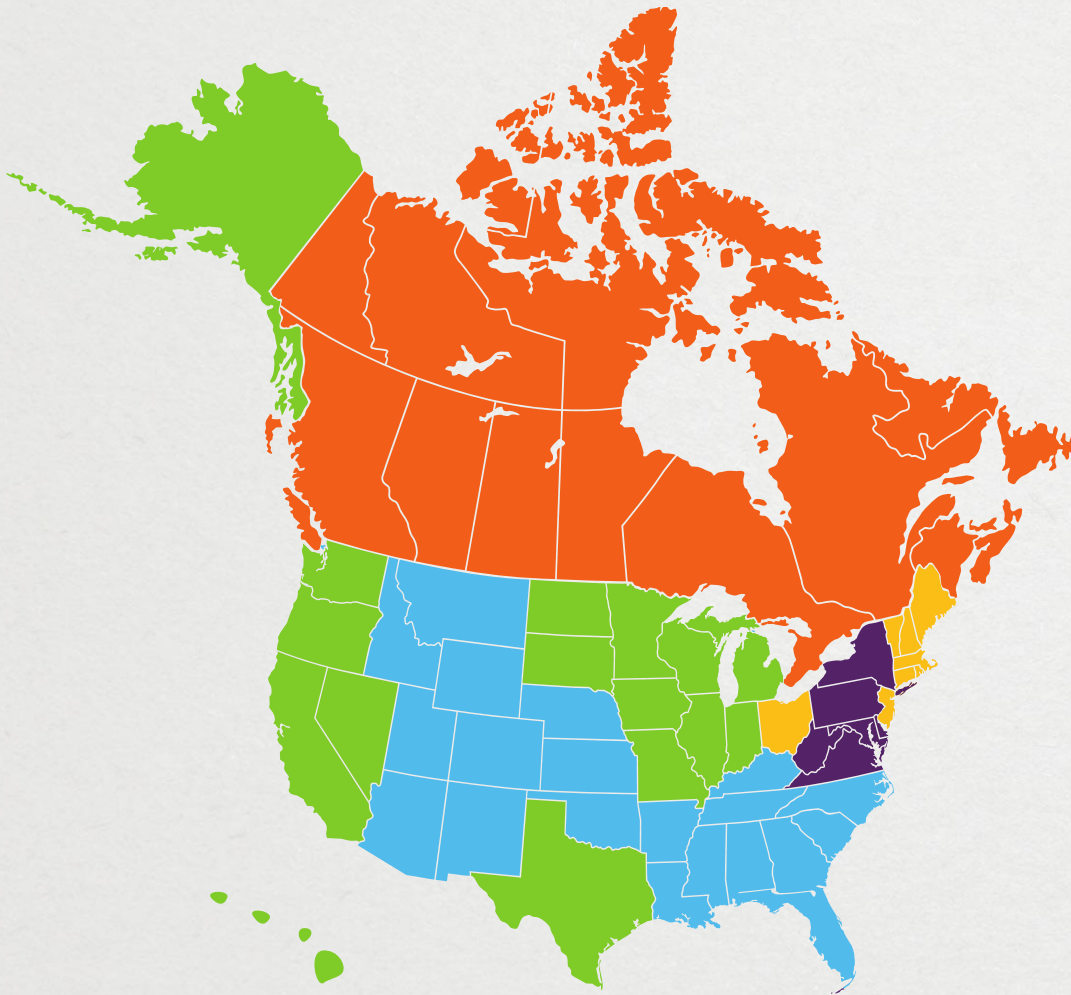


For support or more information, please contact your WES Regional Director



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Knowledge
Resource
Exchange

The Syrian Refugee Crisis: Methods for Credential Assessment

presented by

Sulaf Al-Shaikhly

Group Manager, World Education Services

Bryce Loo

Research Associate, World Education Services

As part of not-for-profit mission, WES provides valuable resources to the higher education community:

- Knowledge Resource Exchange
wes.org/educators/kre.asp
- World Education News & Review (WENR)
wes.org/wenr/
- WES Grade Conversion Guide
wes.org/gradeconversionguide/
- WES Research & Advisory Services
wes.org/ras/index.asp



WES Resources for Students

Global Talent Bridge

ESL Tool Kit, Pathways to Success Seminars

wes.org/community/

WES Student Advisor

wesstudentadvisor.org/

Free Degree Equivalency

wes.org/evaluations/preliminary.asp

iGPA Calculator

wes.org/students/igpacalc.asp

Connect with WES Thought Leadership

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Conferences

NAFSA | GMAC

Free WES Webinars – Spring 2016:

Knowledge Resource Exchange

<http://www.wes.org/webinars/index.asp>



Sulaf Al-Shaikhly

Group Manager

Sulaf has conducted extensive research on educational systems in the Middle East. She specializes in issues of documentation authenticity and verification. Her previous experience includes five years in Iraqi higher education, during which she taught at the University of Technology and Baghdad University.



Bryce Loo

Research Associate

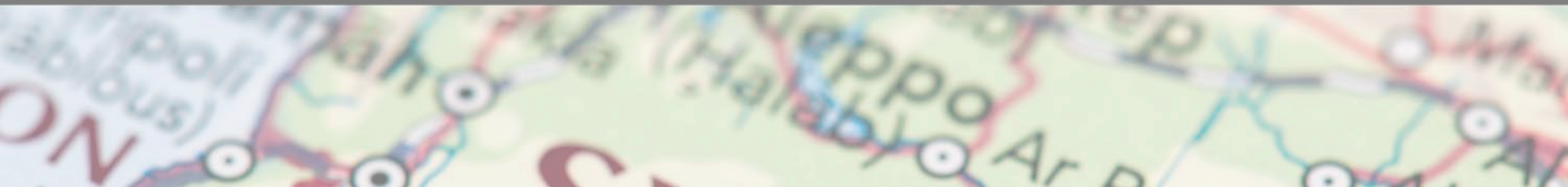
Bryce earned a master's degree in international education development from Teachers College, Columbia University, and a bachelor's degree in history from California State University, Bakersfield. Bryce has published several research articles for WES and presented WES' research on emerging markets at NAFSA Region X in 2015.

Introduction



- Who is on the call today?
- What do we want to accomplish?
 - Overview of the challenge and issues
 - Share our expertise on Syrian education system and best practices for institutions that assess refugee credentials
 - Share our plans to develop an alternative assessment process for refugees who do not meet WES document requirements

Part I: The Syrian Crisis and Issues in Assessing Refugee Credentials



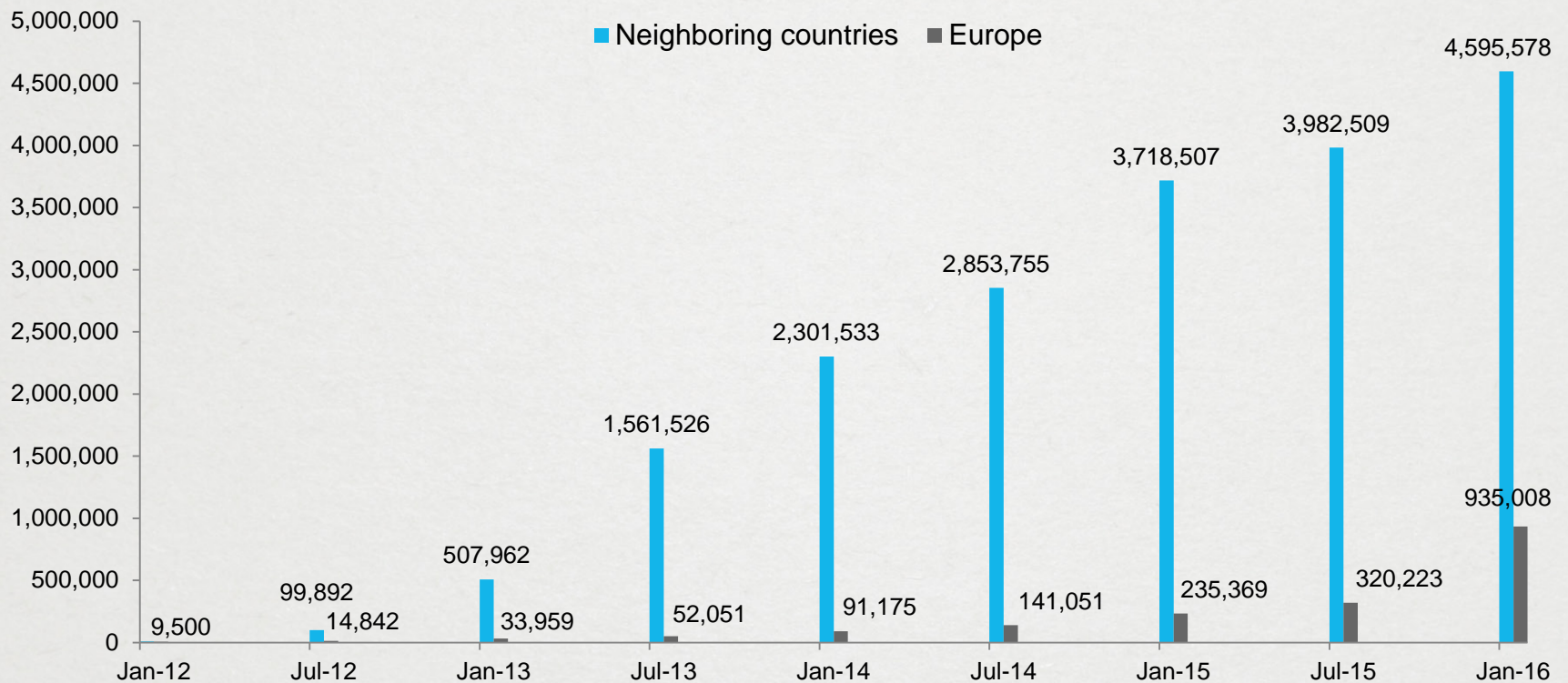
Top 10 Refugee Countries of Origin, June 2015

Country of Origin	Number of Refugees
Syria	4,200,000
Afghanistan	2,600,000
Somalia	1,100,000
South Sudan	744,100
Sudan	640,900
Democratic Republic of the Congo	535,000
Central African Republic	470,000
Myanmar	458,400
Eritrea	383,900
Iraq	377,700
TOTAL WORLDWIDE	15,097,600

Source: [UNHCR](#), 2015

The Syrian Refugee Crisis

Syrian Refugees & Asylum-Seekers in MENA & Europe

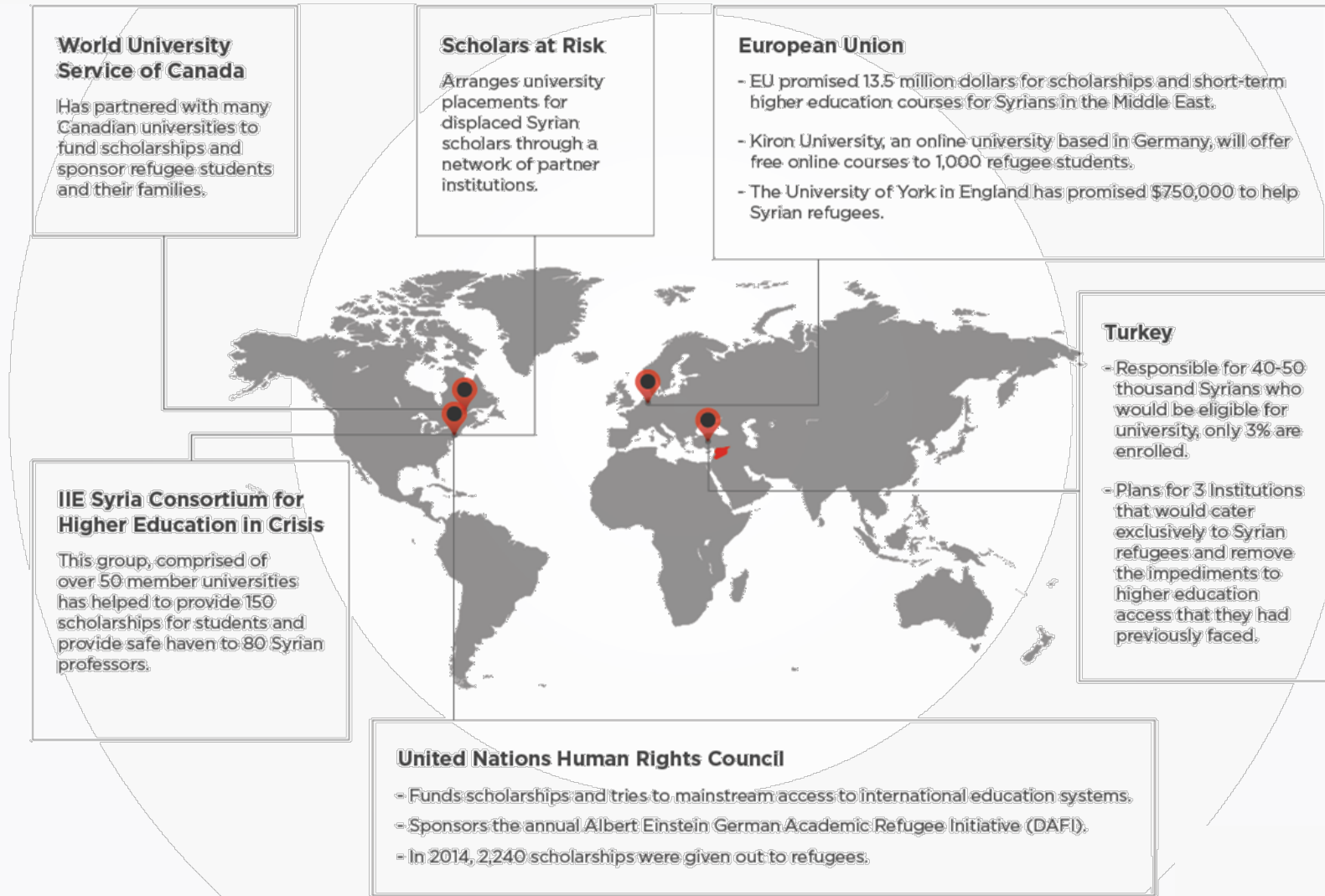


Source: [UNHCR](#), 2016

Why Assess Refugee Credentials?

- Refugees are often employed below their levels of qualification within host countries.
- When their qualifications are recognized, they have better access to education and professional employment, allowing them to:
 - Develop a higher standard of living and better integrate into their host societies.
 - Contribute more economically to their new communities through taxes and purchases of goods and services.
 - Contribute their knowledge and skills to their new communities.
 - Maintain the dignity and respect that comes from employment commensurate with one's education, training and experience.
- International conventions require that displaced people without documentation be given a fair assessment of their qualifications ([Lisbon Convention](#), 1997, see Section 7).

Efforts to Help Syrian Refugee Students



Challenges in Assessing Refugee Credentials

- Refugees often flee suddenly, without the ability to take much with them.
- Institutions in conflict zones may be destroyed, damaged, closed, or not functioning normally.
- Even when open, some institutions may be unresponsive or refuse to issue documents for various reasons.
- Some individuals may have good reasons for not directly requesting documents from institutions.
- Refugees may come with full documentation, partial documentation, or nothing at all.

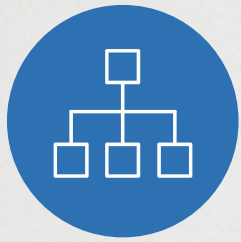
Part II: Understanding the Syrian Education and Documentation



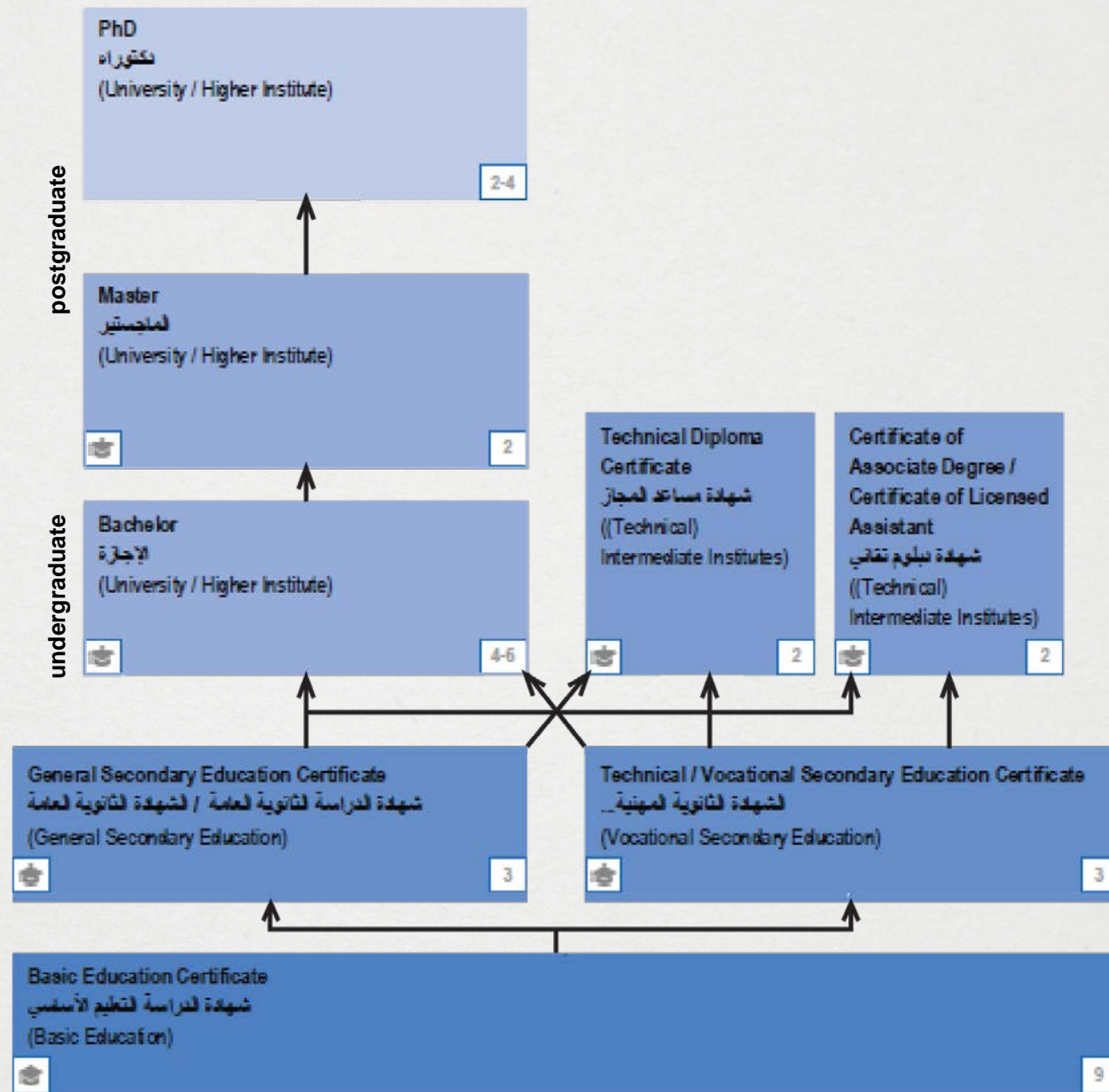


Syrian Arab Republic

- Population: 17.064 million
(Source: CIA World Factbook 2014)
- Education is centralized and administered by:
 - The Ministry of Education – Secondary Education
 - The Ministry of Higher Education
- Academic Year: September to June
- Language of Instruction: Arabic
- Compulsory Education: grade 1-9



Syria: Diagram of Educational System



Basic Education (9 years)
starting at age 6:

- First Cycle 4 years
- Second Cycle 5 years

Source: www.epnuffic.nl

Education Level

Duration of Education

Click here to view a sample of the diploma

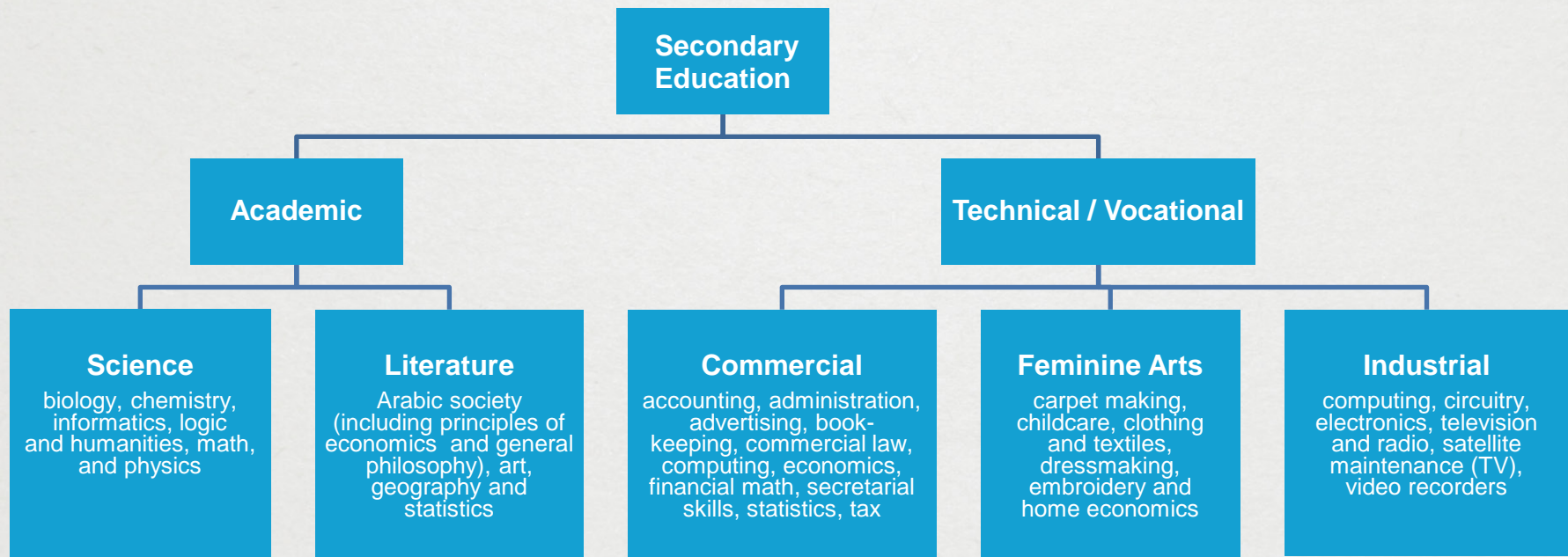
Common Courses in Basic Education

BASIC EDUCATION: WEEKLY LESSON TIMETABLE (2014-2015)										
Number of Weekly Periods* in Each Grade										
		Grade Level								
		First Cycle				Second Cycle				
Subjects		1	2	3	4	5	6	7	8	9
Religious Education		1	1	2	2	2	2	2	2	2
Arabic Language		10	9	8	8	7	7	6	6	6
Foreign Language	English	2	3	3	3	3	3	3	3	3
	French	-	-	-	-	-	-	2	2	3
	Russian	-	-	-	-	-	-	2**		
Mathematics		4	4	4	4	4	4	4	4	5
Social Studies		1	1	2	2	3	3	4	4	4
Science and Health Education		3	3	3	3	3	3	3	4	4
Music Education		2	2	1	1	1	1	1	1	1
Art Education		2	2	2	2	2	2	1	1	1
Physical Education		2	2	2	2	2	2	2	2	1
Informatics		-	-	-	-	-	-	2	1	-
Sub-total		27	27	27	27	27	27	30	30	30
Extra Activities	Physical and Science Activities	2	2	1	1	-	-	-	-	-
	Professional Education	-	-	-	-	2	2	2	2	2
	Informatics	-	-	-	-	-	-	-	1	
	Scout Activities	2	2	2	2	2	2	-	-	-
Total Weekly Periods		31	31	30	30	31	31	32	33	32

Source: Syrian Ministry of Education
 *Definition: Period = 45 minute class
 ** In grade 7, students choose between French or Russian to fulfill foreign language requirements (in addition to English.)

Syrian Secondary Education

- Upon completion of compulsory education (up to grade 9) students are admitted to secondary education, which is one of two three-year cycles: Academic and Technical / Vocational.
- Once the academic secondary cycle (10-12) is completed, graduates are awarded the **General Secondary School Certificate** (Baccalaureate) by successfully passing the national exam.
- Graduates from the technical/vocational secondary cycle (10-12) are awarded a **Technical / Vocational Secondary School Certificate** (Technical Baccalaureate).



Common Courses in the Academic Branch (science and literature streams)

SECONDARY EDUCATION: WEEKLY LESSON TIMETABLE (2014-2015)					
Subject	Number of Weekly Periods* in Each Grade				
	10th Grade – Common Year for Both Streams	11th Grade – Science Stream	11th Grade – Literature Stream	12th Grade – Science Stream	12th Grade – Literature Stream
Religious Education	2	2	2	2	2
Arabic	5	4	7	4	8
Foreign Language	English	3	3	4	5
	French	2	2	3	5
Philosophy and Human Science	1	2	3	-	5
History	2	1	3	-	3
Geography	2	-	3	-	3
Math – Statistics	4	5	1	8	-
Science Education (for Literature Branch)	-	-	1	-	-
Informatics	2	2	2	-	-
Physics	2	4	-	5	-
Chemistry	2	2	-	2	-
Biology	2	3	-	3	-
Art Education	1	-	1	-	-
Physical Education	1	1	1	-	1
National Education	1	1	1	1	1
Total	32	32	32	33	33

Source: Syrian Ministry of Education

*Definition: Period = 50 minute class

Secondary Education Grading Scale

Grading Scale	US and Canada Equivalent
70-100	A
60-69	B
40-59*	C
0-39	F

*Passing grade for all subjects is 40, for Arabic it's 50



Access and Admission Requirements

Access:

- By law, all students with a General Secondary School Certificate (Baccalaureate) are guaranteed admission to a public higher education institution.

Admission:

- Students are accepted on the basis:
 1. Baccalaureate scores *and*
 2. Individual preferences (institution and major)
- Students select programs which correspond to their upper-secondary specialization (science for engineering, professional programs and humanities / literature for humanities programs).

Types of Higher Education Institutions

**All education institutions are recognized
by Syrian government authorities**

Institution Types
7 Public Universities
20 Private Universities
57 Technical Institutes under the Ministry of Higher Education
101 Technical Institutes under the Ministry of Education
43 Technical Institutes under other ministries
Higher Institutes (4 under ministry, 11 under universities)



Higher Education Degrees

Level	Degree	Institution Type	Program length	Graduation Requirement
Stage I	Diploma	Technical Institutes	2 years	<ul style="list-style-type: none"> Minimum GPA 50%
	Bachelor's degree	Universities	4-6 years	<ul style="list-style-type: none"> Minimum GPA 50% or 60% Project/research/training/ Internship
Stage II	Higher Diploma	Universities	1-3 years	<ul style="list-style-type: none"> Minimum GPA 60% Project/research
	Master's degree	Universities	2 years	<ul style="list-style-type: none"> Minimum GPA 60% Thesis
Stage III	Doctoral degree	Universities	3 years (min)	<ul style="list-style-type: none"> Minimum GPA 60% Thesis

Most Common Grading Scales for Syria

Higher Education

Grading Scale	US and Canada Equivalent
70-100	A
60-69	B
50-59	C
0-49	F



Secondary Education:

- WES **continues** to receive academic documents in sealed Ministry of Education envelopes

Higher Education:

- WES **continues** to receive academic documents in sealed institution envelopes from some institutions.
- Universities usually attest the documents, which are issued in Arabic.
- Majority of the documents received are from Damascus University, Tishreen University, Al-Baath University, University of Aleppo and other private institutions. For a period of time, documents from The University of Aleppo were received from Aleppo University coordination Office at Damascus University.
- WES **continues** to receive academic documents from Ministry of Education (teacher training diploma), Ministry of Health, Arab Board for Medical Specialties and others.
- **However, many institutions are not operating at all, others have been destroyed.**








Syrian Sample Documents

Aleppo University - Bachelor of Pharmacy Transcript

1. Information Identifying the Institution
2. Applicant Information
3. Documentation Authentication
4. Method Received

الجمهورية العربية السورية
 جامعة حلب
 الصيدلة

فيما يلي كشف بالمعبرين الذين درسها الطالب في السنوات التي قضاها في جامعة حلب كلية الصيدلة والعلامات التي نالها من العام الدراسي ٢٠٠٩/٢٠١٠ والنتيجة امتحانات الدورة الإضافية للعام الدراسي ٢٠١٣/٢٠١٤

المقرر		العلامة		المقرر		العلامة	
رقما	كتابة	رقما	كتابة	رقما	كتابة	رقما	كتابة
٦٣	ثلاث وستون	٦٤	اربع وستون	٦٣	ثلاث وستون	٦٤	اربع وستون
٦٠	فقط ستون	٦٩	سبع وستون	٦٠	فقط ستون	٦٩	سبع وستون
٦٨	ثمان وستون	٧٣	ثلاث وسبعون	٦٨	ثمان وستون	٧٣	ثلاث وسبعون
٦٢	الثنان وستون	٦١	احدى وستون	٦٢	الثنان وستون	٦١	احدى وستون
٦٣	ثلاث وستون	٧١	احدى وسبعون	٦٣	ثلاث وستون	٧١	احدى وسبعون
٧٩	تسع وسبعون	٦٧	سبع وستون	٧٩	تسع وسبعون	٦٧	سبع وستون
٦٠	فقط ستون	٨٦	ست وثمانون	٦٠	فقط ستون	٨٦	ست وثمانون
٧٦	ست وسبعون	٦٢	الثنان وستون	٧٦	ست وسبعون	٦٢	الثنان وستون
٦٨	ثمان وستون	٦١	احدى وستون	٦٨	ثمان وستون	٦١	احدى وستون
٨٠	فقط ثمانون	٧٥	خمس وسبعون	٨٠	فقط ثمانون	٧٥	خمس وسبعون
٨٠	فقط ثمانون	٦٥	خمس وستون	٨٠	فقط ثمانون	٦٥	خمس وستون
٨٧	سبع وثمانون	٦٩	تسع وستون	٨٧	سبع وثمانون	٦٩	تسع وستون
اعفاء دائم	-----	٧٨	ثمان وسبعون	اعفاء دائم	-----	٧٨	ثمان وسبعون
المجموع : ٨٤٦	ثمانمائة وست واربعون فقط	المجموع : ٩٠١	تسعمائة وواحد فقط	المجموع : ٨٤٦	ثمانمائة وست واربعون فقط	المجموع : ٩٠١	تسعمائة وواحد فقط
المعدل : ٧٠,٥٠	سبعون وخمسون فقط بالمائة	المعدل : ٦٩,٣٣	تسع وستون وثلاثون فقط بالمائة	المعدل : ٧٠,٥٠	سبعون وخمسون فقط بالمائة	المعدل : ٦٩,٣٣	تسع وستون وثلاثون فقط بالمائة
النتيجة:ناجح ٢٠٠٩/٢٠١٠	التقدير : جيد فقط	النتيجة:ناجح ٢٠١١/٢٠١٢	التقدير : جيد فقط	النتيجة:ناجح ٢٠٠٩/٢٠١٠	التقدير : جيد فقط	النتيجة:ناجح ٢٠١١/٢٠١٢	التقدير : جيد فقط

العلامة على ياقة درجة والحد الأدنى للنجاح ستون علامة - ملاحظة : أي شطب أو حك أو تحوير على الكشف يلغى
 سدر رسم الكلف بالأصل رة

١٧ آذار ٢٠١٥
 مدير شؤون الطلاب
 م. ميسر ط

رئيس شعبة شؤون الطلاب
 ولاء بركات
 رئيسة شعبة الامتحانات
 ضحى الكرد
 عميد كلية الصيدلة
 الاستاذ الدكتور وريد خير

٢٠١٥/٢٠١٤



Syrian Sample Documents

Aleppo University - Bachelor of Pharmacy Transcript

1. Information Identifying the Institution
2. Applicant Information
3. Information Identifying the Credential
4. Documentation Authentication
5. Method Received

الجمهورية العربية السورية
جامعة حلب
كلية الصيدلة

1

2 **كشف علامات**

تدرج فيما يلي كشفاً بالمقررات التي درستها الطالب:
في السنوات التي قضاها في جامعة حلب كلية الصيدلة والعلامات التي نالها من العام الدراسي ٢٠١٠/٢٠٠٩ ولغاية امتحانات الدورة الإضافية للعام الدراسي ٢٠١٤/٢٠١٣

العلامة		المقرر
رقم	كتابة	السنة الخامسة ٢٠١٤/٢٠١٣
٦٩	تسع وستون	مراقبة الأدوية
٩٢	اثنان وتسعون	بيولوجيا جزئية
٦٧	سبع وستون	الصيدلة السريرية وصيدلة المساهي
٧٢	اثنان وسبعون	علم الأدوية الجزئي
٦٦	ست وستون	الكيمياء الحيوية السريرية
٨٩	تسع وثمانون	اللغة الأجنبية (٧)
٧٢	اثنان وسبعون	الملازمة
١٠٠	فقط مائة	حلقة بحث
٦٨	ثمان وستون	كيمياء الأغذية ومراقبتها
٧٤	أربع وسبعون	علم السموم التطبيقي والشرعي
٧٣	ثلاث وسبعون	التقانة الحيوية في الصيدلة
٦٠	فقط ستون	الكيمياء الدوائية
٧٦	ست وسبعون	التغذية والحميات
٨٩	تسع وثمانون	الإسعاف
الف وسبع وستون فقط		المجموع : ١٠٦٧
ست وسبعون وحدى و عشرون بالمائة		المعدل : ٧٦,٢١٠
التقدير : جيد جداً		النتيجة : نجاح ٢٠١٤/٢٠١٣

٣

المعدل العام : ٧٢,١٨٤ / اثنان وسبعون ومائة وأربع وثمانون بالألف التقدير العام : جيد فقط
تخرج بموجب قرار الجامعة رقم ٢٠١٥ / تاريخ ٢٠١٤/١٢/٢٣ أعطي هذا الكشف استناداً إلى مصدقة التخرج
٢٠١٥/١/٢٥

العلامة على مائة درجة والحد الأدنى للنجاح ستون علامة
ملاحظة : أي شطب أو حك أو تحوير على الكشف بلغيه
ملاحظة : إن الطالب المذكور لم تصدر بحقه أي عقوبة امتحانية
سدد رسم الكشف بالإيصال رقم ٢٠١٥/١/٢٩

4

5

الاستاذ الدكتور وريد خياطة
رئيسة شعبة الامتحانات
رضى الكردي
رئيس شعبة شؤون الطلاب
وفاء بركلت
المدقق
م. مهجة خياطة
م. ميسر طي
م. ميسر طي
نصافق على الخاتم والتوقيع
مدير شؤون الطلاب
٢٠١٥

١٧
٢٠١٥

WES 907
World Education Services
Rcvd. Directly From Institution

TRANSCRIPT OF GRADES

We enlist herein a transcript of the courses that the student _____, born in _____, the Syrian Arab nationality, studied in the years that he spent in the Faculty of Pharmacy, University of Aleppo, and the grades that he earned in each course as from the academic year of 2009/2010 and until the examinations of the extra cycle for the academic year 2013/2014.

First Year 2009/2010

The Course	The Grade Numerically & Written
General & Inorganic Chemistry	63 sixty three
Zoology	60 sixty only
Botany	68 sixty eight
Physics	62 sixty two
Mathematics	63 sixty three
Foreign Language (1)	79 seventy nine
Organic Chemistry (1)	60 sixty only
Pharmaceutics (1)	76 seventy six
Physiology & Anatomy	68 sixty eight
Foreign Language (2)	80 eighty only
Socialist National Culture	80 eighty only
Arabic Language	87 eighty seven
Military Training	permanent exemption

Total : 846 (only eight hundred and forty six grades)
Average: 70.50% (seventy point fifty per cent)
Result: Passing the year 2009/2010
Rating: Good only

Second Year 2010/2011

The Course	The Grade Numerically & Written
Organic Chemistry (2)	64 sixty four
Pharmaceutics (2)	69 sixty nine
Analytical Chemistry (1)	73 seventy three
Physical Chemistry	61 sixty one
Pharmaceutical Information & Marketing	71 seventy one
Foreign Language (3)	67 sixty seven
Computer Aided Pharmacy	86 eighty six
Biochemistry (1)	62 sixty two
Pharmacognosy & Phytochemistry (1)	61 sixty one
Pathology	75 seventy five
Analytical Chemistry (2)	65 sixty five
History of Pharmacy	69 sixty nine
Foreign Language (4)	78 seventy eight
Military Training	Permanent Exemption

Third Year 2011/2012

The Course	The Grade Numerically & Written
Pharmaceutical Technology (1)	62 sixty two
Pharmacognosy & Phytochemistry (2)	65 sixty five
Toxicology (1)	73 seventy three
Parasitology & Mycology	83 eighty three
Biochemistry (2)	63 sixty three
Foreign Language (5)	69 sixty nine
Pharmaceutical Technology (2)	72 seventy two
Drug Synthesis	68 sixty eight
Pharmaceutical Chemistry (1)	75 seventy five
Bacteriology & Virology	67 sixty seven
Pharmacology (1)	77 seventy seven
Biostatistics	82 eighty two

Total: 856 (only eight hundred and fifty six grades)
Average: 71.33% (seventy one point thirty three per cent)
Result: passing the year 2011/2012
Rating: Good only

Fourth year 2012/2013

The Course	The Grade Numerically & Written
Pharmaceutical Chemistry (2)	65 sixty five
Pharmaceutical Microbiology	68 sixty eight
Toxicology	72 seventy two
Community Pharmacy	79 seventy nine
Industrial Pharmacy & Good Manufacturing	71 seventy one
Foreign Language (6)	98 ninety eight
Pharmacology (2)	73 seventy three
Automated Analytical Instruments & their Applications	73 seventy three
Applied Pharmacognosy	67 sixty seven
Hematology & Immunology	74 seventy two
Biopharmaceutics & Pharmacokinetics	58 + 2 A = 60 sixty only
Public Health & Environmental Pollution	85 eighty five

Fifth year 2013/2014

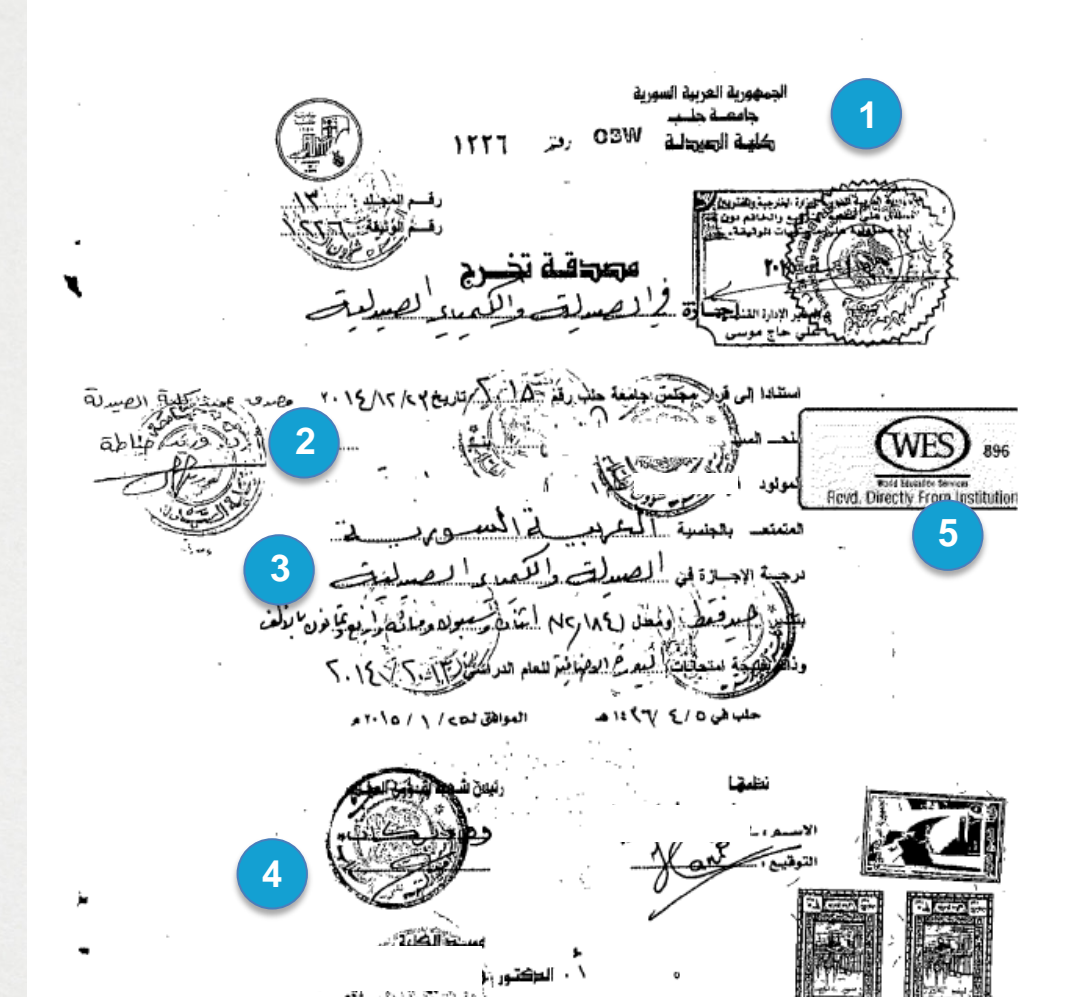
The Course	The Grade Numerically & Written
Quality Control of Drugs	69 sixty nine
Molecular Biology	92 ninety two
Clinical Pharmacy & Hospital Pharmacy	67 sixty seven
Molecular Pharmacology	72 seventy two
Clinical Biochemistry	66 sixty six
Foreign Language (7)	89 eighty nine
Pharmacy Internship	72 seventy two
Research Project	100 one hundred
Food Chemistry & its Quality Control	68 sixty eight
Applied Toxicology & Forensic Science	74 seventy four
Biotechnology in Pharmacy	73 seventy three
Medicinal Chemistry	60 sixty only
Nutrition & Dietary	76 seventy six
First Aid	89 eighty nine



Syrian Sample Documents

Aleppo University - Bachelor of
Pharmacy Degree Certificate

1. Information Identifying the Institution
2. Applicant Information
3. Information Identifying the Credential
4. Documentation Authentication
5. Method Received



APPROVED CERTIFICATE OF GRADUATION Bachelor of Pharmacy and Pharmaceutical Chemistry

By virtue of the resolution No. 2015 dated 23/12/2014 taken by the Board of the University of Aleppo, Mr. _____, who was born in _____ (one) and has the nationality of the Syrian Arab Republic, was conferred the **Bachelor's Degree of Pharmacy and Pharmaceutical Chemistry** with the rating of 'Good only' and an average grade of (72.184%) seventy two point one hundred and eighty four per cent. This decision was taken as a result of the examinations of the extra cycle for the academic year of 2013/2014.

Aleppo, 05/04/1436 Hegira coinciding with 25/01/2015 A.D.

Part III: WES Pilot Project in Canada



- WES evaluation of credentials is based on authentic documents according to two criteria:
 - I. Recognition of Institution: Credential issued by an entity/institution **authorized** to do so
 - II. Document Authentication: Received directly from the designated authority in sealed envelopes

- Obtaining Authentic Documents:
 - I. Official documents in sealed institution envelopes
 - II. Verified documents by the issuing institution
 - III. Electronic Transcript Exchange (depending on the mode of transmission)



Due to the inability of many refugees to obtain verifiable documents, the assessment of a refugee's qualifications calls for a different approach than is normally used by WES.

- A WES “**alternative process**” will be based on available evidence of educational attainment and professional achievements when official documents cannot be obtained.
- **If necessary**, WES will use the information and documentation provided by the candidate and its knowledge of global educational systems to **reconstruct** the candidate's academic history.
- WES will advise on the equivalency of academic credentials.
- Where possible, WES will provide contextual information to assist in interpreting the candidate's academic and professional background.
- WES will work with the candidate and/or referral source to complete the assessment in a timely and fair manner.

Assessing Credentials for Refugees: WES Pilot Project in Canada

What could the final product include: Possible documentary evidence:

- Assess and provide equivalencies where possible
 - Spell out what has been corroborated and what evidence was used
 - Include information on the Syrian system of education
 - Information about the school (recognition status)
 - Information about the program/degree (admission requirements, LOP, requirements to graduate, structure of the program)
 - Courses (and credits if available)
 - Information regarding what this degree gives access to in the home country
 - We would advise end users on how to use this product, including further assessment where there are gaps (e.g., through examinations, interviews, etc.)
- **Academic:**
 - Academic transcripts
 - Diplomas and certificates of completion
 - Student ID cards
 - Published class, examination, or graduation lists
 - **Non-academic:**
 - Professional licenses or certificates
 - Statements of professional standing issued by a regulatory body
 - Professional association membership
 - Official appointment letter
 - **Claimed history, even when uncorroborated**



Assessing Credentials for Refugees: Academic Record Reconstruction

I. Partial Academic Documents:

Documents Presented	Reconstruction (outcome)	What we need to reconstruct
2 nd year academic transcript (photocopy)	<ol style="list-style-type: none"> 1. High school graduation 2. First year of study 	Detailed curriculum/study plan for the program
Student I.D. indicating 3 rd year enrolment	<ol style="list-style-type: none"> 1. High school graduation 2. First and second year of study 	Detailed curriculum/study plan for the program
Refugee has only copy of the degree certificate	Reconstruct the full program	Detailed curriculum/study plan for the program

II. Professional Documents/Records:

Documents Presented	Reconstruction (outcome)	What we need to reconstruct
Professional License to Practice/Professional Membership	Reconstruct the full program	<ol style="list-style-type: none"> 1. Knowledge of the education requirements for each license 2. Detailed curriculum/study plan for the program
Teaching Appointment	Reconstruct the full program	<ol style="list-style-type: none"> 1. Knowledge of the education requirements for each teaching position 2. Detailed curriculum study plan for the program

Assessing Credentials for Refugees: WES Pilot Project in Canada

الرقم: ٥٠
التاريخ: ٢٠١٣/١١/١٤

الجمهورية العربية السورية
جامعة دمشق
كلية الهندسة المدنية

WES 817
World Education Services
Rev'd. Directly From Institution

كشف علامات

الاسم والنسبة: اسم الأب: اسم الأم:
مكان وتاريخ الولادة: الجنسية: العربية السورية
تاريخ التسجيل: ٢٠٠٧-٢٠٠٦
موجبات التسجيل: ثانوية

ندرج فيما يلي كشفا بعلامات الطالب خلال سني دراسته في جامعة دمشق - كلية الهندسة المدنية - بدءاً من العام الدراسي ٢٠٠٧-٢٠٠٦ ولغاية العام الدراسي ٢٠١٣-٢٠١٢

صورة طبق الأصل
٢/١٣/ ١٤

السنة الأولى		العلامة	رقما	الفصل الأول اسم المقرر
		كتابة		الرياضيات للمهندسين (١)
		كتابة	٦٤	الفيزياء للمهندسين
		كتابة	٦٥	الميكانيك الهندسي (١)
		كتابة	٦٣	المعلوماتية
		كتابة	٧٤	الهندسة الوصفية والرسم الهندسي
		كتابة	٧١	الثقافة القومية الاشتراكية
		كتابة	٦٠	اللغة الأجنبية (١)
		كتابة	٧٠	
الفصل الثاني		العلامة	رقما	اسم المقرر
		كتابة	٦٣	الرياضيات للمهندسين (٢)
		كتابة	٦٥	الكيمياء للمهندسين
		كتابة	٧١	الميكانيك الهندسي (٢)
		كتابة	٧٠	الجيولوجيا الهندسية
		كتابة	٧٥	تمثيل المنشآت المدنية
		كتابة	٦١	المساحة (١)
		كتابة	٦٧	اللغة العربية
		كتابة	٦٤	اللغة الأجنبية (٢)
		كتابة	١٠٠٣	التدريب العسكري المجموع: الف وثلاث درجات

المدقق: المنظم:

الرقم: ٩٠
التاريخ: ٢٠١٥/٩/١١

الجمهورية العربية السورية
جامعة دمشق
كلية الهندسة المدنية

OBW
WES 89
World Education Services
Rev'd. Directly From Institution

كشف علامات

الاسم والنسبة: اسم الأب: اسم الأم:
مكان وتاريخ الولادة: الجنسية: العربية السورية
تاريخ التسجيل: ٢٠١٤/٢٠١٣
موجبات التسجيل: ثانوية سورية

ندرج فيما يلي كشفا بعلامات الطالب خلال سني دراسته في جامعة دمشق - كلية الهندسة المدنية - بدءاً من العام الدراسي ٢٠١٣-٢٠١٢ ولغاية الفصل الثاني من العام الدراسي ٢٠١٥-٢٠١٤

الفصل الأول		العلامة	رقما	اسم المقرر
		كتابة	٨٣	الرياضيات للمهندسين (١)
		كتابة	٨٢	الفيزياء للمهندسين
		كتابة	٦٤	الميكانيك الهندسي (١)
		كتابة	٦٥	المعلوماتية
		كتابة	٧٧	الهندسة الوصفية والرسم الهندسي
		كتابة	٧٧	الثقافة القومية الاشتراكية
		كتابة	٩٠	اللغة الأجنبية (١)
الفصل الثاني		العلامة	رقما	اسم المقرر
		كتابة	٦٣	الرياضيات للمهندسين (٢)
		كتابة	٧٧	الكيمياء للمهندسين
		كتابة	٦٤	الميكانيك الهندسي (٢)
		كتابة	٦٥	الجيولوجيا الهندسية
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		كتابة	٦١	المساحة (١)
		كتابة	٨٤	اللغة العربية
		كتابة	٨٠	اللغة الأجنبية (٢)
		كتابة	١١٠٥	المجموع: الف وستين وخميس درجات

المدقق: المنظم:

Assessing Credentials for Refugees: WES Pilot Project in Canada

Syrian Arab Republic
Damascus University
Faculty of Civil Engineering

No.
Date: 14.11.2013

Transcript

Name & Surname :
Father's Name :
Mother's Name :
Place & Date of Birth :
Nationality :
Date of Registration : 2006-2007
Credential of Registration : Secondary Certificate

We state below a transcript of above mentioned student during the years of his studies at Damascus University-Faculty of Civil Engineering as from the academic year 2006-2007 until the end of the academic year 2012-2013

First Year – First Semester	
Mathematics for Engineers 1	64
Physics for Engineers	65
Engineering Mechanics 1	63
Informatics	74
Descriptive Geometry & Engineering Drawing	71
Socialist National Education	60
Foreign Language 1	70
Second Semester	
Mathematics for Engineers 2	63
Chemistry for Engineers	65
Engineering Mechanics 2	71
Engineering Geology	70
Illustration of the Civil Facilities	75
Surveying 1	61
Arabic	67
Foreign Language 2	64
Military Training	Permanent Exemption
Total: 1003.00	Result: Passed to second year

Syrian Arab Republic
Damascus University
Faculty of Civil Engineering

/ OTM
Date: 01/09/2015

TRANSCRIPT OF MARKS

Name & Surname	
Father's Name	
Mother's Name	
Birth Place & Date	
Nationality	
Date of Registration	2013/2014
Registration Requirement	Syrian High School Certificate

We list hereunder a transcript of the marks obtained by student during the years of her study at Damascus University - Faculty of Civil Engineering, starting from the academic year 2013/2014 to the academic year 2014/2015

FIRST YEAR

Subject	Mark	
	Number	Words
Mathematics for Engineers (1)	63	Sixty three
Physics for Engineers	82	Eighty two
Engineering Mechanics (1)	64	Sixty four
Informatics	65	Sixty five
Descriptive Geometry and Engineering Drawing	67	Sixty seven
Socialistic National Culture	73	Seventy three
Foreign Language (1)	90	Ninety
Second Semester		
Mathematics for Engineers (2)	63	Sixty three
Chemistry for Engineers	72	Seventy two
Engineering Mechanics (2)	90	Ninety
Engineering Geology	60	Sixty
Representation of Civil Structures	85	Eighty five
Survey (1)	67	Sixty seven
Arabic Language	84	Eighty four
Foreign Language (2)	80	Eighty
Total : 1105		Result: passed to second year

Who is eligible for the pilot project?

- Syrian refugees in Canada
- Cannot meet standard WES documentation requirements
- Is referred through a partner agency in Canada
- Is in possession of, or has access to, some evidence that indicates attendance or completion of an academic program
- Is willing to submit these documents to WES for review and complete an application that describes their educational and professional experience

Part IV: Recommendations for Institutions: Alternative Assessment Practices



Fall 2015:
Investigation of the issues
surrounding credential
assessment for refugees
and practices worldwide

Review of the literature

Interviews with officials
from higher education
institutions, licensing
bodies, and international
education agencies in
Canada, U.S., and Europe

Formulating Institutional Policy

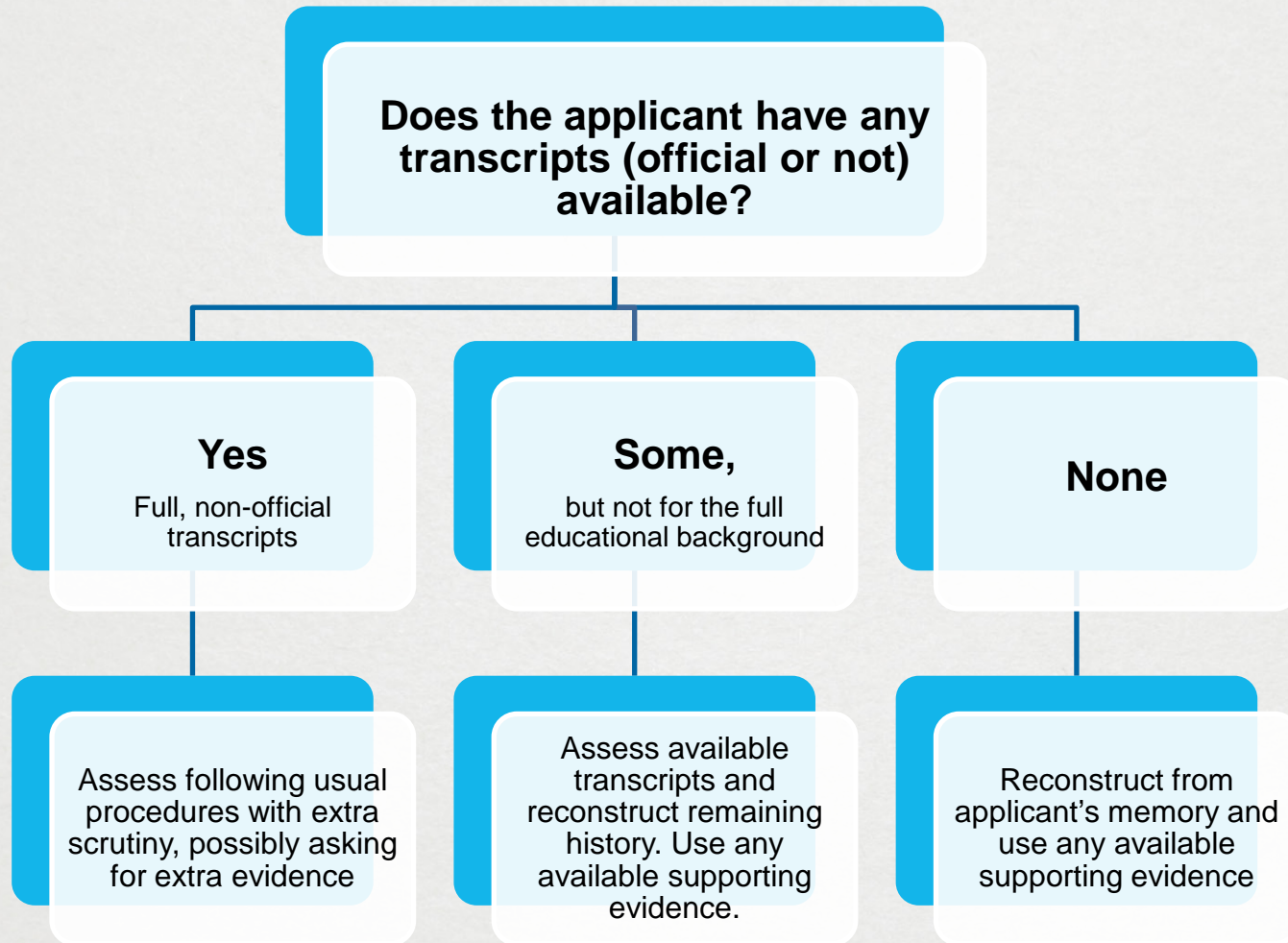
- Are your institutional documentation policies flexible (or potentially flexible)? Can you develop an alternative process for displaced individuals?
 - Avoid an all-or-nothing approach.

- What is your level of institutional risk? What are the potential outcomes if the assessment is wrong?
 - Does your institution have direct responsibility for public health, safety, or general well-being? Are there potential issues of institutional reputation?

- Who should qualify for an alternative process? Only bona fide refugees.
 - Balance the needs of applicants.

Determining Eligibility for Alternative Assessment Process

- Ask the applicant to go through the regular process.
- If the applicant is unwilling or unable, explain the alternative process to him/her and the potential outcomes and limitations.
- Ask the applicant to explain his/her circumstances.
- You can try to contact the institution directly, with the authorization of the applicant.
- If the applicant still cannot or will not request official documents, you can send him or her through the alternative process.



Reconstructing the Applicant's History

- Where there are gaps in transcripts (or where they are lacking entirely), reconstruct the applicant's claimed history using:
 - A [special application form](#)
 - A sworn statement
 - An interview
 - Any available sample documents (e.g., transcripts, curricula, syllabi)
- Results in a **background paper**, a document with the applicant's entire claimed history (as is relevant) and circumstances that can be assessed for recognition purposes.
 - The claims in this paper are then corroborated where possible, resulting in a **portfolio** (or dossier) of evidence.

Using Sworn Statements

- Gives the applicant the opportunity to explain his circumstances.
- Sometimes also called a **statutory declaration** or **affidavit**.
- Can be used to reconstruct the applicant's background from claimed history.
- Can also be used in the assessment process to support external and internal validity of the applicant's claims.

Tips:

- Give the applicant clear guidelines about what should be included in the sworn statement.
- Ask the applicant to have the statement notarized.



Using Witness Statements

- Also called **testimonials**.
- A statement from an individual who can testify to specific claims in an applicant's background, such as attendance at or graduation from an institution at a specific time.
- Can potentially come from school officials, professors, teachers, peers, employers, etc.

Tips:

- Ask the applicant for a list of witnesses.
- Develop a list of preferred types of witnesses. Exclude relatives as potential witnesses.
- Provide the witness with clear instructions and a checklist of items to include in the statement.
- Allow the statement to be open-ended, where possible.
- Instruct the witness to describe his or her relationship to the applicant.
- Ask the witness to provide evidence of his or her identity, if possible.
- Ask the witness to have the statement notarized or signed by a lawyer for further legal weight.

Assessing the Background Paper

Once the background paper is completed and the evidence assembled, it is time to assess the applicant's claims.

- Do they make sense? Do they correspond with facts about the education system of the country and the reality on the ground there?
- Conduct further background research as needed.
- Use internal expertise on the specific country.
- Use sample documents, where available.
- Use external resources, including those from [WES](#) and the [ENIC-NARIC Networks](#).



Online Resources for Syria

- Ministry of Higher Education Syria: www.mohe.gov.sy/
- Ministry of Education Syria: <http://moed.gov.sy/>
- Australian Government Department of Education and Training: <https://internationaleducation.gov.au>
- WES Syria Required Documents: <http://www.wes.org/required/index.asp>
- The Syrian education system described and compared with the Dutch system: <https://www.epnuffic.nl/en/publications/find-a-publication/education-system-syria.pdf>
- Education in Syria: <http://wenr.wes.org/2016/04/education-in-syria/>
- Syria Education Profile: A Guide to Grade Equivalencies Between Canada and Syria: <http://www.wes.org/ca/SyriaProfile/SyriaCountryProfile.pdf>



Institutions have additional methods and means of assessing whether the applicant has the necessary skills to succeed in education or employment.

Types of competency assessment:

- Examinations
- Interviews
- Sample work
- Special projects
- Skills assessments/audits

Institutions have options when determining recognition of qualifications:

- **Full recognition:** Recognize the applicant's full claimed background.
- **Alternative recognition:** Recognize the applicant as eligible for a different credential than the one of application.
- **Conditional recognition:** Recognize the individual's claimed background on the condition that he/she meet certain future requirements.
- **Partial recognition:** Recognize part of the individual's claimed background.

Additional Resources

From WES:

- Providing Pathways for Refugees: Practical Tips for Credential Assessment: <http://wenr.wes.org/2016/04/providing-pathways-for-refugees-practical-tips-for-credential-assessment/>
- Full report of our research findings: Due out in mid-May 2016. Sign up for e-mail release at <http://knowledge.wes.org/2016-Syria-Report-Sign-Up.html>
- The Importance of Higher Education for Syrian Refugees: <http://wenr.wes.org/2015/12/the-importance-of-higher-education-for-syrian-refugees/>
- Best Practices: Strategies and Processes to Obtain Authentic International Educational Credentials: <https://www.wes.org/ca/licensing/BestPacticesStrategiesProcesses.pdf>

Other Resources:

- European Area of Recognition (EAR) eManual: <http://www.eurorecognition.eu/emanual/>



Next Steps for WES Pilot Project

- WES is engaging stakeholders and potential partners as it develops and tests its new approach to refugee credential evaluation.
- Working through partner agencies, WES will pilot its alternative assessment process, initially for Syrian refugees in select locales in Canada.
- Once protocols are fully in place, based on the outcomes of this pilot, we plan to extend this service to all of Canada and then to the U.S. – also considering refugees from other countries.

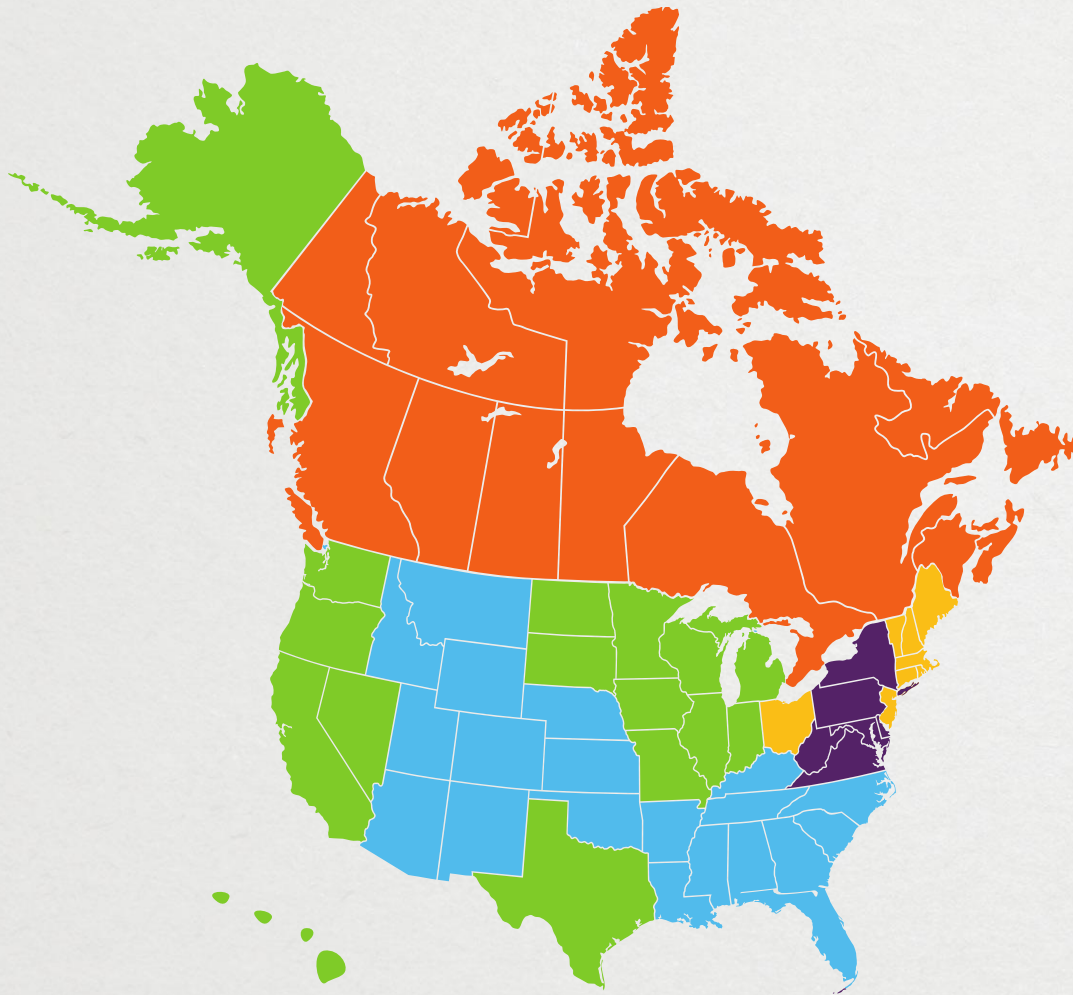
This is a work in progress and has not been finalized.

For more information, please contact refugees@wes.org.

Did you know?

- KRE delivered 34 webinars in 2015 with over 7,000 registrants
- WES received about 200,000 applications for evaluation in 2015
- WES securely delivers online evaluations to over 1,000 registered institutions
- AICES WES' custom evaluation database contains data on:
 - 200+ countries and jurisdictions
 - 47,000 institutions
 - 12,000 credentials
 - 2,000 grading scales

For support or more information, please contact your WES Regional Director



Canada

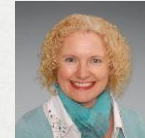


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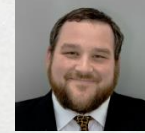
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