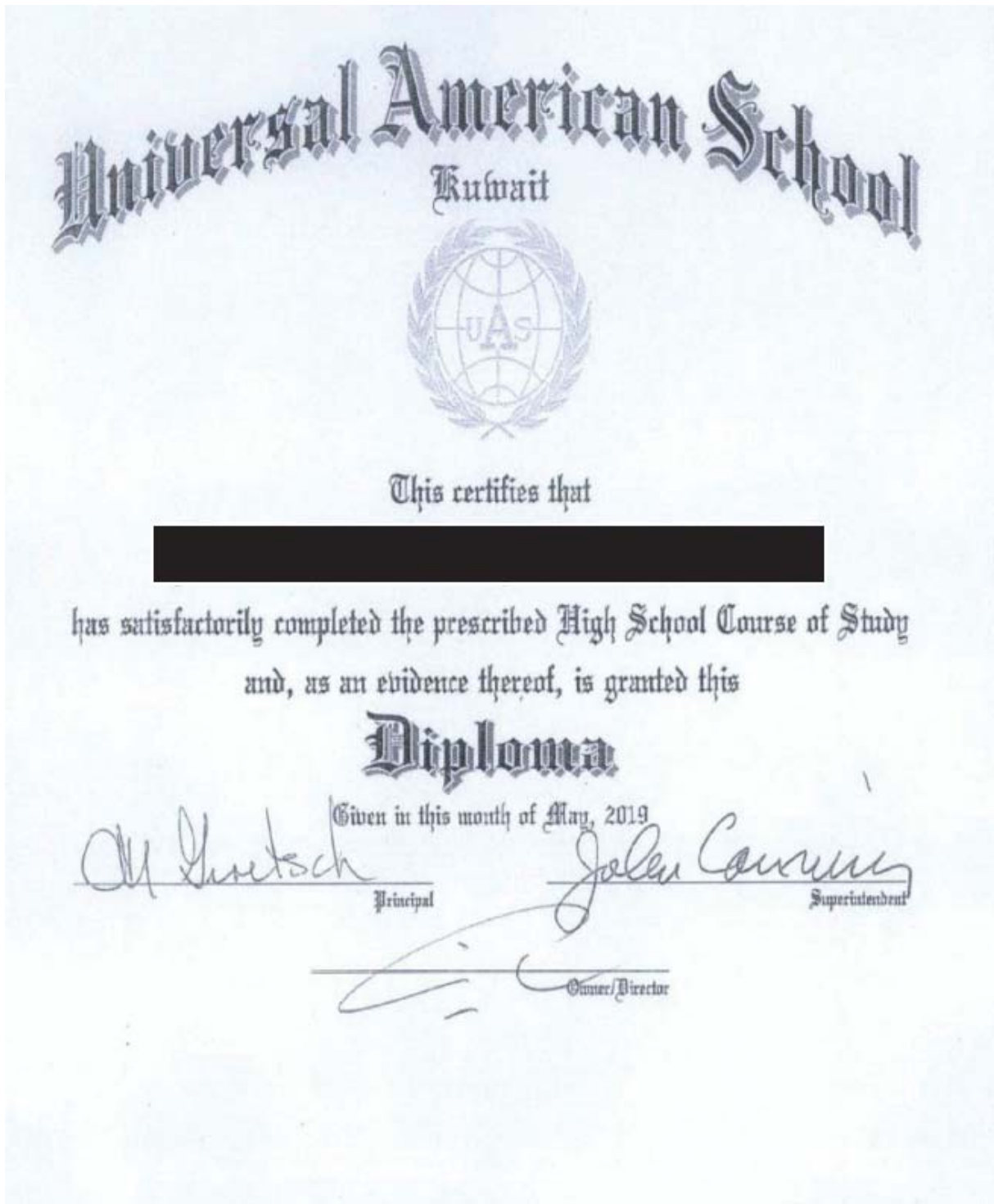
Note that the IBO website is very comprehensive. In addition to curriculum, search functions for IB Schools worldwide, and professional development workshops for educators and leaders, the site has a robust area on country and university recognition of the IB and university admission requirements. According to information on their website, "The IB is currently working on an online database that contains recognition policies from universities worldwide. The IB aims to launch this new resource in 2022."

Julia Funaki

Associate Director, International

AACRAO

US School in Kuwait – AES Response – Conlen



US School in Kuwait – AES Response – Conlen

Universal American School in Kuwait; reviewed by Tamalene Conlen, Associate Director of Evaluation, Academic Evaluation Services, Inc. (credential evaluation company)

Upon getting this, because it does not have the typical Kuwait secondary credential, we would look up the school online to get an accurate representation of the school and what their programs are like. In this case, the website [<https://uas.edu.kw/>] clearly states that the school is accredited by the Council of International Schools - CIS and the New England Association of Schools and Colleges – NAESC. It is confirmed on their website that the school offers an American College-preparatory curriculum leading to the high school diploma. They also offer Arabic and Islamic program provided by the Kuwaiti Ministry of Education. While at this point, it is not essential to be also accredited in Kuwait by the Ministry of Education, any additional home country recognition is a plus. Since NEASC is US accreditation, accreditation can be confirmed on the NEASC website – international schools [<https://cie.neasc.org/>] and it is found that it has been accredited since 1994 and was last reviewed in 2021. At this point, our office would treat this basically as US study. If we were doing a course-by-course analysis, the units/grades would not be converted as it already adheres to the US system.

We do check for MOE recognition as it's a bonus if it has both US accreditation and MOE recognition; however, once it is determined that does hold US accreditation, that is all that is required. For other systems, such as UK/Kuwait, Indian/Kuwait, French/Kuwait, etc. we would not necessarily look at the schools' accreditation. We look at the final examinations and we would evaluate the study under the examining body's requirements. By far, the majority of secondary credentials we receive are completed, so if they have the appropriate final certificate, we don't delve into institution accreditation. Since the US does not have a final examination system, we do take extra steps to ensure accreditation. If it was an incomplete program, we would take the steps above (i.e. checking out the website) and confirming on the country's ministry website to double check. If they do have an international curriculum and we can verify that independently, then that would be acceptable too.

If we cannot find that an international school accredited, we would contact the student/client one last time to check if they have the appropriate final certificate (usually ministry-issued) from their home country. If we have an institution contact or email, we will reach out to the school to see if they have any information that they can send us, such as proof of MOE recognition. If not, we would issue an evaluation stating that the coursework was taken at a high school that does not hold accreditation. At that point, it would be up to the receiving institution on whether they would accept it or not.

Usually, the school's website would indicate if there are local curriculum courses in addition to the international curriculum courses. If they go to a school that issues both the

international qualification and the home country qualification, we would only require one and it can be either one.

Tamalene Conlen

Associate Director of Evaluation

Academic Evaluation Services

US School in Kuwait – Texas Woman’s U Response – Saucedo

The Universal American School (UAS) is a secondary school located in Kuwait. The UAS high school credential submitted for review would be acceptable. UAS is accredited by the Council of International Schools and New England Association of Schools and Colleges. Accreditation of UAS was confirmed by referencing the NEAS&C [Directory of Accredited International Schools](#) and [Council of International Schools](#) directory. UAS is also listed in the U.S. [CollegeBoard](#) directory of schools.

Verification through all three organizations was obtained. However, verification through only one would be required. Recognition directly by a Ministry of Education is not required as long as the school holds recognition through an established education association or board. In the event that UAS’s status could not be verified, the individual would be notified and would be provided the opportunity to present information related to the school’s accreditation/recognition. Information provided must be verifiable and would be reviewed for further consideration.

In reviewing TNE credentials associated with the U.S., such as from The Universal American School, the curriculum is reviewed to determine if subjects are similar to domestic course requirement. Transcripts are reviewed for credits obtained in: English Language, Mathematics, Science, Social Studies and Electives (preferably Foreign Language). AP credit may also be awarded. During the initial review, emphasis is placed on the school’s recognition rather than the curriculum that was completed (local vs non-local). Credentials where the curriculum substantially differs from that of the U.S., are reviewed on a case-by-case basis.

Sully Saucedo

Assistant Director, International Admissions

Texas Woman's University

US School in Kuwait – EP Response – Cloninger

Universal American School – Kuwait

If you are evaluating secondary credentials from the country of Kuwait, what would you ordinarily expect to see? A General Secondary Education Certificate/General Secondary School Leaving Certificate (*Shahadat Al-Thanaawiya-Al-A'ama*), correct? If you are familiar with Kuwaiti secondary credentials, this diploma and transcript do not look anything like the credential that you would expect to receive and indicates four years of education rather than the standard Kuwaiti three-year pattern of upper secondary school. It looks like this could be an American-patterned program, but how do you determine if this school is accredited or recognized?

Since the Kuwait Ministry of Education (MOE) regulates both public and private secondary education, its website is a great place to start <http://www.moe.edu.kw>.

- List of Public Schools for Females-Secondary Education:
<https://www.e.gov.kw/sites/kgoenglish/Pages/CitizensResidents/Education/SchoolsSecondaryG.aspx>
- List of Public Schools for Males-Secondary Education:
<https://www.e.gov.kw/sites/kgoenglish/Pages/CitizensResidents/Education/SchoolsSecondaryB.aspx>
- List of Private Schools:
<https://www.e.gov.kw/sites/kgoenglish/Pages/CitizensResidents/Education/SchoolsPrivate.aspx>
- List of Islamic Education Schools:
<https://www.e.gov.kw/sites/kgoenglish/Pages/CitizensResidents/Education/SchoolsIslamic.aspx>
- GIS Listing of MOE schools: <https://www.moe.edu.kw/schools/Pages/GIS.aspx>

Note to evaluators: These sites can be challenging to use if you are not an Arabic speaker as the translation and transliteration can cause confusion between closely related school names. If you cannot find the name, it is not an immediate cause for alarm. It may be more effective to try to match a telephone number or postal code, although the physical location of the school may be different from the mailing address, particularly if there are several campuses under the same name.

The Universal American School is not listed on any of Kuwait's official lists of secondary schools. Does that mean that they are not accredited? Not necessarily. Many expatriates living and working in Kuwait send their children to schools that follow the curriculum of their country of origin and these international institutions can fall outside the regulation of the

MOE, although Kuwait has adopted a policy of requiring compulsory international accreditation for international schools. Kuwaiti citizens were first permitted to attend international schools after the 1990 Gulf War when the education sector was struggling to recover.¹

If you look at the transcript, you will notice that there is a notation that the school holds academic accreditation from both the Council of International Schools (CIS) located in the Netherlands and the New England Association of Schools and Colleges (NEASC) which is one of the regional accreditors approved by the US Department of Education.

UNIVERSAL AMERICAN SCHOOL
P.O. BOX 17035
KHALDIYA (72451), KUWAIT

ACADEMIC ACCREDITATION BY CIS & NEASC

Information on the transcript and checking the school's website can provide a wealth of information about curricula and graduation requirements as well as potential accreditors; however, any accreditation information should be independently verified on the accreditor's website.

There is no national education system in the United States. Education is the purview of each state, commonwealth, or territory. There are no federal laws mandating that institutions at any level must be accredited. However, no federal funding is available to institutions that are not accredited, and state funding is often attached to accreditation. At the primary and secondary levels, education administration typically is the responsibility of the local school district. State education agencies typically will maintain lists of approved public schools. Many secondary schools also have regional accreditation.

The Council of International Schools (CIS) is a membership organization aimed at international schools. One of the services provided to member schools is accreditation. Accreditation is not automatically given to a member school; however, a particular institution may request to initiate the accreditation process through CIS which is quite similar in length and rigor to US regional accreditation procedures. How is CIS accreditation viewed in the United States? Some institutions do not consider CIS accreditation as equivalent to its US counterpart, while other institutions or governmental agencies accept their accreditation as equivalent to US accreditation because of the similarities in the initial accreditation and reaffirmation processes.² It is important to remember is that neither the CIS nor the NEASC validate the credential that is presented, only the recognition of the school itself. Information about how other countries view CIS accreditation can be viewed at this URL:

<https://www.cois.org/for-schools/international-accreditation/global-recognition/by-country>

The Universal American School—Kuwait is listed on both the CIS (<https://www.cois.org/membership-directory>) and NEASC (<https://cie.neasc.org/institution/universal-american-school>) websites as accredited. The

CIS website further explains both the Advanced Placement (AP) program and the Kuwait national education program are followed by the institution which means that Arabic language and Islamic Religion studies are provided to students during all four years of the US-patterned, college-prep program.



NEW ENGLAND ASSOCIATION
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SCHOOLS

International Education



Overview

Universal American School

[Home](#) / Institution / Universal American School

Institution: Universal American School

Status: Accredited

Initial Accreditation (year of affiliation if Candidate): 1994

Last Review: 2021

Grades: PS-12

Enrollment: 1746

Website: <http://www.uas.edu.kw>

School Head Name: Joan Khaja

School Head Title: Superintendent

Address: P.O. Box 17035 (Behind Al-Wazzan Mosque), Khaldiya, Kuwait

Phone: +965 1822827

Fax: +965 22615007

MEMBERSHIP DIRECTORY

The Universal American School-Kuwait

Hawally, Kuwait <http://www.uas.edu.kw>

Contact

Visiting Address:	Nasser Al Roumi St Hawally Kuwait
Mailing Address:	Nasser Al Roumi St Hawally Kuwait
Phone:	Kuwait (+965) +965 2262-9556
Email:	eagles@uas.edu.kw
Website:	http://www.uas.edu.kw

School Type

Accredited by CIS:	Yes
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School Curricula and Academic Programmes

Advanced Placement (AP)	
National Education System	Kuwait

Footnotes:

¹ Ibrahim, Mohammed Kamel, "Quality International Schools in Kuwait? History, Ideology, and Practice" (2018) Doctoral Thesis, Centre for Educational Research, School of Education, University of Western Sydney Australia

<https://researchdirect.westernsydney.edu.au/islandora/object/uws:50567/datastream/PDF/view>

² <https://www.ice.gov/sites/default/files/documents/Document/2016/sevisAccreditingAgencyList.pdf>

Stephanie Cloninger

Evaluator

Educational Perspectives

US School in Saudi Arabia – Sample



US School in Saudi Arabia – EP Response – Cloninger

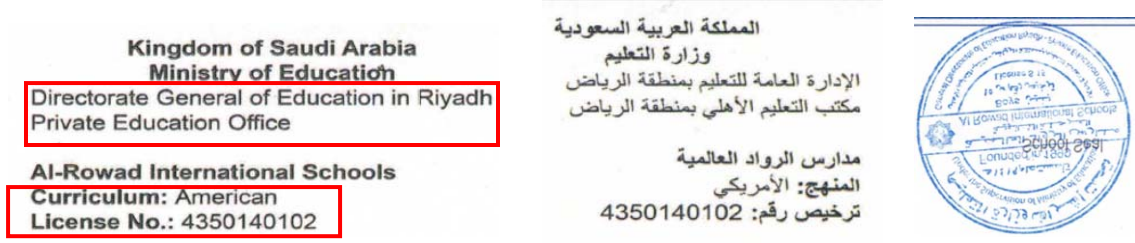
Al-Rowad International Schools—Saudi Arabia

In the past, only the expatriate community in Saudi Arabia placed their children in international schools where the curriculum often reflected the pattern of education in the expat's country of origin. Beginning in 2009, the Saudi Ministry of Education (MOE) began

allowing Saudi citizens to choose to attend an international school^{1 2 3} outside of the state-regulated public and private schools taught exclusively in Arabic with a mandated national curriculum. The Ministry of Education is responsible for the licensing and supervision of private international schools and requires that Arabic language and Islamic education comprising civilization, history, and culture be included in the curriculum.^{4 5}

Typically, a Saudi student would present a General Secondary Education Certificate as completion of secondary school with the appropriate Ministry of Education stamps as well as listing the provincial educational directorate. However, this is a High School Diploma from an international school, so what clues do you find on the documents presented?

- The diploma lists the Kingdom of Saudi Arabia Ministry of Education as well as the Directorate of General Education in Riyadh in the header with a license number and a description of the curriculum as American, as well as a similarly worded stamp in the bottom center of the diploma. While the Saudi MOE does not currently have a single database of approved schools, often the provincial directorates will have school listings in Arabic such as the one for Riyadh <https://edu.moe.gov.sa/Riyadh/pages/default.aspx> where you **may** be able to find information about the school. It is not uncommon to experience difficulties with translation and transliteration, particularly with school names that are very similar but not the same (*i.e. Al-Rowad International Schools www.ais.sch.sa versus Al-Rowad Private Schools www.alrowad.sa*).



- Under the license number of the diploma there is a small seal listing the institution as accredited by Cognia. Cognia (formerly AdvancED until 2018) is a non-governmental organization in the United States that focuses on the accreditation of primary and secondary schools both in the US and internationally and is considered to be a regional accreditation body. You can access the registry of their accredited schools at <https://home.cognia.org/registry>. Al-Rowad International Schools is listed on their database with an initial accreditation date of 26 March 2007.

A tip for evaluators: If you cannot find the initial or previous accreditation dates, you may call the Cognia office at 1.888.413.3669 (inside the US or Canada) or +1.678.392.2285 (International) for assistance in obtaining historical accreditation information as the Cognia (AdvancEd) sites do not maintain lists of previously accredited institutions. The interactive search is not functional in the Internet Archive (Wayback Machine).



- On the school’s website and the transcript, there are also logos listing the University of Cambridge International Examinations and Edexcel indicating that the school is authorized to administer IGCSE and Advanced Level examinations. This would be extremely important **if the documents that you received indicated that the student followed a British curriculum.** You would also expect to receive separate IGCSE or Advanced Level exam results from either Cambridge International Examinations or Pearson Edexcel in addition to any transcripts.



- The transcript lists three years of education (grades 10-12) as per the pattern of three years of upper secondary school in the Saudi educational system. US evaluators at American public higher education institutions may have to request grade 9 transcripts to satisfy your institutional policies.

Since we are focusing on the US-patterned curriculum, the primary concern is whether the institution held US accreditation at the time of enrollment and graduation; to a lesser extent, since the Saudi MOE requires approval and licensing of private international schools, we would also want to see something on the documentation that indicates the involvement of at least a provincial education directorate and a licensing number. These items are listed on both diploma and the accompanying transcript. You are likely to find all of these indicators on more recent credentials.

Footnotes:

¹ <https://wenr.wes.org/2020/04/education-in-saudi-arabia>

² Mirghani, Taiseer M. “The Growing Demand for Education in Saudi Arabia: How Effective Is Borrowing Educational Models from the West?” Journal of Education and Learning; Vol. 9, No. 6; 2020, Canadian Center of Science and Education
<https://files.eric.ed.gov/fulltext/EJ1276639.pdf>

³ Alhudithi, Ahlam Abdullah, "Experiences and Perspectives of International School Leaders: A Case Study From Saudi Arabia" (2020). Dissertations. 730.
<https://digscholarship.unco.edu/dissertations/730>

⁴ National and Foreign Education (Private Schools):

https://www.my.gov.sa/wps/portal/snp/aboutksa/EducationInKSA#header2_3

⁵ <https://laws.boe.gov.sa/BoeLaws/Laws/LawDetails/db470744-edce-47a9-8f45-a9a700f201f3/1>

Stephanie Cloninger

Evaluator

Educational Perspectives

US School in Saudi Arabia – ECE Response – Van Devender

At my company, Educational Credential Evaluators (ECE), we would consider this high school diploma issued in Saudi Arabia to be equivalent to a US high school diploma. In fact, we would consider it to be a US high school diploma, not just equivalent. But it is technically both. When we are dealing with transnational secondary education and a school or program might have multiple recognition statuses applying at once, we will start with examining the status in the country where the student was enrolled.

Saudi Arabia has a very robust secondary education system including Ministry of Education regional directorates that oversee local education. The government allows both public and private education and they are overseen by various parts of the regional directorates. Private secondary education would operate under the auspices of the private education office. Saudi Arabia also permits schools to offer foreign or external curricula. This is an example of a school that is recognized by the Ministry of Education in Saudi Arabia to operate an international secondary education program. They are recognized by the private education office in Riyadh, where they are located.

This specific student is studying a US curriculum, though potentially they could have taken an alternate UK Cambridge track instead. Students at this school would not follow the national secondary curriculum. That is one reason the documentation may differ from what is normally expected from a Saudi student studying within the national public educational system. But the high school diploma is the expected leaving credential for Saudi students in one of these recognized US-style programs. This is only the Saudi side of the story though.

US regional accrediting boards may be focused on post-secondary education, but they are also responsible for accrediting secondary schools. In the past 10-15 years, we have seen a proliferation of international secondary schools offering US-style curricula that seek US accreditation for their school through these regional accrediting boards. One of the biggest players is Cogna, which you may recognize by their former name AdvancED. They were

formed by 3 of the 6 boards (NCA, NWAC, and SACS) to unify their secondary accreditation policies and procedures.

If an international secondary school is claiming US accreditation, I will always check with the responsible board to verify that assertion. I was able to confirm with Cognia that the Al Rowad International Schools have been accredited in the US since 2007. This school and their US curricula are recognized in both countries. If I were to do a detailed evaluation of this diploma and transcript, I would be treating it as US credential, as it uses US grading and credit weighting.

Martha Van Devender

Senior Evaluator

Educational Credential Evaluators (ECE)

US School in Saudi Arabia – TR Response – Dodson

Al-Rowad International Schools offers the SAT, IGCSE, Arabic and Islamic studies for both non-Arabic and Arabic speakers, in addition to religious Tahfeeth classes. This particular student followed the American-modeled curriculum, culminating in the American High School Diploma.

Some of the bigger clues to the educational system of this credential are on the diploma itself. The diploma has the Cognia seal. It also lists the curriculum as American. Additionally, the name of the school is Al-Rowad International Schools, so the international curriculum is certainly expected based on school name.

The formatting can also be a clue to the educational system studied. In this example, the credential is very obviously not the standard General Secondary Education Certificate (GSEC) or High School Transcript that we are accustomed to seeing from Saudi Arabia.

Cognia (formerly AdvancED) was formed in 2006 jointly by SACS CASI and NCA CASI (the North Central Association of Colleges and Schools-Council on Accreditation and School Improvement). In 2014, NCA was dissolved; the pre-university studies were already being accredited by AdvancED, and the post-secondary institutions moved under the Higher Learning Commission (HLC). In 2012, the Northwest Accreditation Commission (also known as the Northwest Association of Accredited Schools) joined AdvancEd and is no longer a separate entity. In 2019, AdvancED became Cognia. Cognia is the accrediting body for DoDEA (Department of Defense Education Activity), which is the school system for children

of US military and other state agents around the world.

As a private evaluation company, we do not recognize credentials, we only report if the credential or school is recognized in the country of study. Depending on the country of study, we may need to make sure the school is recognized, per the regulations of the Ministry of Education (or education authority). That being said, Cognia is the one of the largest US accrediting body for secondary schools, and this school is listed as a recognized private school with the Ministry of Education in Saudi Arabia, so we would report this to be a recognized school.

In some countries, students in private schools must also follow the national curriculum enough to complete the Institutional graduation credential in order to qualify for university entrance in the home country. In Saudi Arabia, the American style education system the applicant completed requires completion of 12 years of primary and secondary education and leads to a school-issued high school diploma.

Olivea Dodson

Senior Evaluator

Transcript Research

2021 TAICEP Hall of Acclaim Inductees

Through its Hall of Acclaim award, TAICEP seeks to recognize past and present credential evaluation professionals who are pillars in our field and have made a significant contribution to the field over an extended period. In addition, when inducting individuals into the Hall of Acclaim, TAICEP acts as a repository of a person's relevant work experiences and professional body of work. Hall of Acclaim inductees have a permanent place on TAICEP's website noting their lifelong personal and work history, pictures, and, where possible, providing access to articles, presentations, papers, books, and other relevant documents and videos for members to access in perpetuity.

Many thanks to those who submitted nominations on behalf of their fellow TAICEP colleagues, taking action to show their respect and admiration for leaders in the field. Appreciation is extended as well to the committee approving the nominations. Without their dedication to such important events TAICEP would not be the strong and supportive community that it is today.

We are proud to highlight the 2021 TAICEP Hall of Acclaim inductees. Please join the TAICEP Board of Directors and the Awards Nomination committee in congratulating our 2021 TAICEP Hall of Acclaim Inductees!

Visit here to see full profiles: <https://www.taicep.org/taiceporgwp/award-programs/>

[Mariam Assefa](#)



[Shelby Cearley](#)



[Ann Koenig](#)



[Luca Lantero](#)



[Rolf Lofstad](#)



[Dr. Lou Nunes](#)



[Kaja Schiotz](#)



[Inez Sepmeyer](#)



[Linda Tobash](#)



New Additions to the TAICEP Verification Database

Brazil: Universidade Estadual de Campinas (UNICAMP): <http://www.dac.unicamp.br> --> autenticidade de documentos

(https://sistemas.dac.unicamp.br/siga/nucleo/validar_autenticidade.xhtml;jsessionid=D80264F318C9586FA0BACB60A141781D?cid=1806) and then select the type of document (Diplomas ou Certificados for the degree, Historico Escolar for the transcript) and enter their respective Codigo Chave

Philippines: University of the Philippines Los Baños: our.uplb@up.edu.ph,
transcript_our.uplb@up.edu.ph

Philippines: St. Luke's Medical Center College of Medicine: registrar@slmc-cm.edu.ph

Spain: Ministry of Education, Doctoral Thesis Database:
<https://www.educacion.gob.es/teseo/irGestionarConsulta.do>

Brazil: Universidade Tecnológica Federal do Parana: derac-cm@utfpr.edu.br

Cote d'Ivoire: Groupe Ecoles d'Ingenieurs-Agitel Formation: scolarite@agitel-formation.net,
infos@agitel-formation.net

Dominica: Dominica State College: registrar@dsc.edu.dm and transcripts@dsc.edu.dm

Philippines: Holy Angel University: registrar@hau.edu.ph

Spain: Universidad Europea de Madrid:

<https://app.universidadeuropea.es/AlumnosLibre/ConsultaCSV.do> requires CSV

Brazil: Universidade de Sorocaba / UNISO: secretaria.academica@uniso.br

Brazil: Universidad Federal da Paraiba:

https://sigaa.ufpb.br/sigaa/public/autenticidade/tipo_documento.jsf requires Codigo de Verificao (verification code, often on the digital transcript)

Australia: Monash College: student.admin@monashcollege.edu.au

Colombia: Politecnico Colombiano: verificacionesacademicas@elpoli.edu.co and

<https://www.politecnicojic.edu.co/verificaciones-de-titulo> online verification of degrees for graduates since 2021; needs CSV

Jamaica: Mico University College: transcripts@themico.edu.jm

Jamaica: University of the West Indies, Mona Campus: transcripts@uwimona.edu.jm

Argentina: Universidad Torcuato di Tella / UTDT: atalumnos@utdt.edu

Haiti: Universite de Port au Prince: upserviceregistraire@uportauprince.ht and nt-admin@uportauprince.ht

Spain: Universidad Francisco de Vitoria / UFV Madrid: secretaria_alumnos@ufv.es

Philippines: Ateneo de Manila University, Loyola Schools: registrar.ls@ateneo.edu

Ghana: Kwame Nkrumah University of Science and Technology (KNUST):

transcriptservice@knust.edu.gh

Ghana: Ho Technical University: registrar@htu.edu.gh and studentrecords@htu.edu.gh

Pakistan: University of Gujrat: <https://uog.edu.pk/results/>

Zambia: Zambia Institute for Tourism and Hospitality Studies / ZITHS (formerly Hotel and Tourism Training Institute / HTTI): academic@ziths.edu.zm

Nigeria: Ladoke Akintola University of Technology: Directorate of Academic Affairs,

dracad@lautech.edu.ng

Nigeria: Yaba College of Technology:

<https://portal.yabatech.edu.ng/resultchecker/confirmres.aspx> verifies semester results (requires security code from transcript)

PESC Award – Digital Credential Providers Hub



1ST PLACE WINNER
FOR CREDENTIAL EVALUATION



DIGITAL CREDENTIAL PROVIDERS HUB AWARDED 1ST PLACE FOR “CREDENTIAL EVALUATION” ROLE IN PESC 23RD BEST PRACTICES HUB’S COMPREHENSIVE REGISTRY OF VERIFIERS & PROVIDERS BUILDS TRUST

Washington, D.C. ~ The Board of Directors of the Postsecondary Electronic Standards Council (PESC) is pleased to announce the Digital Credential Providers Hub of The Association for International Credential Evaluation Professionals (TAICEP) as 1st Place Winner for *Credential Evaluation* role in PESC’s 23rd Annual Best Practices Competition.

Many thanks to Meg Wenger for leading the effort, to the members of her Task Force, her Advisory Council, to NACES for providing funding, and to ECE for donating the development work. Visit the hub here: <https://www.taicep.org/taiceporgwp/resources/best-practices-electronic-transcripts-and-verification-portals/taiceps-digital-document-provider-resource/>

TAICEP Conference

TAICEP 8th Annual Conference - Glasgow

TAICEP Welcomes You to Glasgow, Scotland

Fàilte! TAICEP is thrilled to welcome all of you back in person for the 8th Annual Conference in Glasgow, Scotland, October 17-20, 2022. Join us as we reconnect with colleagues near and far, re-evaluate our practices in the ever-shifting landscape of international credential evaluation, and renew our skills (as well as our spirits). *Slàinte!*

Visit the conference website here: <https://taicep2022.dryfta.com>

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