

# Toolkit for Recognition of Refugees' Qualifications

First aid kit for staff looking for ways to evaluate  
inadequately documented qualifications



## NOKUT and Norway

have many years of experience with recognition procedures for refugees after setting up a national recognition procedure for persons without verifiable documentation in 2013. In September 2015, NOKUT and UK NARIC proposed the establishment of a European Qualifications Passport for Refugees.

In 2016-2018, NOKUT has had the honour of leading an Erasmus+ project with the aim of establishing a toolkit for the recognition of refugees' qualifications, the very document you are reading now.

This collaborative project brought together the ENIC-NARIC centres of Norway, Armenia, France, Germany, Italy, the Netherlands, the United Kingdom, Germany, Sweden and Armenia in a joint effort to assist ENIC-NARIC centres in the development of practical approaches to credential evaluation and recognition of the qualifications held by refugees, displaced persons and persons in a refugee-like situation, even in cases of missing documentation or where the qualifications are scarcely documented.

Effective processes for the recognition of refugees' qualifications, also for those without proper documentation, is an important measure to help refugees integrate in a new society through work or further studies. This is a win-win situation, as better integration also makes it possible for society to profit from the refugees' competences and skills.

The project addressed the need for identification of a set of common principles, best practices and workable tools for the recognition of refugees' qualifications. The methods used in the project have been tested and included in formal recognition processes in several countries, and the toolkit also presents models for the practical implementation of the toolkit.

The toolkit which has been compiled and tested in the project is intended as a practical and easy-to-use inventory of tools and recommendations for credential evaluators and other professionals involved with evaluating the qualifications held by refugees, to help address the challenges they face.

On behalf of the project's consortium, NOKUT is proud to present the Toolkit for Recognition of Refugees' Qualifications. We would like to express our gratitude to the European Commission for making this project possible, and we thank our partners for their contribution to the project.

**NOKUT (the Norwegian Agency for Quality Assurance in Education) is an independent expert body under the Ministry of Education and Research. We work to enable people with a foreign education to make effective use of their qualifications in Norway, and ensure that employers and educational institutions have a good understanding of foreign qualifications.**

# 1 TOOLKIT

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## **The Toolkit consists of three parts:**

Developed by ENIC-NARIC centres of Norway, the United Kingdom, the Netherlands, Italy, France, Armenia, Germany and Sweden

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# 8 PRINCIPLES

7

Guiding the process

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# 10 TOOLS

12

Identified, developed and tested to constitute the parts of the procedure

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# 2 APPROACHES

16

Demonstrate two distinct ways of combining the tools in actual recognition procedures, depending on which type of final statement / background document is to be issued

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# RELEVANT WEBSITES 19

# 1 TOOLKIT

## The Toolkit is intended for:

Staff looking for ways to evaluate qualifications which are inadequately documented – credential evaluators, admission officers at higher education institutions, and immigration officers or integration advisers for newly arrived refugees and migrants.

## DEFINITIONS

When we speak of recognition of refugees' qualifications, we usually use the term refugee to refer to refugees, people in a refugee-like situation and displaced persons, as defined in Article VII of the Lisbon Recognition Convention

The common feature for all these groups of people is that they often have inadequately documented qualifications.

### WHO IS A REFUGEE?

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

### WHO IS A DISPLACED PERSON?

Displaced persons are people who are forced to flee their homes, in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, but never cross an internationally recognized state border.

## WHO IS A PERSON IN A REFUGEE-LIKE SITUATION?

A person in a refugee-like situation is any person who is de facto in a situation similar to that of refugees or displaced persons regardless of their legal status (UNHCR).

## THE TERM “REFUGEE”

We will use the general term “**refugee**” to designate refugees, internally displaced persons, and persons in a refugee-like situation. The common feature for all these groups of people is that they often have inadequately documented qualifications.

## INADEQUATELY DOCUMENTED QUALIFICATIONS

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

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## The Toolkit consists of three parts:

### 8 PRINCIPLES

Based on the Recommendation on Recognition of Qualifications held by Refugees, Displaced Persons and Persons in a Refugee-like Situation and EAR manual, the eight outlined principles provide the basis for the implementation of the adequate systems for recognition of refugees' qualifications. This part addresses the main most common challenges and provides practical advice on the steps of implementation

### 10 TOOLS

This part describes ten practical tools, which can be useful in implementation of adequate systems for the recognition of refugees' qualifications

### 2 APPROACHES

This part provides two practical examples on how to combine the elements into full recognition procedures to achieve the relevant outcome.

## Getting started

### IDENTIFY THE TARGET POPULATION

- Applicants with missing documentation
- Applicants with insufficient documentation
- Applicants with non-verifiable documentation

### IDENTIFY THE PURPOSE OF ASSESSMENT

- Admission
- Transfer of credits
- Recognition for other purposes

### CLARIFY MANDATE AND RESOURCES

- What services can you provide within the scope of your institution's mandate?
- What resources do you have at your disposal?

### IDENTIFY STATUS OF THE FINAL STATEMENT

- Formal/legally binding decision
- Advisory statement
- Diploma

### IDENTIFY END-USERS

- Employers
- Admission officers (also at other institutions)
- Applicants themselves, immigration authorities

### TAKE INTO CONSIDERATION THE MAIN PRINCIPLES / THE GUIDELINES

- If necessary, follow the suggested steps for application as shown in **8 Principles**.

### USE THE EXAMPLE APPROACHES AS INSPIRATION FOR YOUR OWN PROCEDURES

- Learn about **2 Approaches**: What can be implemented at your institution?

### DESIGN THE PROCESS USING THE NECESSARY TOOLS

- Taken into consideration the main principles and the status of the final statement, design the process, using the necessary tools, described in **10 Tools**.

## 8 PRINCIPLES

Identified **to provide the basis for** procedures for the recognition of refugees' qualifications in accordance with the Lisbon Recognition Convention (Article VII), Recommendation on Recognition of Qualifications held by Refugees, Displaced Persons and Persons in a Refugee-like Situation and the recommendations of the EAR manual

## P1 Accessibility

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
To ensure that everyone who enters the European Higher Education Area will be provided with a real opportunity for evaluation of his or her educational background and that no applicant is prevented from seeking assessment of his or her foreign qualifications	<ul style="list-style-type: none"> <li>• Costs which may be involved (assessment fees, translation fees etc.)</li> <li>• Lack of information on how to access the assessment opportunities</li> <li>• Lack of real opportunities for those with insufficient or lack of documentation</li> <li>• Lack of proficiency in the language(s) of the host country and/or host institution</li> </ul>	<ul style="list-style-type: none"> <li>• Be aware and clarify the policy at your institution</li> <li>• Review existing services and search for options</li> <li>• Ensure your institution is compliant with the Lisbon Recognition Convention (Article VII), the Recommendations and European Recognition Area Manual</li> <li>• Apply the tools in the toolkit to support existing service provision</li> </ul>

## P2 Information provision

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
To ensure sufficient information provision on how to access the service, information on the process, information on the outcome, information on the status of the decision / outcome and advise on the way ahead	<ul style="list-style-type: none"> <li>• Information about the assessment opportunities should be given at the earliest possible stage after arrival in a new country</li> <li>• Lack of or inaccessible information about the assessment opportunities</li> <li>• Lack of proficiency in the languages of the country of arrival, the information in common spoken language and the language of the country of origin is always an advantage</li> <li>• Lack of information on the status of the final assessment statement and the way ahead</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the information developed by your institutions is available and updated</li> <li>• Examine the most successful ways to reach the potential applicants and assisting authorities</li> <li>• Ensure that your institution is available for inquires before, under and after the assessment process</li> <li>• Ensure that the final statement of the evaluation you provide is known by the main stakeholders and that the information you provide is understood by the end users</li> </ul>



### P3 Equal treatment

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
To ensure equal treatment of everyone who comes within the scope of the system	<ul style="list-style-type: none"> <li>• To dismantle geographical, language, financial, social barriers</li> <li>• Ensure that also applicants with insufficient or lack of documentation will be given the real opportunity to get the qualifications assessed</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the obstacles and provide appropriate solutions within the framework of your institution</li> <li>• Stipulate rules and procedures at your institution, with the reference to the Lisbon Recognition Convention (Article VII), the Recommendations and European Recognition Area Manual</li> </ul>

### P4 Competent treatment

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
Refugees, displaced persons or persons in a refugee-like situation, even in cases with insufficient or lack of documentation should have a right to have their qualifications assessed by a <b>competent recognition authority</b>	<ul style="list-style-type: none"> <li>• To develop applicants' and stakeholders awareness about the importance of the evaluation and recognition of the previously achieved qualifications, even if they are scarcely documented</li> <li>• To build awareness about the role of the professional credential evaluator and status of the assessment in society at large</li> <li>• To ensure that each application is dealt with by an appropriately trained and informed credential evaluator</li> </ul>	<ul style="list-style-type: none"> <li>• Build stakeholders' awareness of the importance of the professional treatment / credential evaluation</li> <li>• Ensure that your institution provides opportunity for treatment by professional case officers / credential evaluators also for applicants with insufficient or missing documentation</li> <li>• Employ case officers with the necessary language proficiency</li> <li>• Ensure that case officers get training in methodology for evaluation of insufficiently documented qualifications and cases with lack of documentation</li> </ul>

## P5 Effectiveness

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
Applications should be processed <b>as promptly as possible</b>	The complexity of the case and lack of information and difficulty in obtaining information within a sensible or realistic timeframe.	<ul style="list-style-type: none"> <li>• Ensure that the process is clear and well-defined</li> <li>• Ensure that the case officers are trained in methods for evaluation of inadequately documented qualifications</li> </ul>

## P6 Transparency

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
Transparent and clear procedures for the evaluation of inadequately documented qualifications	<ul style="list-style-type: none"> <li>• Capacity to apply a coherent sustainable scheme</li> <li>• Identification of trusted sources of up to date information</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a clear process at your institution:</li> <li>• Identify the principles and criteria for the procedure</li> <li>• Identify the main steps and the guidelines for application of the tools in the procedure</li> <li>• Identify the status of the final decision and inform the applicant about the status of the document</li> </ul>

## P7 Relevance

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
<p>To ensure that <b>the final statement</b> / result of the assessment process is accepted both in the labor market, in relation to further studies and other types of recognition / authorization throughout the European Education Area and that <b>the methodology</b> used in the assessment is suitable for the population of newly arrived refugees, including those without sufficient proficiency in English or local language.</p>	<ul style="list-style-type: none"> <li>• To ensure that the result of assessment is presented in a manner which is understood, accepted and made use of by the applicant and society</li> <li>• To ensure that there put in place special evaluation methods to support refugees' access to qualified assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure the output is understood by the relevant stakeholders</li> <li>• Ensure the individual understands and knows how to use the output</li> <li>• If possible track individuals / gather feedback from stakeholders to be able to measure the impact of the output and make adjustments as necessary.</li> </ul>

## P8 Portability

OBJECTIVE	MAIN CHALLENGES	STEPS OF APPLICATION
<p>It is crucial to secure that the final statement is a standardized document accepted by the end users in all States party to the Lisbon Recognition Convention, so that public authorities are not required to repeat the assessment already undertaken by competent authorities of other States Party.</p> <p>The document should be issued in a widely spoken language (in addition to a local language)</p>	<p>To ensure that the result of evaluation is presented in a statement which is easy to understand and make use of across educational levels, institutions and national borders</p>	<ul style="list-style-type: none"> <li>• Examine the existing options and their impact on the career and study opportunities of the applicants</li> <li>• Identify the opportunities you can offer at your institution</li> <li>• Include relevant information into the final statement</li> <li>• Issue the final statement in the common spoken language</li> </ul>

# 10 TOOLS

These tools were put together in three steps:

1. IDENTIFICATION AND COLLECTION OF THE BEST TOOLS THAT WERE ALREADY DEVELOPED BY THE ENIC-NARIC CENTRES
2. IDENTIFICATION OF THE NEEDS THAT ARE NOT SATISFIED BY THE EXISTING TOOLS.
3. DEVELOPMENT OF THE NEW TOOLS WITH THE EXPERTISE OF THE PARTNER CENTRES.

**T1**

## **Collection of databases with the information on educational systems and status of the educational institutions**

NUFFIC-foreign education systems

UK NARIC (login required)

NOKUT - foreign education systems

Anabin - foreign education systems and education institutions

UHR NARIC portal (in Swedish, login required)

IAU - World Higher Education Database

ENIC-NARIC - country profiles and other tools

## T2 Refugee country briefings

The country briefings provide the orientation on the education systems in the countries where significant number of refugees are coming from – Afghanistan, Eritrea, Iraq, Libya and Syria. The briefings present a systematized overview of the higher education systems and links to the available information sources that are useful for the evaluation of qualifications of refugees, even in cases where candidates present insufficient or lack of documentation.

- Afghanistan
- Eritrea
- Iraq
- Libya
- Syria

## T3 Collection of databases with the lists of the graduates from the educational institutions

### **Afghanistan**

Ministry of Education, possible verification of certificates issued in dari

### **Iraq**

List of graduates, Foundation of Technical Education.

University of Baghdad

Al-Mansour University College

### **Libya**

University of Benghazi

### **Syria**

Arab International University

Syrian Virtual University

Al-Baath University

Syrian Private University

Hama University

Aljazeera University

University of Damascus\_(only degrees with a security code).

## **T4 Verifications**

- Verification is the process aiming to confirm that the qualification is correctly issued.
- The fact that the qualification is correctly issued can be confirmed by the issuing authority.
- In cases where verification is not possible due to destroyed archives, lack of records or insecure information sources, the documentation is classified as non-verifiable.
- In cases with non-verifiable documentation, interview-based tools can be applied in order to substitute the fact that the qualification is correctly issued to the applicant.

## **T5 Questionnaire / self-evaluation template**

- This tool allows credential evaluators to gather relevant information about applicant's qualifications, language proficiency and work experience provided by an applicant him/herself in a systematized way.
- The information provided in the questionnaire might be especially useful in cases with insufficient or lack of documentation.
- The template can be found in Annex 1.

## **T6 Check list for the credential evaluators**

- Check list for the credential evaluators provides structured overview over the main points one has to address while doing the assessment of the qualification.
- The template can be found in Annex 2.

## **T7 Level placement template**

- Level placement template provides the structured overview over the main characteristics of the qualification being assessed.
- The template can be found in Annex 3.

## **T8 Interview / interview template**

- The template for the semi-structured interview contains the questions to be asked during the face-to-face interview.
- The template can be found in Annex 4.

## **T9 Report template**

- The report template provides the structure and content of the final statement. This can and will be based on the information provided through questionnaire / interview / any supporting documentation / references.
- The template can be found in annex 5.

## **T10 Example 1: Template for the final statement – Qualifications Passport for Refugees**

### **1. Assessed qualifications**

Highest achieved qualification  
Other qualifications

### **2. Relevant information provided by the applicant**

Job experience  
Membership in professional organisations  
Language proficiency  
Courses, MOOCS

### **3. Advice on the road ahead**

The template can be found in Annex 6

## **T10 Example 2: Template for the final statement – Background Report**

- **ION, implemented by NUFFIC in the Netherlands**  
“Ms xxx has declared that she has obtained the above-mentioned qualification. She was unable to provide any documents to support this (or: she was unable to provide document xxx). The qualification can be compared to the level of ... in the Dutch education system“
- The template can be found in Annex 7

## 2 APPROACHES

The **Qualifications Passport for Refugees** and **Background Report** present just two different ways of applying the tools. Consideration of the status of your institution, the status of any statements made and the resources and processes in place, will determine the most suitable application for your organization.



## Qualifications Passport for Refugees step by step

STAGES	TOOLS	DOCUMENTATION
<b>I. Preliminary mapping</b> <ul style="list-style-type: none"> <li>• Eligibility</li> <li>• Requirements</li> <li>• What information is available?</li> <li>• How can your institution assist the candidate?</li> </ul>	<b>T5 Questionnaire / Self-evaluation</b>	<ul style="list-style-type: none"> <li>• Candidate's own description of qualification(s)</li> </ul>
<b>II a. Evaluation of available documentation</b> <ul style="list-style-type: none"> <li>• Which documentation is available?</li> <li>• What kind of documentation is usually expected for this type qualification?</li> <li>• Status of the documentation</li> </ul>	<b>T1 Databases with the information on educational systems and status of the educational institutions</b>	<ul style="list-style-type: none"> <li>• Information on educational systems, institutions, qualifications</li> <li>• Information about the situation in the country in the period when the qualification is obtained</li> </ul>
<b>II b. Identifying of missing documentation/information</b> <ul style="list-style-type: none"> <li>• What is lacking and why?</li> <li>• Is documentation verifiable?</li> <li>• How to compensate the lacking part?</li> </ul>	<b>T2 Refugee country briefings</b>  <b>T3 Databases with the lists of the graduates from the educational institutions</b>	<ul style="list-style-type: none"> <li>• Is verification possible?</li> </ul>
<b>III. Level placement</b> <ul style="list-style-type: none"> <li>• Made by the credential evaluator and provides the structured overview over the main characteristics of the qualification being assessed</li> </ul>	<b>T7 Level placement template</b>	<ul style="list-style-type: none"> <li>• Structured overview of the qualification being assessed</li> </ul>
<b>IV. Completing the file</b> <ul style="list-style-type: none"> <li>• The evidence collected through mapping, documentation evaluation and, finally, level placement, provide the ground for planning the structured interview, prepared by the credential evaluator</li> </ul>	<b>T6 Check list for the credential evaluators</b>	<ul style="list-style-type: none"> <li>• As complete as possible case file</li> </ul>
<b>V. Structred interview with the credential evaluator</b> <ul style="list-style-type: none"> <li>• The purpose of the structured interview is to substantiate the connection between the applicant's identity, available identity documentation and educational documents, and thus form as complete an image as possible of the applicant's educational background, work experience and language proficiency, as well as to confirm information obtained through the initial documentation evaluation</li> </ul>	<b>T8 Interview template</b>  <b>T9 Report template</b>	<ul style="list-style-type: none"> <li>• Questions to be asked during the face-to-face interview;</li> <li>• Overview over the information to be included in the overheads of the final statement</li> </ul>
<b>VI. Issuing of the Qualifications Passport for Refugees</b> <ul style="list-style-type: none"> <li>• Evidence collected in the previous steps form the basis for issuing the Qualifications Passport for Refugees</li> </ul>	<b>T10 Template for the final statement</b>	<ul style="list-style-type: none"> <li>• Assessed qualifications</li> <li>• Relevant information provided by the applicant</li> <li>• Advice on the road ahead</li> </ul>

## Background Report / example from the Netherlands (ION)

### MIGRANTS MAY APPLY FOR:

- Credential evaluation
- Opleidingswaardering – for unfinished learning trajectories
- Education Level Indicator (ION) – no documents available

### MIGRANTS COMPLETE A WRITTEN APPLICATION:

- Education and professional background
  - Download form online
  - Include information on:
    - Schools / universities
    - Qualifications Obtained
    - Work Experience
    - Supporting documentation
- 

## Background Report / example from the Netherlands (ION)

The outcome of the evaluation is the **Background Report (ION – Indicatie Onderwijsniveau)**

**ION** contains information about the qualification the applicant claims to have and its comparison with the level of education in the Dutch system

**More information about the project, its outcomes and report can be found at the website of the project coordinator**

# RELEVANT WEBSITES

## Definitions

Lisbon Recognition Convention: [www.coe.int/en/web/conventions/full-list/-/conventions/treaty/165](http://www.coe.int/en/web/conventions/full-list/-/conventions/treaty/165)

UNHCR: [www.unhcr.org](http://www.unhcr.org)

Recommendation on Recognition of Qualifications held by Refugees, Displaced Persons and Persons in a Refugee-like situation: [www.coe.int/en/web/education/-/new-recommendation-on-recognition-of-qualifications-held-by-refugees](http://www.coe.int/en/web/education/-/new-recommendation-on-recognition-of-qualifications-held-by-refugees)

European Area of Recognition Manual: [www.eurorecognition.eu/manual](http://www.eurorecognition.eu/manual)

## Collection of databases with the information on educational systems and status of the educational institutions

NUFFIC: [www.nuffic.nl/en/subjects/education-systems/](http://www.nuffic.nl/en/subjects/education-systems/)

UK NARIC: [www.naric.org.uk/naric/](http://www.naric.org.uk/naric/)

NOKUT: [www.nokut.no/en/surveys-and-databases/nokuts-country-database/nokuts-country-database/](http://www.nokut.no/en/surveys-and-databases/nokuts-country-database/nokuts-country-database/)

Anabin: [https://anabin.kmk.org/no\\_cache/filter/institutionen.html](https://anabin.kmk.org/no_cache/filter/institutionen.html)

UHR NARIC Portal: [www.uhr.se/en/naricportal/publika-sidor/login/](http://www.uhr.se/en/naricportal/publika-sidor/login/)

IAU – World Higher Education Database: [www.iau-aiu.net/World-Higher-Education-Database-WHED](http://www.iau-aiu.net/World-Higher-Education-Database-WHED)

ENIC-NARIC country profiles and other tools: [www.enic-naric.net/educational-systems-country-profiles-and-other-tools.aspx](http://www.enic-naric.net/educational-systems-country-profiles-and-other-tools.aspx)

## Refugee Country Briefings

[www.nokut.no/en/about-nokut/international-cooperation/erasmus-projects/refugees-and-recognition](http://www.nokut.no/en/about-nokut/international-cooperation/erasmus-projects/refugees-and-recognition)

## Collection of databases with the lists of the graduates from the educational institutions

### AFGHANISTAN

Ministry of Higher Education: [www.mohe.gov.af/en](http://www.mohe.gov.af/en)

### IRAQ

Foundation of Technical Education: <http://www.fte.edu.iq/index.php?name=Pages&op=page&pid=274>

University of Baghdad: <http://www.graduation.uobaghdad.edu.iq>

Al Mansour University College: [www.muc.edu.iq](http://www.muc.edu.iq)

### LIBYA

University of Benghazi: <http://uob.edu.ly/pages/page/53>

### SYRIA

Verification of exam results achieved in secondary education: <http://moed.gov.sy/site/>

Arab International University: [www.aiu.edu.sy](http://www.aiu.edu.sy)

Syrian Virtual University: [https://svuis.svuonline.org/SVUIS/grad\\_chk.php](https://svuis.svuonline.org/SVUIS/grad_chk.php)

Al-Baath University: [http://albaath-univ.edu.sy/h.php?f=modules/albaathuniv/Mhoshrat\\_Statistics/2013-2014/index.htm](http://albaath-univ.edu.sy/h.php?f=modules/albaathuniv/Mhoshrat_Statistics/2013-2014/index.htm)

Syrian Private University: [http://www.spu.edu.sy/alumni/index.php?page=all&ex=2&dir=graduated\\_students&lang=2&act=301](http://www.spu.edu.sy/alumni/index.php?page=all&ex=2&dir=graduated_students&lang=2&act=301)

Hama University: <http://213.178.227.226/mosdakat/>

Aljazeera University: <http://www.jude.edu.sy/index.php>

University of Damascus: <http://damasuniv.edu.sy/?lang=1&set=3&id=695>

ANNEX 1: Questionnaire

572356-EPP-1-2016-1-NO-EPPKA3-NARIC - Refugees and Recognition – Toolkit for recognition of higher education for refugees, displaced persons and persons in a refugee-like situation

Project coordinated by NOKUT [www.nokut.no](http://www.nokut.no)

Co-funded by the Erasmus+ Programme of the European Union



**Toolkit - Qualifications Passport for Refugees**

*Self-questionnaire to be filled by the participants*

**Please write clearly**

1. Personal Information			
Last name	First and middle name		Date of birth
Any previous names			Pass photo
<b>Please remember proof of name change in the attachment, if you have any.</b>			
2. Contact Information			
Postal address			
Street	Postcode	Place	Country
E-mail address		Phone number	
<b>We will contact you by e-mail!</b>			



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**Toolkit - Qualifications Passport for Refugees**

3. Language Skills				
Have you studied/had exams in English?	The courses were taught in English	I have TOEFL/IELTS or other English tests	I have English exam from Upper Secondary School	Other English education
	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
❖ Do you participate in language course now?				
Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, at which level?		
<b>Please remember the copy of the language proficiency test, if you have any</b>				
❖ What is your native language?				
❖ What other languages do you speak?				
❖ What other languages do you write?				



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### Toolkit - Qualifications Passport for Refugees

4. Overview of Your Highest Achieved Qualification				
4.1. General Information About Your Education				
Period of study: year started – year completed	Name of the awarded degree	Educational institution, university	Place and country	
4.2. Scope and Level				
Nominal length of study	Have you completed programme within the normal time?	Explanation of any delay or interruption of education	What was the entrance requirement for this education?	Does this education give access to further study?
❖ Did you study full time or part time?				
Full time		<input type="checkbox"/>	Part time	
			<input type="checkbox"/>	



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572356-EPP-1-2016-1-NO-EPPKA3-NARIC - **Refugees and Recognition** – Toolkit for recognition of higher education for refugees, displaced persons and persons in a refugee-like situation

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### Toolkit - Qualifications Passport for Refugees

❖ What was the language of instruction?			
4.3. Purpose of Education			
4.4. Specialization			
Did you have a specialization?		Was this education aimed at working within a particular profession, which one?	
4.5. Practice			
❖ Did your study include a job practice component?			
Yes		<input type="checkbox"/>	No
			<input type="checkbox"/>
<i>If the answer is Yes, please answer the next question</i>		<i>If the answer is No, please continue to 4.6.</i>	
❖ Was job practice a mandatory component of the education?			
Yes		<input type="checkbox"/>	No
			<input type="checkbox"/>
Where did you have your job practice?	Tasks	In which period of the education?	Duration of the job practice



4



**Toolkit - Qualifications Passport for Refugees**

<b>4.6. Thesis</b>			
❖ Did your degree include a thesis/project component?			
Yes <input type="checkbox"/>	No <input type="checkbox"/>		
<i>Please answer the questions below if you wrote a thesis or worked with the project</i>		<i>If the answer is No, please continue to 4.7.</i>	
Title of the thesis/project	Nominal length of study given to work with the thesis/ project	Number of pages	Please give a short description of the thesis' or project's contents



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<b>4.7. Reconstruction of the Course Descriptions</b>		
Please give as detailed description of the courses in your education as possible. You are to choose TWO IMPORTANT SUBJECTS FROM EACH SCHOOL YEAR (e.g.: if you have studied for four years, you are to describe eight subjects). Each subject gets one page. Please use extra paper if you need to. <b>YOU HAVE TO COMPLETE PART 4.7. EVEN IF YOU HAVE SUBMITTED YOUR TRANSCRIPT!</b>		
<b>1<sup>st</sup> school year</b>		
Nr. 1	Course, subject	Textbook (if you remember)
Which school year/semester did you take this subject?		Was this subject a part of your specialization?
Please give a description of what you learned about in this course.		



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1 <sup>st</sup> school year		
Nr. 2	Course, subject	Textbook (if you remember)
Which school year/semester did you take this subject?		Was this subject a part of your specialization?
Please give a description of what you learned about in this course.		



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2 <sup>nd</sup> school year		
Nr. 1	Course, subject	Textbook (if you remember)
Which school year/semester did you take this subject?		Was this subject a part of your specialization?
Please give a description of what you learned about in this course.		



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2 <sup>nd</sup> school year	
Nr. 2	Course, subject
	Textbook (if you remember)
Which school year/semester did you take this subject?	Was this subject a part of your specialization?
Please give a description of what you learned about in this course.	



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3 <sup>rd</sup> school year	
Nr. 1	Course, subject
	Textbook (if you remember)
Which school year/semester did you take this subject?	Was this subject a part of your specialization?
Please give a description of what you learned about in this course.	





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3 <sup>rd</sup> school year	
Nr. 2	Course, subject
	Textbook (if you remember)
Which school year/semester did you take this subject?	Was this subject a part of your specialization?
Please give a description of what you learned about in this course.	



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4 <sup>th</sup> school year	
Nr. 1	Course, subject
	Textbook (if you remember)
Which school year/semester did you take this subject?	Was this subject a part of your specialization?
Please give a description of what you learned about in this course.	



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4 <sup>th</sup> school year	
Nr. 2	Course, subject
	Textbook (if you remember)
Which school year/semester did you take this subject?	Was this subject a part of your specialization?
Please give a description of what you learned about in this course.	

*Attach (if you have) for example thesis / research work, bibliographies, student ID-card etc.*



**Toolkit - Qualifications Passport for Refugees**

5. Work Experience			
❖ Have you had work experience after you finished your education?			
Yes <input type="checkbox"/>		No <input type="checkbox"/>	
<i>Please answer the questions below if you have had work experience</i>			
Period of work, year started – year finished	Employer, country	Position, tasks	In what way could you make use of your education?
❖ Have you had membership in a profession organization?			
<i>Send your CV and copies of documentation of your work experience, if you have it!</i>			
6. Further Education, Course			
❖ Have you completed any further education /courses?			
	Period of study	Institution / Organization	Qualification, subject area
			Place, country
1.			
2.			
3.			



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7. Other Relevant Information

8. Signature		
I confirm that the information I have given in this questionnaire and enclosures is correct		
Place	Date	Name

Once you have completed the questionnaire, you should send it to /deliver to **XXX**



## ANNEX 2: Check list

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#### Checklist for credential evaluators

##### I. Preliminary mapping

###### Questionnaire

- ✓ What qualification/education is this?
- ✓ Is this qualification completed?

+ personal information

+ languages

+ work experience

##### II a. Evaluation of available documentation

- ✓ What kind of documentation we have?
- ✓ What information does it provide?
- ✓ What kind of documentation/information is crucial for evaluating the case?

1

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##### II b. Identifying missing documentation

- ✓ What kind of information we need and what kind of sources can provide this?

NB! you can always ask your colleagues from ENIC-NARIC network for help, they might have documentation files from similar cases

##### III. Level placement

- ✓ Summing up information on the qualification in the template for level placement: What information do we have about the qualification? What information do we need to confirm this? Where do we find this information? Whom/ what sources can we consult?
- ✓ The template functions as a starting point for the interview

##### IV. Completing the file and preparations for the interview

- ✓ What do we know about the candidate's background, what information do we need to confirm this?
- ✓ What information do we have about the qualification? What information do we need to confirm this? Which language should we use during the interview?
- ✓ What kind of plans/ambitions does the candidate have? What is feasible?

##### V. Interview

The purpose of the structured interview is to **substantiate the connection** between the applicant's identity, available identity documentation and educational documents, and thus **form as complete image** as possible of the applicant's educational background, work experience and language proficiency, as well as to **confirm information** obtained through the initial documentation evaluation.

1. Introduction - 5 min

2

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- short presentation of the evaluators and their functions under the interview
  - expectations for the interview
  - language/s
2. Personal information – 5 min
    - confirm that previously registered information is correct, have a look at the ID
  3. Ask the participant to give a short presentation of him/herself, ask questions or stop if necessary – 5 min
  4. Education - 20 min
    - ask if the applicant has any documentation, what type, what is missing and why;
    - ask questions according to the template, order of the questions is always subject to change
  5. Work experience and evt. membership in professional organizations if relevant - 5 min
  6. Other relevant information if any – 5 min
  7. Provide information on what is going to happen in the next stage, outcome of the interview, give a reminder on the status of the statement – 5 min
  8. Wrapping up - 5 min
    - go quickly through the minutes, see if you have any additional questions
    - ask the participant if he/she has any questions

3

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### Toolkit - Qualifications Passport for Refugees

#### VI. Issuing the qualifications passport and informing about the next steps

- ✓ Make sure that the information you need to fill in the template is correct
- ✓ Check information on the possibilities concerning the way ahead: admission to further studies, work, formal recognition, authorization etc.

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## ANNEX 3: Level placement template

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**Level placement template (Syria)**

Country of education	Syria
Educational institution	
Name of degree	
Nominal time frame	
Time span	
Admission requirements	
Specialization	
Thesis, work practice	
Documentation	
Language of instruction	
GPA/CGPA	
<b>Level placement</b>	

<b>General info about the Syrian education system</b>	
<b>Degree structure: B(4) + M(2)</b>	
<b>Admission requirements for higher education:</b> General Secondary Certificate	
<b>Academic year:</b> September - June	
<b>Credit system:</b>	
<b>Documentation:</b> Graduation certificate and transcript of grades	
<b>Grading system:</b>	
<b>Grade</b>	<b>Percentage</b>
Honour <i>Al-sharaf</i>	90-100%
Distinction <i>Al-imtiyaz</i>	80-89%
Very Good <i>Jayyid jiddan</i>	70-79%
Good <i>Jayyid</i>	60-69%
Pass <i>Maqbool</i>	50-59%
<b>Other:</b>	



## ANNEX 4: Structured interview template

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#### Structured interview template

Structured interview date <b>XX.XX.XX</b>	
Last name:	First and middle name(s):
Date of birth:	Age:
E-mail:	Phone:

Background:



1

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#### Education:

1. Motivation – Why did you decide on this particular education? Admission requirements, possibilities after completion of the degree.
2. Organization of studies and information about these – full time / part time? Work on the side? Where do the students live, extracurricular activities, studying at home/at the library? Lab-work, theory VS. practice? Gender distribution. What kind of documentation do you get?
3. Subjects – What subjects were the most important? What did you find most interesting/relevant? Have you made use of the knowledge? GPA? Good student?
4. Thesis/project, research question, why this question? How long did it take to prepare/write the thesis?
5. Work practice? When? How long?



2





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Other information/comments:

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Conclusion:

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Date:	Place:	Present:
		Signature:



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## ANNEX 5: Report template

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#### **Report template**

**Name of the candidate:**

**Assessed education:**

#### **Highest achieved qualification**

*Year finished, Official name of the study/degree, field of study/specialization, educational institution, country, documented with/no available documentation*

#### **Other qualifications**

*Year finished, Official name of the study/degree, field of study/specialization, educational institution, country, documented with/no available documentation*

**Additional relevant information:**

*Languages – native speaker, language of instruction, others, documented with/no-available documentation*

*Work experience and membership in professional*



## Qualifications Passport for Refugees No <sup>1</sup>

### Assessment Part

Issued: XX.XX.XXXX

Valid through: XX.XX.XXXX

#### Personal information

Last name: XX

First and middle names: XX

Date of birth: XX.XX.XX

Place of birth: XXXXX

Nationality: XXXX

#### Assessed qualifications

Highest achieved qualification: Official name of the qualification, Field of study, Name of the Educational Institution, Country<sup>2</sup>

Other education: Official name of the qualification, Field of study, Name of the Educational Institution, Country<sup>3</sup>

#### Additional relevant information from the applicant

Languages: XX (native speaker), XX (language of instruction), XX (language course), XX (other)

Work experience: YEAR-YEAR – Position, Employer, and Country<sup>4</sup>

Membership in professional organizations: Name of the Organization, Country (member since YEAR)<sup>5</sup>

Interview and documentation assessment is conducted by credential evaluators:

<sup>1</sup> Qualifications Passport for Refugees is neither a legal document nor replacement for the national recognition schemes, but a statement intended to be of help in connection with applications for employment/internships and studies. The evaluation is based on available documentation and a structured interview with a professional credential evaluator.

<sup>2</sup> Available documentation: XX, XX / No available documentation

<sup>3</sup> Available documentation: XX, XX / No available documentation

<sup>4</sup> Available documentation: XX, XX / No available documentation

<sup>5</sup> Available documentation: XX, XX / No available documentation



## INDICATIE ONDERWIJSNIVEAU

Naam :   
Geboortedatum :   
Land van opleiding : Syrië   
Naam onderwijsinstelling : Middelbare school   
Studierichting : Algemeen vormend voortgezet onderwijs   
Nominale studieduur : 3 jaar (bovenbouw)   
Jaar van afstuderen : 2011   
Behaalde graad/diploma : شهادة الدراسة الثانوية العامة (*General Secondary Education Certificate*)

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### Waardering

De heer  heeft verklaard dat hij de hierboven vermelde opleiding heeft afgerond. Hiervan konden geen bewijsstukken overgelegd worden.

In algemene zin kan over deze opleiding het volgende worden opgemerkt.

In Nederlandse termen vertegenwoordigt dit een niveau van een havo-diploma met een exact profiel.

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Deze indicatie is afgegeven te Den Haag door Nuffic op 5 april 2017.

L.J.P. Janssen



# NOKUT



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