

Education and the Middle East: Refugees and Border Crossing

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GS – 435**



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INTRODUCTION AND RATIONALE FOR THE SESSION



- **Palestinian and Iraqi refugees: where are they and what kind of access to education do they have?**
- **Discussion of Document Fraud**
- **Promotion of EducationUSA Centers as Partners**



educationUSA

| your guide to U.S. higher education

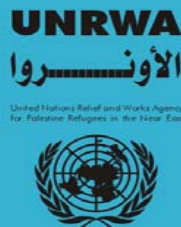
REFUGEES AND INTERNALLY DISPLACED PERSONS

“a refugee has crossed an international border and has sought refuge in a country other than his own, whereas an IDP is trying to find safety and refuge within his country,” United Nations Relief and Works Agency



REFUGEE CAMPS FOR PALESTINIANS

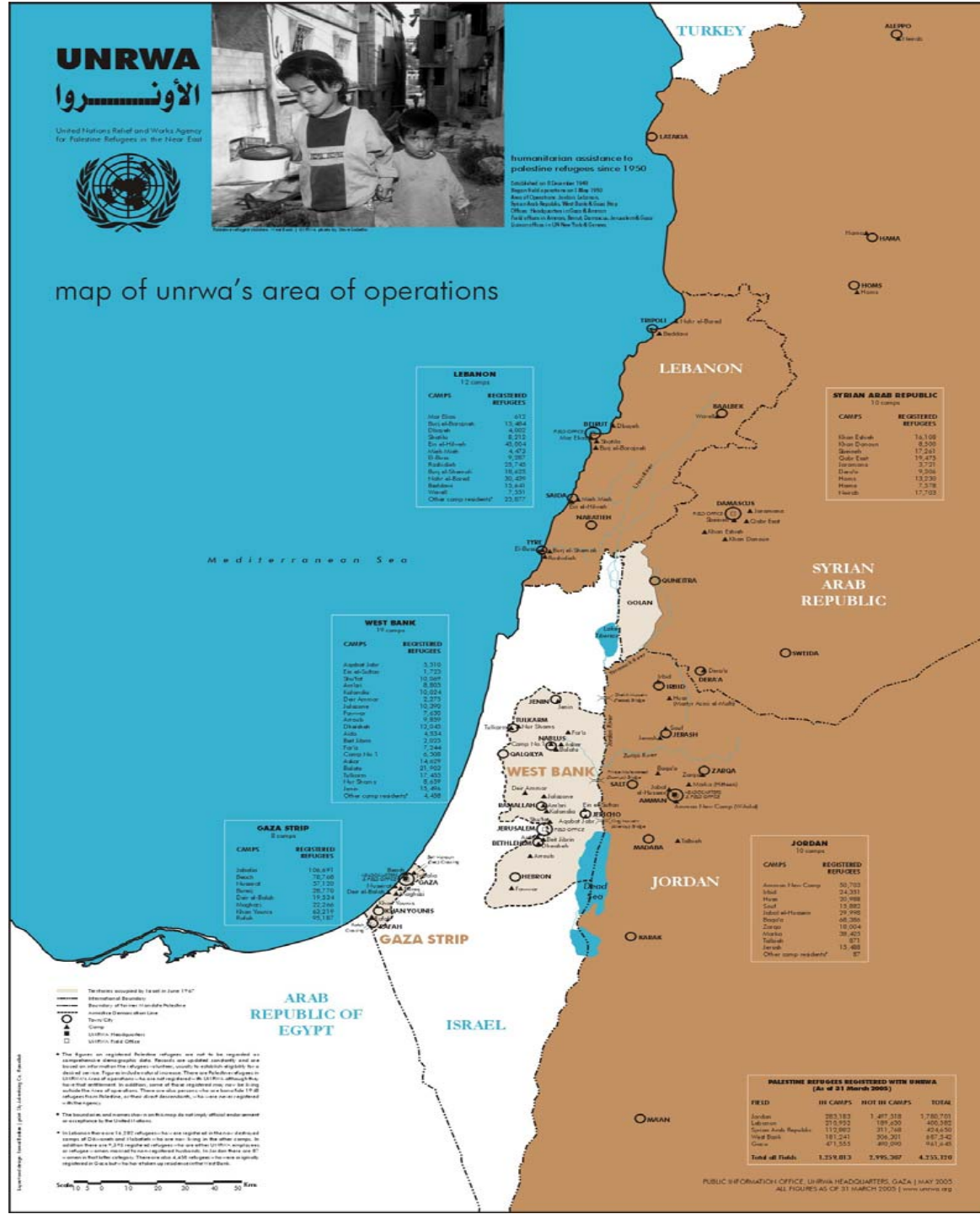
75% HAVE BEEN DISPLACED



humanitarian assistance to
palestinian refugees since 1950

Established on 8 December 1949
Began field operations on 1 May 1950
Area of Operations: Jordan, Lebanon,
Syria, West Bank, Gaza Strip, Egypt
Field offices in Amman, Beirut, Damascus, Jerusalem, Haifa,
Nablus, Rafah, and Tripoli

map of unrwa's area of operations



Where are the Iraqi Refugees?

Displaced Iraqis in the Region*

Syria	1.2-1.4 million
Jordan	500,000-750,000
Egypt	Up to 70,000
Iran	57,000
Lebanon	20-40,000
Turkey	10,000
Gulf States	200,000

Iraqi Refugees Elsewhere in the World, 1 Jan. 2007**

Germany	36,200	U.S.	19,800	Bulgaria	1,200
U.K.	22,000	Switzerland	5,000	Austria	1,200
Netherlands	21,800	Canada	4,000	Greece	820
Sweden	23,600	Finland	1,600	New Zealand	820
Australia	11,100	Italy	1,300	Armenia	460
Denmark	9,900	France	1,300	Romania	450
Norway	8,700	Hungary	1,200	Ireland	340

* Estimates include recognized refugees, asylum seekers and other Iraqis who may be in need of international protection. Data subject to frequent revision. Check www.unhcr.org for updates.

** Latest figures available are for 1 Jan. 2007. For most European countries and the US, UNHCR estimates are based on asylum-seeker recognition and resettlement arrivals since 1997. For Canada, Australia & New Zealand, UNHCR estimates are based on asylum-seeker recognition and resettlement arrivals since 2002 (See over for 2006/2007 asylum application figures).

**ONE IN FIVE IRAQIS HAS
BEEN DISPLACED**

COUNTRIES COVERED

- Home Countries (Iraq, Palestinian Authority)
- Host Countries (Syria, Jordan, Lebanon)



QUESTIONS ASKED

- How can universities evaluate credentials from a variety of school systems? What are these systems? What are the challenges?
- What should universities be looking for and what can they expect? If a student says they cannot get their documents, how can the university determine if this is indeed the case?





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Credentials Evaluation Service

EFFECTS OF CONFLICT ON HIGHER EDUCATION IN THE MIDDLE EAST

Traci Wells, Ph.D.



THEMES ADDRESSED



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- Limited Access of Refugees to Higher Education
- Educational Assistance for Refugees from UNRWA and the UNHCR
- Varying Levels of Refugee Inclusion/Exclusion in Education at Home and in Host Countries

LIMITED ACCESS



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- Missing Documentation
- Lack of knowledge about foreign credentials (host countries) or about the evaluation process (refugees)
- Expense of the evaluation process
- Schools and employers may not recognize the credentials

EDUCATIONAL ASSISTANCE



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- UN-sponsored provision through secondary level, but sometimes limited to the primary level
- United Nations Relief and Works Agency (UNRWA) for Palestinians: est. 1949, 2.7 million today
- United Nations High Commissioner for Refugees (UNHCR) for Iraqis



Varying Levels of Educational Inclusion and Exclusion at Home and in Host Countries:

- **Iraq**
- **Palestinian Authority**
- **Syria**
- **Jordan**
- **Lebanon**

RESEARCH DATA



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- Organizations that deal with refugees
- Interviews with EducationUSA Advisors in the Middle East
- What is happening in each of the five countries?

IRAQ



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- Road blocks, security issues, infrastructure
- Sectarianism in universities
- Large numbers of Iraqi academics killed (see site)
- Class cancellations and student absences
- Many graduates have left without diplomas
- Desperate situations: diploma fraud

Academics Killed in Iraq

http://www.brusseltribunal.org/academicsList.htm - Windows Internet Explorer

http://www.brusseltribunal.org/academicsList.htm

File Edit View Favorites Tools Help

Google Iraqi student project Go 1242 blocked Check Settings

http://www.brusseltribunal.org/academicsList.htm

www.brusseltribunal.org/Academics... List of killed, threatened or kidnapped Iraqi Acad

Link to this list: <http://www.brusseltribunal.org/academicsList.htm>

Important notice: when copying or referring to this list, please always mention the source.

* Link to a list of 193 killed Iraqi academics, in Arabic, compiled by the Association of University Lecturers [PDF]

A - List of killed Iraqi academics

Nr	Name	Profession / incident	University
1	Aalim Abdul Hameed	Prof. Dr. , PhD. in Preventive Medicine; Specialist in Depleted Uranium health effects on al Basrah population; Dean of Medicine College at the Mustansiriya University.	Baghdad Mustansiriya
2	Aamir Ibrahim Hamza	Licenciado en Ingeniería Electrónica, profesor del Instituto Técnico.	Baghdad
3	Abbas Kadhem Al-Hashimi	Prof. Dr. , Baghdad University	Baghdad
4	Abbass al-Attar	Prof. Dr. , PhD. in Humanities; faculty member at Baghdad University.	Baghdad
5	Abdel Al Munim Abdel Mayad	Licenciado y profesor de la Universidad de Basora.	Basra
6	Abdel Gani Assaadun	Licenciado y profesor de la Universidad de Basora. sib	Basra
7	Abdel Husein Jabuk	Doctor and professor at Baghdad University	Baghdad
8	Abdel Jabar Al Naimi	Decano de la Facultad de Humanidades de la Universidad de Mosul.	Mosul
9	Abdel Salam Saba	Doctor in Sociology, professor at Baghdad University	Baghdad
10	Abdl-Kareem Mekhleef Salih	PhD, in Arabic Language, lecturer in collage of Education AL-Anbar University	Al-Anbar

Prof. Dr. , PhD. in Plant Protection at College of Agriculture and

Internet 100%

start Connec... 3 Micr... http://... Microso... refugee... 100% 9:14 AM

INTERVIEW NOTES



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- The higher education situation worsened after 2003
- Security issues, universities hit by suicide bombers, especially in Baghdad
- Limited fax, web or mail to verify documents
- Difficulty transferring to other universities in the Middle East
- Sweden has provided free education

- Military checkpoints (560 in just the West Bank)
- UNRWA: Productive, but limited to schools
- Schools are overcrowded and impoverished
- Universities closed, military raids, and roadblocks
- Higher education is expensive for refugees
- Some programs are only offered in the West Bank

WEST BANK & GAZA MAP



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Source: <http://biglizards.net/Graphics/ForegroundPix/Israel.gif>

INTERVIEW NOTES



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- Scholarship recipients from Gaza weren't able to attend their host institutions
- Despite difficulties sometimes experienced in accessing universities, records are safe and accessible
- University access is competitive, so students may go abroad to Syria and Jordan if they can't get into universities in the region

SYRIA



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- Most Palestinians are registered with the UNRWA
- Palestinians have mostly same rights as Syrians
- Palestinians can attend Syrian schools
- Iraqi children often don't have access to Syrian schools due to costs and lack of documentation
- Higher education is also too expensive for most
- Syrian curriculum is different from the Iraqi one
- Iraqis don't have the same employment rights as Syrians

INTERVIEW NOTES



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- UNHCR has increased staffing
- Funding issues
- Difficulties in getting documents
- Advisors can't verify documents
- Students have to be in Iraq to apply for Iraqi Fulbright grants

JORDAN



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- Palestinians make up more than half the population
- Iraqi refugees from 1990-present (many unregistered)
- Closed Borders: Iraqis have to pay deposit
- Palestinians have more access to Jordanian public schools than Iraqis
- Universities have quotas for foreign students and require them to pay twice as much

INTERVIEW NOTES



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- Borders tightened due to large influx of Iraqis
- Forgeries from young Iraqis have been rampant
- MOE in Iraq operating from a yahoo address
- EducationUSA advisors cannot verify
- People with MD degrees who couldn't speak English
- EducationUSA center needs to be a safe place

LEBANON



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- “does not consider itself an asylum country”
- Many of the Iraqis in the country don’t have valid visas
- UNHCR and UNRWA provide primary and secondary education, but there are only three high schools
- Refugees have little access to non-UN education
- Refugees can study whatever they want, but they are restricted from working in many professional fields

INTERVIEW NOTES



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- War began in early 1970s
- Between 1976 and 1980, schools were destroyed
- In the early 1980s, the Baccalaureate examinations were sometimes cancelled by the Ministry
- Schools also destroyed following July 2006 bombing
- The Arab University hosts the majority of Palestinians, but is still too expensive for most
- Tatwir Scholarship (USAID) for Iraqis to do an MPA

SELECTED RESOURCES



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- www.unhcr.org (UNHCR)
- <http://www.un.org/unrwa/english.html> (UNRWA)
- www.usip.org (United States Institute of Peace)
- <http://chronicle.com> (The Chronicle of Higher Education)
- www.refugeesinternational.org (Refugees International)
- www.hrw.org (Human Rights Watch)
- www.refugees.org (US Committee for Refugees and Immigrants)



Iraqi Documents

**Presentation/ Handout for the
NAFSA Annual Conference,
Washington, DC, Friday, May 30
2008**

session GS 435

Herman de Leeuw

**Informatie Beheer Groep
Groningen, The Netherlands**

Introduction



- **The Netherlands based Agency for International Educational Credential Recognition and Authentication is part of the Informatie Beheer Groep: IB-Groep**
- **Autonomous Administrative Government Body that carries out tasks mandated by the Netherlands ministry of Education**
- **Tasks include: Awarding of Student Loans; Recognition of Foreign Diplomas; Authentication (“Legalisation”) of Netherlands Educational Documents for Migration Purposes**

Tackling Diploma Fraud in the Netherlands

- **Late 1990's: Significant Increase of Diploma Fraud**
- **Many Cases then linked to Refugees (Afghanistan, Iraq and other countries)**
- **Introduction of Tightened Procedure: All Applicants Must Submit Original Documentation when applying for Teaching Licence or Netherlands Academic Title**
- **Since then, dramatic Drop in Number of fraudulent Documents submitted**

Application Form

4 Signature

4.1 I grant the IB-Groep permission to make inquiries about my educational documents at the foreign educational authority responsible for issuing these documents.

- ☐ Yes
☐ No

4.2 I grant the IB-Groep permission to investigate the authenticity of the educational document(s) and identity card registered in my name.

- ☐ Yes
☐ No

I declare that I completed this application truthfully and that the diploma(s) submitted by me have been issued to me in the country of origin according to the locally prevailing regulations. The diploma(s) hereby submitted has/have been obtained at the institution/institutions stated on this diploma/these diplomas and has/have been received by me personally from this institution/these institutions.

On request, I will submit the original documents that are legalized or bear an Apostille stamp.

I am proficient in the English language and have understood the present text. Any parts of this text that I did not understand, I had translated in my national language, after which I understood the text completely.

Date

applicant's signature

What are we looking for in Documents?



1. Content, for instance

- Student's bio data and name
- Field of Study
- Period of Study
- Name of Document awarded
- Recognized Program of Study?

2. Documentary Evidence

- Authenticity
- Validity
- Identity of Holder

US Transcripts used to check Authenticity

- **THEREFORE, US TRANSCRIPTS SHOW MANY SECURITY FEATURES**
- **Optically dull paper**
- **UV-reactive fibers**
- **Watermark**
- **Micro print**
- **Foil printing**
- **Anti-Copying Device**
- **Chemical Protection against Tampering**

Bank Notes worldwide use same Features



Many Countries do not protect Transcripts

- **Why is this the case/used to be the case?**
- Programmes of Study set by Central Authorities
- Thus, Content of individual Programme is known
- Licensing Agencies/professional Associations often involved in setting Requirements
- Need to have Transcript therefore less marked

Security Features Personal “Transcript”: None

Bestemd voor kandidaat,
om mee te brengen
op het examen

Faculteit der Godgeleerdheid Leiden
vulgr. Joodsche Geschiedenis

Tentamen afgenomen aan: Herman de Leeuw

Door: P.S. van Koningsveld

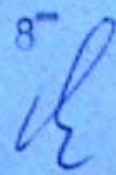
Vak: Inleiding islam (Collegejaar 1980-1981)

Examen: GT

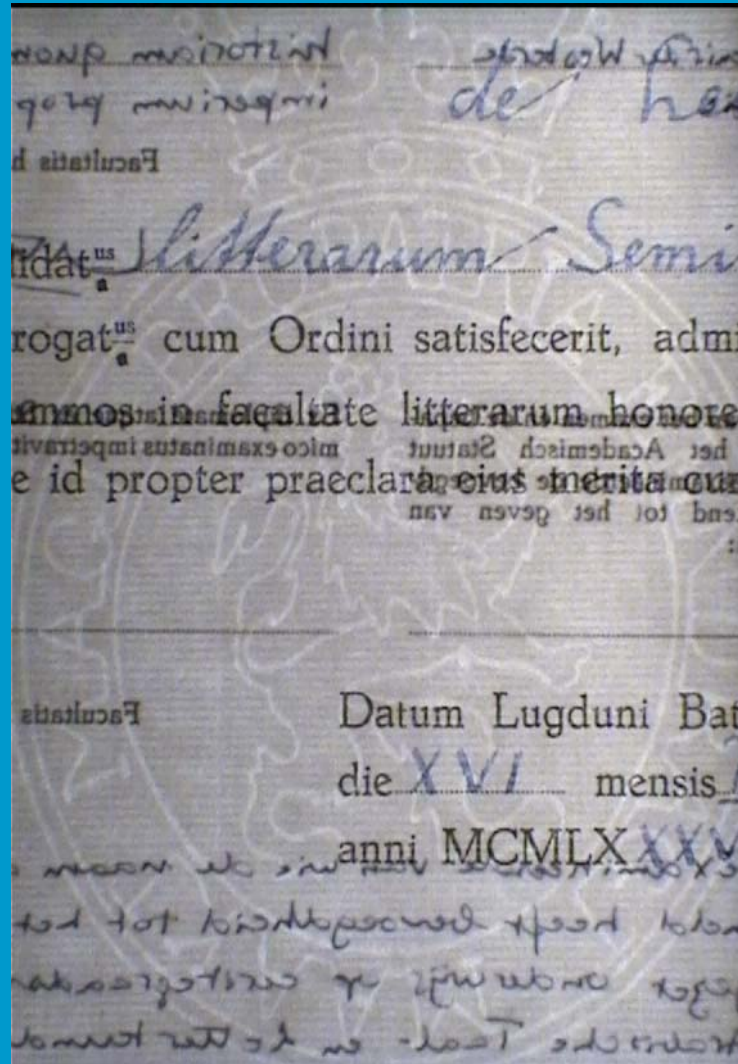
Uitslag: geslaagd

Datum: 15.6.81

In een cijfer: 8^m

Paraaf: 

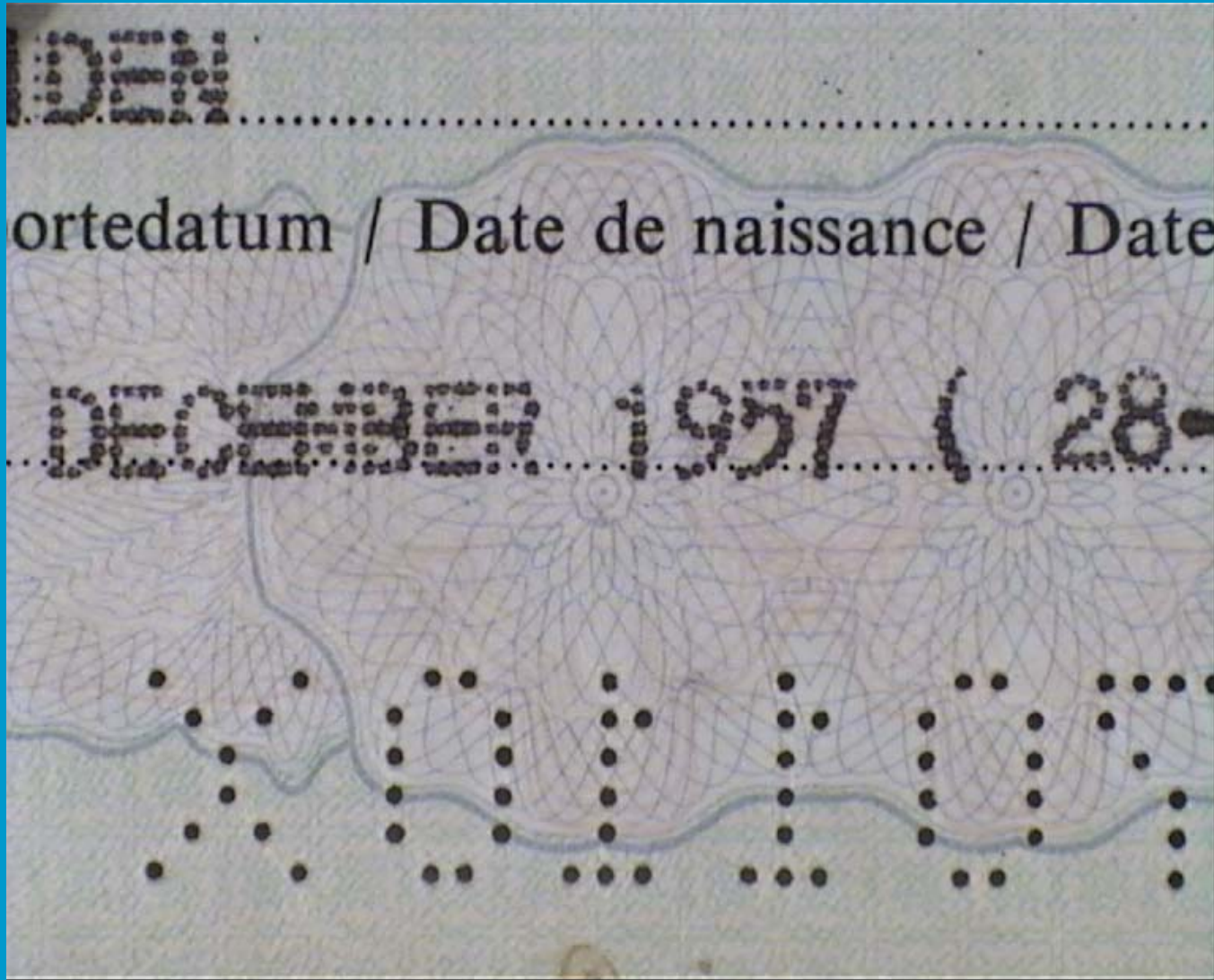
“Security Feature”: Watermark



“Security Feature” Diploma: Letterpress



Security Features Passport: Guilloche



Diploma Bank



- **Diploma Bank holds scanned Images of Diplomas together with Technical Specifications**
- **Developed in 2005, now holds 110 Diplomas**
- **In Cooperation with Nuffic, the Netherlands NARIC**
- **To be developed for (inter)national Consultation**

Screen shot Diploma Bank

Edison IBG

Raadplegen

Onderwerp: Diploma

Onderwijsinstelling: Argentinië - Buenos Aires - Instituto Superior de...

Onderwijsinstelling: Instituto Superior de Educacion Fisica No.1 "Dr. ...

Plaats: Buenos Aires

Land: Argentinië

Land: AR54 - Argentinië

Opleidingsdocument: Titulo de Profesora Nacional de Educacion Fisica

Indicatief:

Omschrijving: Argentinië - Buenos A. - Inst. Sup. de Educ. Fisi...

Faculteit

Zoek - E

Nieuw

Specifieke documentkenmerken

Document

Formaat van het document (h x b, in mm): 146 x 210

Hoeken: Rechte hoek

Kaft aanwezig: Nee

Inhoud (excl. kaft)

Soort materiaal: Papier

Optisch dood (alleen bij papier): Ja

Drukmethode ondergrond: Offset

Kleur ondergrond: Blauw, Groen, Roze

Drukmethode opdruk: Plaatdruk

Kleur opdruk: Zwart

Wijze van personalisering: Handmatig

Dubbelzijdig bedrukt: Ja

Schriftsoort: Latijn

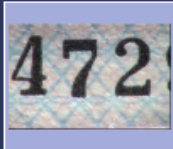
Stop - Q



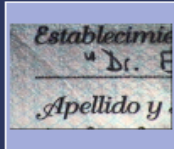
Document



Document



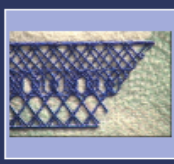
Document



Document



Document



Document



Document



Document



Document



Security features



- **UV-reaction**
- **Intricate Shadow Watermark**
- **Microprint in the Area where Student's Data are registered**
- **“Iris print”, advanced Offset Technique that uses pale Shades of Colour that fade into one another: Difficult to copy**
- **Numbering of Diploma with Laser Perforation**
- **Chemical Protection against Erasures**

Thank you for your Attention!

- RECOMMENDED READING:
- Herman de Leeuw, “On the Authenticity of Educational Credentials from the Kurdish Autonomous Zone in Northern Iraq”, see <http://www.ierf.org/article-Leeuw.asp>
- Eva Angela Adan, “The Forensics of Academic Credential Fraud Analysis and Detection”, see <http://www.nafsa.org/ /Document/ /forensics of academic.pdf>
- Herman de Leeuw, “The unbearable Lightness of Sheepskin”, see <http://www.eaie.nl/pdf/F91art12.pdf>



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Recognition and Recertification of Qualifications

Emily Tse



Background



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- Evaluations based on complete, official records
- Incomplete documentation or lack thereof
- Communication difficult
- Access denied to particular religious or ethnic groups
- Institution of study closed
- Unemployment or underemployment

Lisbon Convention



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- Convention on the Recognition of Qualifications concerning Higher Education in the European Region
- 1997 by UNESCO and Council of Europe
- Section VII calls for procedures for fair assessment of qualifications, including refugees who lack documentation

Guidelines



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- Guidelines may not always be viable
- Different circumstances call for different approaches
- Use a variety of measures to verify dates and student's history

Alternative Measures



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- Sworn statements
- Interviews
- Competence examinations
- Portfolio
- Prior learning assessment

NOKUT's Application Form

E) Higher education

Admitted month/year:			
Graduated month/year:	Institution/university	Locality/country	Name of diploma/degree
Adm.: _____			
Grad.: _____			
Adm.: _____			
Grad.: _____			

Is your education completed and passed? Yes ☐ No ☐

Nominal length of full-time study for your education? Years _____

Explanation for possible interruptions, delays or non-completion of your education

Specialization / subject / field of study

What were the admission requirements for your education? *(For example secondary school and/or entrance/screening examination)*

G) Work practice or professional training embedded in the education

Were there any periods of work practice included as an integral part of your education?

Yes ☐ No ☐

If no, pass on to H.

If yes, was work practice a compulsory requirement in your education? Yes ☐ No ☐

Location/employer for practice stage	Work tasks in the practice period	When (in the course of study)	Duration (number of weeks)

H) Thesis/project

Did your education include a thesis, project or larger independent written paper? Yes ☐ No ☐

Did your education include a group assignment/project? Yes ☐ No ☐

If No, pass on to I.

Answer the following questions if you wrote a thesis or completed a project

Name of thesis/project:

Nominal period of time set apart for thesis / project work: Months_____

Number of pages: _____ Prescribed number of pages: _____

A brief abstract/description of the content of the thesis/project

(For example theme, hypothesis (-ses), research method, important findings, conclusions, etc.)

(Please use an extra sheet if you need more space.)

M) Reconstruction of course descriptions

Please reconstruct your course descriptions to the best of your ability. . .Under "Relative importance of the subject" you can specify the number of contact hours or lectures per week and/or the number of credits awarded for the subject. If you do not have a precise memory of this, you may indicate whether it was more or less important, a larger or a smaller course, and whether it was compulsory or optional.

No.	Name of subject/topic/course:	Text book(s) / reading list:
During which semester(s) and/or academic year(s) did you read this subject?		Relative importance of the subject?
Brief description of the content of the course:		

Supporting Evidence



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- Professional license
- Statements from employers
- Statements from teachers
- Lists of admitted, registered or graduated students
- Student ID cards, registration / enrollment slips, tuition receipts
- Course catalogue, syllabi

Course Catalogue

THE REPUBLIC OF IRAQ



UNIVERSITY OF BAGHDAD

CATALOGUE 1967 - 1968

Sample: Sociology Program

Sociology Department		
Course of Study		
First Year		
Subject	Hours per Week	
Arab Society	3	
Introduction into Sociology	3	
Social Economics	3	
Psychology	3	
English Language	3	
Arabic Language	3	
Islamic History	3	
Total		21
Second Year		
Subject	Hours per Week	
Sociology	3	
Social Problems	3	
Anthropology	3	
Iraqi Society	3	
English Language	3	
Arabic Language	3	
Psychology	3	
Total		21
Third Year		
Subject	Hours per Week	
Family	3	
Population	3	
Social Thought	3	
Criminology	3	
Methods of Research	3	
Rural & Bedwin Sociology	3	
Total		18

Sociology Department & Degree

Established	1949
Period of Study,	4 Years
Degree Awarded,	B.A.
Academic Departments	

1. Arabic
2. English
3. History
4. Geography
5. Archaeology
6. Sociology
7. Philosophy
8. Journalism.

Administration

Dean	Dr. Jamil Sa'id
Assistant Dean for Administration Affairs	Dr. Nuri al-Barazi
Assistant Dean for Students Affairs	Dr. Ghazi Rajab Muhammad

Professors

Ali Al-Zubaidi, Doctorat d'etat, 1955
Ahmad Fikri, Doctorat d'etat, 1934
Ali Al-Wardi, Ph.D., 1950
Abdul Latif Hamza, Ph.D., 1940
Hussain Ali Mahfoud, Ph.D., 1955
Ibrahim Al-Samarra'i, Ph.D., 1956
Jamil Sa'id Ph.D., 1948
Ja'far Khosbak, Ph.D., 1952
Jasim M. Al-Khalaf, Ph.D., 1951
Jack S. McCrary, Ph.D., 1956
Mahmud El-Amin, Ph.D., 1943
Mohammad H. Al-Ta'i, Ph.D., 1953
M.A. Marzouk, Ph.D., 1948
Salih Ahmed Al-Ali, Ph.D., 1949
Saad Zaghloul, Ph.D.,
Yousif Izzal-Deen, Ph.D., 1956

Course Syllabi

**THE SCIENTIFIC COMMITTEE
FOR IRAQI UNIVERSITIES**

**CURRICULUM AND SYLLABI
FOR IRAQI MEDICAL
COLLEGES (UNIVERSITY
OF BAGHDAD , MOSUL & BASRAH)**

1978

Sample: Medical Program

15

College: Medicine
Dept.: Physiology
Year: Second
Semester: First & second

Subject: Physiology (Theory)
Hours per week: (5)
Total No. of hours: (150)

GENERAL PHYSIOLOGY (8 hrs)

- Indicator dilution, Fick principle, clearance, acid-base balance, thermoregulation, cell physiology

THE NERVOUS SYSTEM (28 hrs)

- Structure of neurone, membrane equilibrium, resting potential, nerve impulse, synapse and synaptic transmission, chemical transmitter, CNS, functional anatomy, reflex activity, brain stem, cranial nerves, thalamus and hypothalamus, basal nuclei, cerebral hemispheres, the limbic system, motor and sensory system, pain, hearing, olfaction and memory, the autonomic nervous system

THE LOCOMOTIVE SYSTEM (16 hrs)

- Functional anatomy, structure of muscles, actin and myosin, characteristics of muscular contraction, fatigue, heat production, oxygen supply to muscles, the contraction process, neuromuscular junction and transmission, physiology of bone

THE RESPIRATORY SYSTEM (14 hrs)

- Functional anatomy, respiratory function, mechanics of breathing, respiratory work, pulmonary ventilation, control of breathing, transport of gas by blood, distribution of carbon dioxide and oxygen and their diffusion, non-respiratory functions

THE GASTROINTESTINAL SYSTEM (12 hrs)

- Functional anatomy, salivary glands, esophagus, peritoneum, stomach, small intestine, large intestine, gut motility and its control, intestinal absorption and excretion, pancreas, liver, defecation and vomiting

THE CARDIOVASCULAR SYSTEM (26 hrs)

- Functional anatomy, cardiac cycle, cardiac output, mechanical pressure and electrical changes, the arteries, arterial blood flow and pressure, microcirculation, lymph & lymphatic system,

Barriers



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- Lapse of time
- Foreign language and culture
- Lack of finances

Possible Solutions

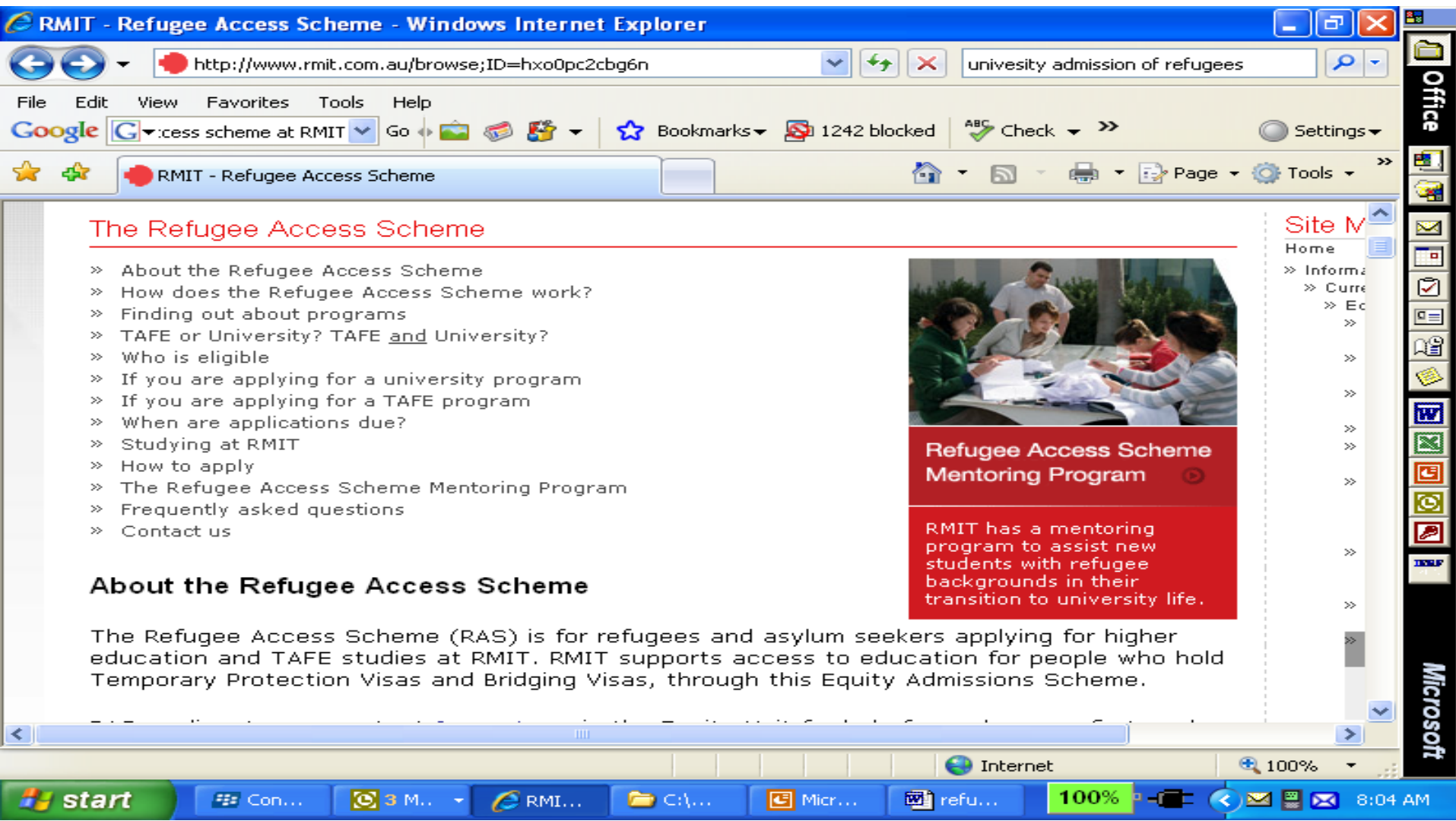


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- Provisional / conditional admission
- Remediation courses / bridge programs
- Mentoring programs
- Scholarships and fee waivers

RMIT, Australia: Royal Melbourne Institute of Technology



Examples of Good Practice



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Credentials Evaluation Service

- University Assistance Fund, Netherlands
- DAFI Scholarship Program, Germany
Albert Einstein German Academic Refugee Initiative
administered through UNHCR
- CARA, United Kingdom
Council for Assisting Refugee Academics

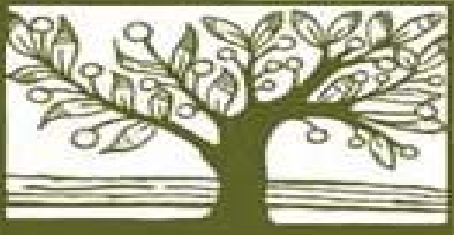
Efforts with US Institutions



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- University of Arkansas at Little Rock
- Iraqi Student Project
- Scholar Rescue Fund, IIE
- Fulbright Scholarship Program
- The Hope Fund (collaborates with AMIDEAST)



The Hope Fund



In 2006, 4-year scholarships were awarded to Palestinian refugees by Bryn Mawr and Washington & Lee University, worth over \$45,000 each year.

Selected Resources



INTERNATIONAL EDUCATION
RESEARCH FOUNDATION, INC.

Credentials Evaluation Service

- *The System of Education in Iraq*, 1999
Danish Refugee Council
- *Higher Education in Iraq*, 2003
Swedish National Agency for Higher Education
- *Israel and the Occupied Territories*, 1987
World Education Series, AACRAO

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We would like to thank the following organizations for the use of their photos and statistics. . .

- www.unhcr.org (UNHCR)
- <http://www.un.org/unrwa/english.html> (UNWRA)
- <http://www.academic-refugees.org/> (CARA)
- <http://www.brusselstribunal.org/academicsList.htm> (Brussels Tribunal)
- <http://biglizards.net/Graphics/ForegroundPix/Israel.gif> (Map)
- www.thehopefund.org (The Hope Fund Foundation)