

HANDOUT:

References, Resource and Reading List for “FRAUDULENT DOCUMENTS AND NEW RESOURCES FOR INTERNATIONAL ADMISSIONS” by Doug McBean, d.mcbean@utoronto.ca, Senior Policy Advisor, Admissions and Awards, University of Toronto, presented Feb. 22, 2006 at OURA Post-Conference Workshop

Haug, Guy (1997). Capturing the Message Conveyed by Grades, *World Education News and Reviews* Spring 1997. Available online at <http://www.wes.org/ewenr/wenrarchive/Spring97.pdf>

Anglin, Paul and Meng, Ronald (2000). Evidence on Grades and Grade Inflation at Ontario's Universities, *Canadian Public Policy* Vol. XXVI, No. 3, 2000

Bastick, Tony (2004). Commonwealth Degrees from Class to Equivalence: Changing to Grade Point Averages in the Caribbean, *Journal of Studies in International Education*, Vol. 8 No. 1, Spring 2004

Corruption Perception Index (CPI) at Transparency International, www.transparency.org

Warren, Kenneth (2005). Russian Diplomas for Sale, *Admissions wRAP Up* June 2005. Available online at http://www.nafsa.org/Document/Admissions_wrap-up_newsletter_8.pdf You may currently browse all issues of Admissions wRAP Up, and ADSEC Newsletter (its former name) for free at http://www.nafsa.org/knowledge_community_network.sec/recruitment_admissions/admissions_and_credential/practice_resources_19/admissions_wrap-up_newsletter but they may become available only to NAFSA members sometime in the future.

Hawley, Allison (2005). Letters to the Editor, *Admissions wRAP Up* Sept 2005. Available online at http://www.nafsa.org/Document/admission_wrap-up_newsletter.pdf

Mindlin, Alex (2004). Vetting Those Foreign College Applications *The New York Times* September 29, 2004, for article quoting Jim Frey

Electronic Database for Global Education (EDGE). Look for updates at www.aacrao.org

Australian Education International-National Office of Overseas Skills Recognition (AEI-NOOSR) online paid subscription service for Country Education Profiles (CEP) at <http://aei.dest.gov.au>

United Kingdom National Recognition Information Centre (UK NARIC) online paid subscription service to International Comparisons database at www.naric.org.uk

Cook, Rebecca M and Andera, Kristin M. (2005). The Dilemma of Forgery: Altered Documents in an International Context. US\$10 from ECE at www.ece.org/main/content=Publications

OTHER RESOURCES:

World Education News and Reviews (WENR) electronic monthly newsletter from World Education Services. Free subscription or viewing archives via www.wes.org/resources.asp

ECE Newsletter electronic newsletter from Educational Credential Evaluators. Free subscription via www.ece.org/main/content=Newsletter&SubSite=2&LeftNav=7

www.unesco.org/iau/onlinedatabases/list.html for online list of all recognized universities and degree granting institutions in the world. Similar to what would be contained in International Handbook of Universities and the World List of Universities and Institutions of Higher Education, but only the name (usually in language of country), without date of first recognition, address, name in English.

www.unesco.org/iau/onlinedatabases/index.html for online thumbnail sketch of 180 countries' education systems

INTER-L listserv of 2000+ mostly U.S. university and college admissions professionals, hosted by <http://groups.yahoo.com/group/inter-l/> Although the INTER-L is mostly a waste of time, it contains occasional nuggets, like the attached copy of e-mails from Pamela Kocaturk about Togo's Baccalaureate and Paige Adams about Russian transcripts. You can also search its archive for Paige's sharing of responses to her survey about transcript-issuing procedures from other countries' REAC and OSEAS educational advisers, and many other topics.

ARUCC-L listserv of 2000+ Canadian university and college admissions professionals, request subscription by sending e-mail to ARUCC-Lsubscribe@UNB.ca

International Qualifications Assessment Service (IQAS), a Government of Alberta international credential evaluator at www.advancededucation.gov.ab.ca/iqas/iqas.asp has recently begun making available to Canadian postsecondary institutions very detailed free electronic country profiles and credential templates on China and the Philippines. Request them from Irena.Blodgett@GOV.AB.CA South Korea is in progress.

International Higher Education, free online publication of Boston College Center for International Higher Education at www.bc.edu/bc_org/avp/soe/cihe has academic articles of interest.

Bear, Mariah and Nixon, Thomas (2005). Bears' Guide to Earning Degrees by Distance Learning -16th Ed. Ten Speed Press www.tenspeedpress.com US\$29.95. Useful for

positive identification of hundreds of diploma mills and other questionable institutions. Annotated list of institutions and amusing and illuminating discussion about accreditation/recognition, what it means and how it is abused, is well worth the cost of the book.

Scholarly Articles Research Alerting (SARA) by Taylor and Francis. Subscribe for free e-mails of articles in each new edition of academic journals related to international education at www.tandf.co.uk/sara Especially useful if your library has electronic subscription to most of the journals.

United States Network for Educational Information (USNEI) at www.ed.gov/about/offices/list/ous/international/usnei/edlite-index.html provides links to websites for educational information for most countries in the world, not all in English and not all authoritative and reliable

Education USA advisors listed at <http://educationusa.state.gov/centers.htm> will often be able to answer questions about their country's educational system, especially from Canadian universities that are NAFSA members, since NAFSA has a special arrangement with them through OSEAS. Many of them also try to monitor the INTER-L and respond to questions that pertain to their country, although it is better to contact them directly.

www.dfait-maeci.gc.ca/world/embassies/menu-en.asp for links to both Canadian embassy/consulate representatives abroad and to foreign embassy/consulate representatives in Canada, to see if they can answer your questions.

www.eurydice.org for more than you ever wanted to know about European countries' educational systems.

www.theatlantic.com for access to articles and discussion about US education. Every fall there is an issue with a special section devoted to current US admissions matters (validity of SATs, early admissions, questionable enrolment management practices)

www.gladwell.com for Malcolm Gladwell's New Yorker articles 'What Stanley H. Kaplan taught us about the SAT' from December 17, 2001 and 'The Social Logic of Ivy League Admissions' from October 10, 2005

www.chronicle.com for The Chronicle of Higher Education with many stories about the latest developments in international education. Best to subscribe for full access.

www.google.ca to search for everything else

ASIAN PACIFIC POST

UBC, **SFU** profs in China to track down cheats

Nov 22, 2005

By Mata Press Service

Officials from seven Canadian universities exchanged their wintry classrooms for stuffy interrogation rooms in China this month to weed out postgraduate students who have submitted fake application materials to enter Canada.

Applicants were grilled for about 30 minutes to ensure what they said on their application forms were an accurate reflection of their abilities and qualifications.

The interviews were held in **Shanghai** this month.

The **Shanghai** Municipal Labour and Social Security Bureau said this is the first time Canadian schools have held such interviews outside of Canada.

Nearly 300 students who were expected to enroll in Masters Programs at the seven schools were interviewed.

**Chinese
university
students
in Beijing**

The schools include Simon Fraser University, **Dalhousie** University, and the University of British Columbia.

“Professors and deans are invited to test applicants’ real abilities themselves to prevent possible application fraud,” said Steven Fei, a manager at the **Shanghai** Overseas Affairs Service Center, the organizer, according to Chinese media.

He said many schools have complained about a huge gap between applicant’s high scores on exams, such as English proficiency tests, and their real abilities.

The unprecedented checks come after many Canadian schools complained about Chinese students with high marks on English proficiency tests who couldn’t communicate with their classmates.

Post-graduate students now account for about half of all Chinese students in Canada.

About 12,000 Chinese students apply to Canadian universities annually. In the past, post-graduate applicants were rarely interviewed. They simply answered a few questions over the phone, local media reports said.

It could not be determined if Immigration Canada played a role in this unprecedented exercise, but e-mails flying from Beijing to Ottawa since the late 90’s show that student visa fraud is a major problem in China.

One Immigration Canada report entitled “Chinese Student Visas: Evidence of Organized Fraud,” showed that two thirds of the applications investigated involved “systematic, organized fraud.”

Immigration Canada officials admitted that in a disturbingly high number of cases the parents are not working where they say they are working or they simply couldn't prove the income they were allegedly earning.

Some university officials in Canada have also complained that foreign visa students try for and get landed immigrant status after a short time in Canada.

This allows their tuition rates to suddenly drop to those charged Canadian residents and they also get health benefits.

A former Immigration Canada officer who processed Chinese student visas told The Asian Pacific Post that organized gangs in China provide applicants with fake documents and even letters of acceptance from Canadian universities.

"Nobody keeps tabs on them after they get into Canada and many simply disappear," he said.

Another email in 2003 from a Canadian Citizenship and Immigration visa officer in China warned that that foreign students frequently emigrate to attend dodgy, or even bogus, schools-and yet Canada is doing little to remedy the problem.

Another e-mail from the Canadian Embassy in China reads "The iron rice bowl is broken. Graduating students are no longer assigned jobs by the government. There is very high unemployment in many regions, and some social unrest that is by and large unreported in the Western media.

"Free medical care and guaranteed pensions are disappearing, and free education is becoming gradually the exception rather than the rule. The post-secondary sector is very small, able to absorb only a small percentage of high school graduates [fewer than 10 percent]. As a result, Chinese parents, most with only one child, "will do virtually anything to secure a future for their children, and will not hesitate to provide false financial or other documentation," the email says.

The Chinese student visa racket problem is not unique to Canada.

In Tokyo, The Yomiuri Shimbun reported that some licensed international student agencies in China are arranging fake university diplomas and other documents to help students enter Japan illegally.

The paper said it obtained a forged document which is purportedly a diploma in science from the Chinese Education Ministry and bears the official seal of an actual university in China along with the personal seal of its president. In London, British universities and colleges have been warned of Chinese students paying up to £4,000 each (about C\$8,000) for fake qualifications.

In some cases, Chinese students make money by sitting exams for anyone who wants to come to Britain.

Institutions being targeted by students armed with bogus certificates, according to the Beijing authorities, include the University of Warwick, Bournemouth University and the University of Luton.

Immigration Canada has over the years tightened its security checks on student visa applications especially from India and China.

These security checks have led to a drop in international enrolments in 2004 in Canadian institutions.

Overall, 56,529 student visas, needed for study periods of six months or over in Canada, were issued in 2004, down from 60,212 in 2003.

The most alarming decline was seen in the number of Chinese students studying in Canada, with numbers from this country down by 27 percent on 2003 levels.

Other important student markets for Canada also suffered decreases in enrolments levels, including Korea, Japan and India, which saw student numbers fall by five percent, eight percent and 18 percent respectively.

Reasons for the declines were largely blamed on tighter visa restrictions for certain nationalities “reflecting Immigration Canada’s crackdown on fraudulent documents, particularly financial documents.”

Meanwhile, Ottawa is continuing to keep a tight lid on a report by The Asian Pacific Post last year that exposed the dealings of a high ranking Canadian diplomat based in China.

The official with the rank of second secretary left his post suddenly after he was suspected of accepting bribes to help Chinese nationals, including dozens of “students” enter Canada illegally.

To read our clarification, please [click here](#)

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Note: I contacted UBC, SFU and Dalhousie Registrars about this. UBC’s Director of Graduate Studies replied “This Asian Pacific Post story really took on a life of its own. We've gotten several calls about it. There is no organized initiative from UBC. To my understanding there were a couple of reps from UBC grad programs who were recruiting in China for their specific programs. Part of that recruitment was having interviews with prospective students, an element of which was to determine English Proficiency. It wasn't a "probe of application fraud". That said, we are concerned about TOEFL scores not reflecting true English Proficiency and possible fraud in the testing process...but we haven't really addressed it in any systematic way.”

This is very different from what the article says. A recruitment effort by a couple of graduate programs somehow turned into another sensationalized story about universities rooting out fraud. Two obvious questions would be “Why just Shanghai?” and “Why not institute a minimum TSE or IELTS Speaking subscore if you are concerned about your students’ speaking ability?” UBC, SFU, Dalhousie and other university registrars know that there are better and cheaper ways to minimize document fraud and to ensure that students can speak English than by sending professors to Shanghai to grill a small proportion of their applicants for 30 minutes.

-Doug McBean

Sent from Paige Adams to INTER-L@yahogroups.com October 14, 2005:

I sent a survey to Regional Educational Advisors concerning transcripts from their region. This is Russia

Sincerely,
Ms. Paige Adams
Admissions Counselor & Staff Assistant
The Ohio State University
Phone: 614-292-1566
Fax: 614-292-9474
E-mail: Adams.31@osu.edu

From: Allison Hawley [mailto:reac@useic.ru]
Sent: Friday, October 14, 2005 2:13 AM
To: Paige Adams
Cc: Irina Chernenkaya
Subject: RE: Question concerning transcripts

Dear Paige,
Irina Chernenkaya, the senior adviser responsible for following Russian education trends, has answered your questions (pasted below). She is copied on this message, and if you have any additional questions, you are welcome to write her directly.
Best,
Allison

1. Can students obtain more than one official transcript in their lifetime?

A: I should give you one important remark - there is no official transcript in Russia neither for high school student not for university students . In general , all students in Russia receive diploma after graduation. High school diploma shows courses in grade, but did not provide information about number of hours and when they were taken. University diploma does not have information about courses etc, it only gives information about university and department (specialization). Each university student is given the Attachment to Diploma with courses taken, total number of academic hours, and grades received, but this document does not provide information on which courses was taken in which semester. And not all attachments have

information on academic hours.

So students from Russia usually prepare transcripts by themselves. University students may get this information from the "excerpt from examination grade book", which they used during their studying in the university. As for high school students, each student has own "grade book" (which looks as a transcript) where is information about classes, grades and number of hours for each of quarter of the academic year. And a high school teacher has a "journal" where he/she keeps this information for all students from this particular grade. Then these transcripts are certify by school principals/university administration.

Students can bring a number of copies to certify, and they may do this as many times as they want. But, the practice shows, that in some cases students have problems with transcript certification at universities and schools because it is an extra work for the administration.

2. Are transcripts issued in a sealed envelope?

A: no

3. Are transcripts issued in English?

A: they are issued in Russian only. But student may translate this document into English (usually by themselves) and certify the translated copy at foreign language department (university students)/English language teacher (high school students)

4. Can students request transcripts via the internet?

A: There is no practice for universities/high schools to communicate with student via internet. Moreover, just a limited number of high school in Russia has an internet access (some of them do not have fax-machine, I had some examples even in Moscow)

5. Are transcripts requested from the school or from a ministry of education?

A: from the school.

6. Will universities and high schools mail transcripts directly to U.S. universities?

A: No, they will not. They do not have enough resources for this purpose.

Sent from Pamela Kocaturk to INTER-L@yahoogroups.com on February 14, 2006:

Well, I am finally getting around to sending out the summary. Sorry it took so long!

Thank you to everyone who responded, especially Mr. Koffi Awute who's response is after my question.

Hello everyone!

I am looking for some help. I have a baccalaureate from Togo from June 2005 that only has the written section; but, I am used to seeing an oral section as well. He received an "Attestation de Diplome Baccalaureat d'Enseignement du Troisieme Degre".

Can anyone tell me whether or not he has completed his secondary education, or does he still need to complete the oral exams? Thanks!

Pamela Kocaturk
Wichita State University

Date: Thu, 02 Feb 2006 15:17:52 +0000
From: "Awute, Koffi K" <AwuteKK@state.gov>
Subject: Re: Togo baccalaureate
To: pamela.kocaturk@wichita.edu
Cc: keteku@africaonline.com.gh
X-Mailer: Internet Mail Service (5.5.2653.19)
X-Virus-Scanned: by Barracuda Spam Firewall at wichita.edu

Dear Pamela,

There are two groups of baccalaureate graduates in the Togolese educational system:

- 1) The first group graduates: those who, after the written tests, have succeeded in obtaining an overall average of at least 10 over 20 (10/20). These candidates don't need to take the oral section of the exam. They are judged qualified by the jury and testimonials and transcripts are issued to them. These transcripts do not include the oral section of the exam.
- 2) The second group graduates: are those who have an overall average between 9 and 10 over 20 (9/20, 9.01/209.99/20,10/20)at the end of the written tests. they have to take the oral tests and obtain, at the end, an average of at least 10/20 before they can be judged worthy of the baccalaureate title.Their transcripts are the ones that include the oral section.

In conclusion, not all the baccalaureate transcripts from Togo include the oral section of the examination.

the information below may throw more light on this issue.

The pre-university educational system in Togo can be roughly divided into 3 levels:

- 1) Elementary Education: 6 years of study to receive an elementary school

certificate, CEPE(Certificat d'Etude Primaire Elementaire)

2) Junior Secondary/High Education: 4 years of study to receive the Junior Secondary School Diploma, BEPC (Brevet d'Etude du Premier Cycle)

3) Senior Secondary/High Education: 3 years of study to receive the Senior Secondary School Diploma, BAC II (Baccalaureat de l'enseignement du Troisieme Degre Deuxieme Partie). This diploma qualifies the holder for higher education (University).

Here is how the grading system works in Togo, as well as in most French-speaking African countries.

1. Each test is marked over 20

2. A student who succeeds in getting 10/20, the average, passes the test.

3. Each subject may carry a weight (coefficient) depending on its importance in the student's field of study. Each mark obtained by a student is multiplied by the corresponding coefficient. If for example 4 is the coefficient for math and a student succeeds in obtaining 12/20, his/her final grade will be $12/20 \times 4 = 48/80$.

4. Transcripts generally display all test subjects together with their marks, coefficients, weighted marks and the total for each category. In the end, the total of all weighted marks is divided by the total of the coefficients in order to obtain a global average over 20. This average is the final grade used in the appreciation of the overall work done by a student, especially at the secondary levels.

5. Link to the American System: Based on the global average over 20
TOGO USA

16 or above A (Excellent)

14-15.99 B (Good)

12-13.99 C (Fair)

10-11.99 D (Passing)

Below 10 E/F (Failing)

So, to qualify for university studies, a Togo student has to complete 13 grades of education.

Moreover, in Togo, the only diploma that is proof of senior high school graduation, and qualifies any person for higher education is the "

Baccalaureat de

L'Enseignement du Troisieme Degre Part Two" (Baccalaureate of Senior High School Education Part Two). There are two parts to this examination: It is the Part Two that qualifies you, not the Part One. The Testimonial and the Transcript for the Part One exam always state clearly "premiere Partie"(Part One). This is not always the case for the Part Two exam.

The "Office du Baccalaureat" is the institution in charge of organizing the end of Senior High Education Examination, and issuing transcripts and testimonials related to this examination. This institution is part of the Ministry of National Education and Research, functioning within the framework of the organization of the Universite de Lome (former Universite du Benin).

Both "Releve de Notes" (Transcript of Grades) and "Attestation de

Diplome"(Testimonial of Diploma) have in the upper left-hand corner:
 MINISTERE DE L'EDUCATION NATIONALE
 ET DE LA RECHERCHE
 UNIVERSITE DE LOME or UNIVERSITE DU BENIN (before 2002)

Office du Baccalaureat

and in the upper right-hand corner:

REPUBLIQUE TOGOLAISE
 TRAVAIL-LIBERTE-PATRIE

At the bottom of each document appears the signature of the Director of "Office du Baccalaureat, Yaya BOUKARI, together with his stamp. NOTICE: 1) The transcript may, at times, be signed by the President of the jury only, but the testimonial is always signed by the Director of "Office du Baccalaureat", Mr Yaya BOUKARI.

2) Mr. Yaya BOUKARI retired last year. So, it is the signature of the new Director of Office du Baccalaureat, Mr. Gbandi DJANEYE-BOUNDJOU that will appear on all Baccalaureate testimonials issued, beginning in 2005.

The " Baccalaureat de l'Enseignement du Troisieme degre" is the equivalent of a senior high school education diploma, and is the only proof that

an individual has completed high school education, and is qualified for university study. The course of study, be it general or technical, is clearly specified on either the testimonial or the diploma, and also on the transcript of grades.

The applicant should normally submit both the certified true copy of the original of each document and its translation.

In conclusion, to qualify for studies in an institution of higher education, the applicant should submit, in addition to any other certificate he might have obtained:

- a) a certified true copy of his/her Baccalaureat de l'Enseignement du Troisieme Degre and its translation(Baccalaureate of Senior Secondary/High Education)
- b) a certified true copy of his/her Releve de Notes du Baccalaureat de l'Enseignement du Troisieme Degre and its translation (Transcript of Grades for the Bacalaureate of Senior Secondary/High School Education)

I hope this has answered your question, but I'm most available for further inquiry if need be.

Best regards,

Koffi

AWUTE Koffi Kondo

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