



Standards of International Credential Assessment

Summer Institute of International Education, Japan - Aug 25 – 27

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Agenda

- I. WES experience
- II. Global landscape on international credential recognition
- III. Documentation standards
- IV. Principles of credential evaluation methodology
- V. Diploma mills and academic corruption
- VI. Credential evaluation and refugees



World Education Services (WES) is a non-profit social enterprise dedicated to helping international students, immigrants, and refugees achieve their educational and career goals in the United States and Canada. For more than 45 years, WES has set the standard of excellence in the field of international academic credential evaluation. Through WES Global Talent Bridge, the organization joins with institutional partners, community-based organizations, and policymakers to help immigrants and refugees who hold international credentials fully utilize their talents and education to achieve their academic and professional goals. Its philanthropic arm, the WES Mariam Assefa Fund, supports catalytic leaders and organizations working to build inclusive economies and to ensure that immigrants and refugees can achieve their aspirations and thrive.



Our Mission

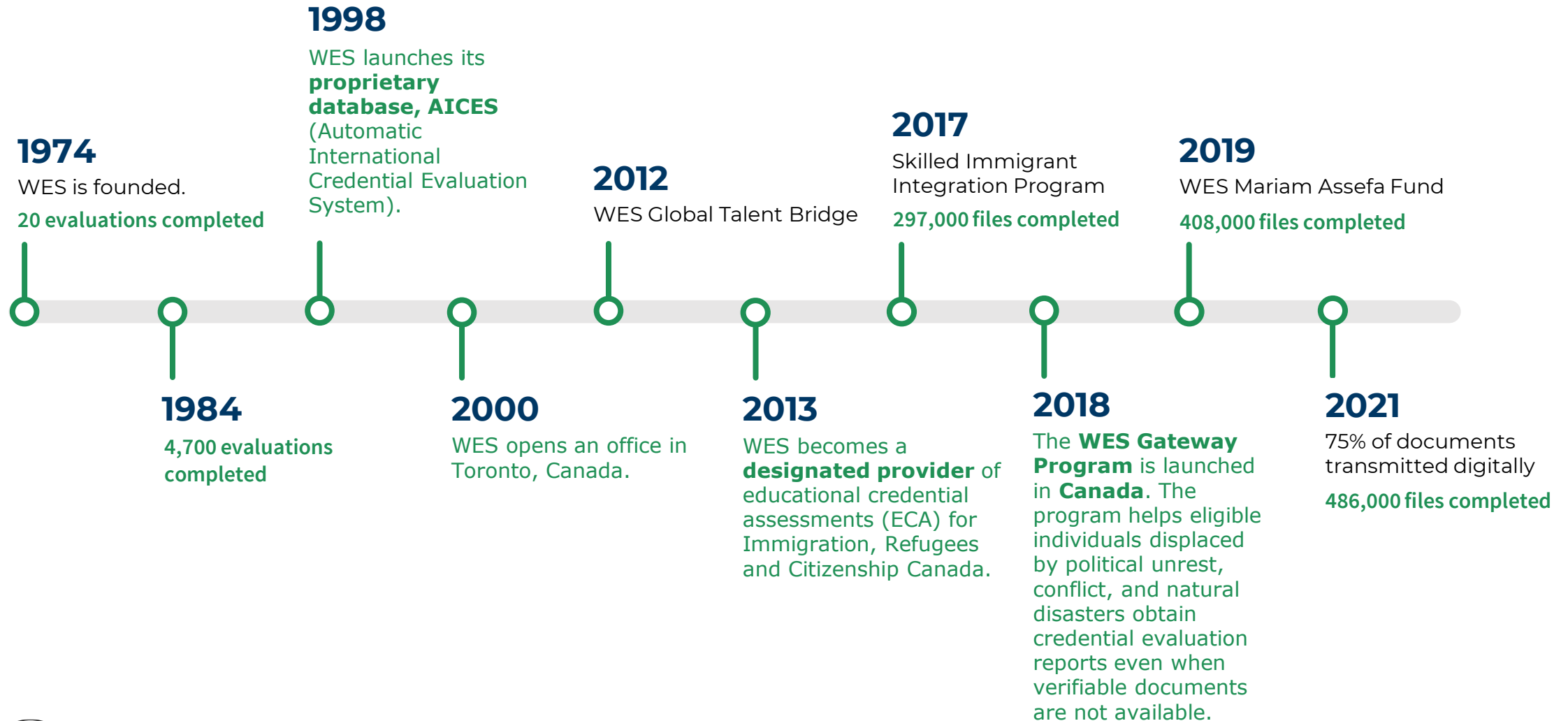
We help people **learn, work, and thrive** in new places. We help society **recognize the value** of people's education and experience.



Our Vision

Everyone is able to put their education, experience, and skills to work **anywhere** in the world.

48 Years of Experience



International Context of Qualifications Recognition

Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention)

- Stipulates that recognition of international credentials should be granted unless a substantial difference can be demonstrated
- Commits nations to develop procedures for refugees' credential assessment, even when documents are incomplete

UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education

- Commits nations to fairly evaluating credentials from other countries
- Principle: Individuals have the right to have their qualifications assessed fairly

Recognition of International Credentials

- Credential evaluation is a vehicle for gaining the recognition for education gained abroad and is one of the most important aspects of global mobility
- Recognition of their academic credentials is a springboard to pursuing suitable employment, further education, and professional licensing.
- We also know that recognition of qualifications is critical to rebuilding the lives and identity of immigrants, refugees, and other newcomers in a new country.
- Both the individual and community benefit when employers make use of newcomers' education, training, and experience.

Who Assesses

- A government agencies (ENIC/NARIC)
- Professional registration or certification boards
- Professional accreditation organizations, for example, ABET
- Credential evaluation providers – WES
- Individual universities or institutions

WES Methodology - Documentation Standards

What Constitutes a Valid Academic Document?

The legitimacy of the academic institution.

It should be recognized by the Ministry of Education or a comparable body.

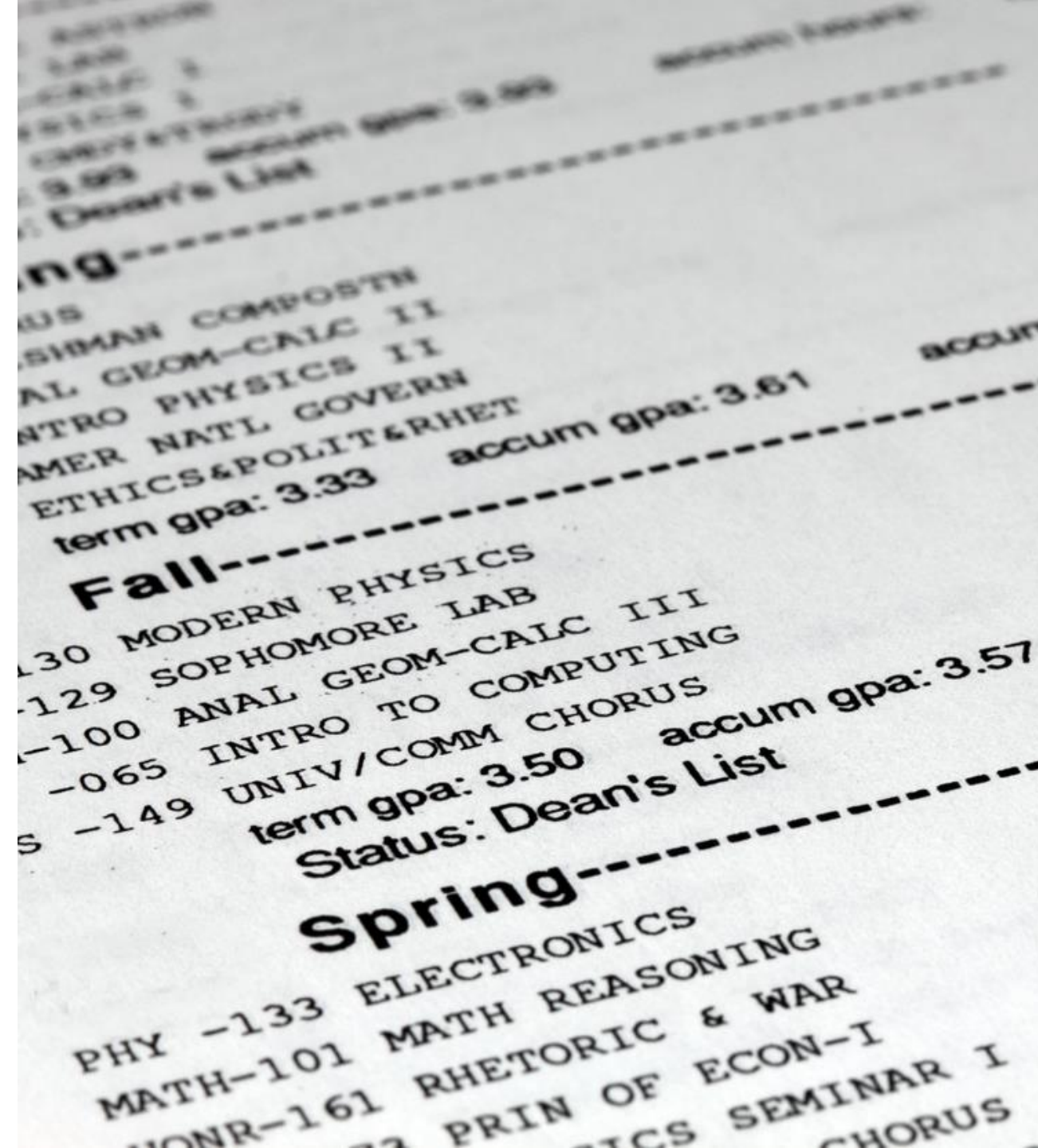


Verify an Institution's Legitimacy

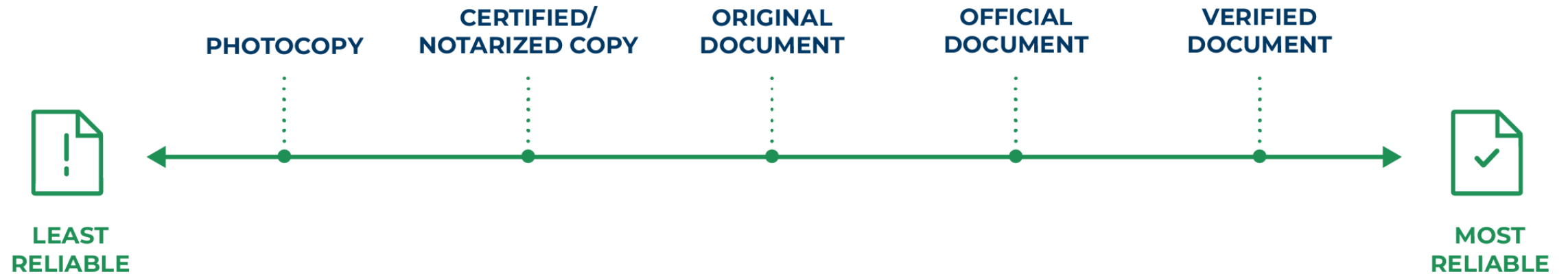
- Check the Ministry of Education website to see if the institution is listed in its directory as a recognized degree-granting institution.
- Consult a reputable resource such as **the International Handbook of Universities**.
- The International Association of Universities (IAU) offers an [online directory](#) of recognized universities.

Credential Authentication Process

Credential authentication is concerned with identifying how to obtain required documents and how to verify these documents for authenticity.



Credential Authentication Process - Five Levels of Document Authenticity



Official Document Transmission Procedure

- Academic institutions require “official transcripts” as part of the admissions process.
- “Official” refers to the mode of transmission.

Institution A  **Institution B**

- “Original” documents sent from students would not be considered “official” documents since they were not transmitted directly from the institution.

WES Method: Taxonomy of Document Authentication

- **Transmitted directly from institution to institution**
- **Issued directly in English**
 - Egypt, Japan, Korea, Taiwan, Scandinavian countries
- **Ministry-verified**
 - China, Pakistan
- **Diploma supplement**
 - Bologna Process signatory countries
- **Documents cannot be verified**
 - Afghanistan, Somalia

Setting Document Requirements

- Communicate clearly what documents are needed.
- Use terms that applicants are familiar with. See the example below.

| United Kingdom | India |
|---|--|
| Transcript is referred to as a Syllabus | Transcript is referred to as a State of Marks or Marksheet |



Principles of Credential Evaluation Methodology

WES Methodology

WES adheres to the principles of the Lisbon Recognition Convention on the recognition of higher education qualifications.

WES credential evaluation methodology is based on:

- Level
- Scope
- Intent of the program completed

WES' equivalencies consider:

- Admission requirements
- Program length
- Curriculum depth and breadth
- Degree holder's options for further study

Criteria for recognizing academic institutions:

- Proof of establishment
- In-country recognition or accreditation
- Operating and accrediting in same country
- Programs, degrees, and institution equally known and recognized
- Online and distance education programs

Key Assessment Criteria: Course-by-Course

In dealing with international credits, it is important to understand the general principles of credit acceptance for domestic credits.

- Apply maximum term credit load for the highest number of credits allowed, and never exceed this for any given semester's credit.
- Apply the average credit load (usually the total number of credits required for a bachelor's degree divided by eight—the number of semesters in which a full-time student “normally” obtains a degree).
- For a 120-credit bachelor's degree program, the average semester load would be 15 credits; for a 128-credit program, it would be 16 credits.

Defining a semester hour is integral to a proper evaluation. A semester hour is defined as one 50-minute period of classroom instruction for a duration of 15 weeks, totaling 750 minutes a term per credit.

Semester Credit Load:


For credit calculation purposes, WES uses the following guidelines:

Bachelor's degree: 120 - 128 credits

One academic year: 30 - 32 credits

One semester: 15 - 16 credits

Course-by-Course Assessment


WORLD EDUCATION SERVICES

CREDENTIAL EVALUATION AND AUTHENTICATION REPORT

Name: SAMPLE, Sample Date: September 29, 2017
Date of Birth: Month 01, 1993 Ref #: Page: 1 of 2

CANADIAN EQUIVALENCY SUMMARY

Bachelor's degree (four years)


CREDENTIAL ANALYSIS

- Name On Credential:** Sample Sample
Credential Authentication: Official transcripts were sent directly by the institution
Country: India
Credential: Bachelor of Engineering
Year: 2015
Awarded by: Anna University
Status: Recognized Institution
Admission requirements: High school graduation
Length of program: Four years
Major/Specialization: Mechanical Engineering

Canadian Equivalency: Bachelor's degree (four years)

This report identifies and describes each credential, including: name of credential, requirements for entry and program length, and the equivalent degree in terms of Canadian education.

INSTRUCTIONS FOR USING THIS REPORT: An explanation of the terms used in this report can be found on the reverse side. This report is valid only when printed on water-inked paper and sealed with an official WES stamp on each page.


WORLD EDUCATION SERVICES

This evaluation type is usually required for applications to post-graduate programs, students interested in transferring schools before completing their degree, and licensing board applications.

COURSE-BY-COURSE ANALYSIS

Name: SAMPLE, Sample Date: September 29, 2017
Date of Birth: Month 01, 1993 Ref #: Page: 2 of 2

| INSTITUTIONS - DATES - SUBJECTS | Credits | Grades |
|--|---------|--------|
| Computer-Aided Machine Drawing Lab | 1.0 | B+ |
| Manufacturing Technology Lab | 1.0 | B+ |
| 2013-2014 | | |
| Environmental Science and Engineering | 3.0 | C |
| Thermal Engineering | 3.0 | B |
| Dynamics of Machinery | 3.0 | B |
| Design of Machine Elements | 3.0 | B |
| Engineering Metrology and Measurements | 3.0 | B |
| Applied Hydraulics and Pneumatics | 3.0 | B |
| Thermal Engineering Lab | 1.0 | B |
| Dynamics Lab | 1.0 | B+ |
| Metrology and Measurements Lab | 1.0 | B |
| CAD and CAM Lab | 1.0 | A |
| Communication Skills Lab | 1.0 | B |
| Unconventional Machining Process | 3.0 | B |
| Gas Dynamics and Jet Propulsion | 3.0 | B+ |
| Design of Transmission Systems | 3.0 | C |
| Finite Element Analysis | 3.0 | B |
| Automobile Engineering | 3.0 | C |
| Thermal Engineering Lab | 1.0 | A |
| Design and Fabrication Project | 2.0 | A |
| Principles of Management | 3.0 | C |
| 2014-2015 | | |
| Total Quality Management | 3.0 | B |
| Process Planning and Cost Estimation | 3.0 | B |
| Robotics | 3.0 | B+ |
| Mechatronics | 3.0 | B |
| Computer-Integrated Manufacturing | 3.0 | C |
| Power Plant Engineering | 3.0 | B+ |
| Computer-Aided Simulation and Analysis Lab | 1.0 | A |
| Mechatronics Lab | 1.0 | B+ |
| Maintenance Engineering | | |
| Advanced Internal Combustion Engines | | |
| Comprehension | | |
| Project Work | | |
| Engineering Economics and Cost Analysis | | |

This report lists each course you have taken, a semester credit, and grade equivalent.

This report includes a GPA (grade point average).

SUMMARY

Total Undergraduate Semester Credits: 158.0 GPA: 2.81

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WES is recognized by the Government of Ontario and is a designated service provider of educational credentials assessment (ECA) for Immigration, Refugees and Citizenship Canada (IRCC).

Utility of a Course-by-Course Evaluation



**Applying for
professional
licensure**



**Applying to a
postgraduate
program**



**Returning to school
to complete a
degree**

Diploma Mills and Academic Corruption

International Academic Credentials – Risks and Challenges

- Fraudulent academic documents
- Diploma mills
- Academic corruption




Fraudulent Academic Documents




Fraudulent Academic Documents

ГЛАВНАЯ ЦЕНЫ ЗАКАЗ ДОСТАВКА ГАРАНТИИ ОТЗЫВЫ ВИДЕО F.A.Q ВУЗЫ ГОРОДА КОНТАКТЫ

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- Диплом кандидата, доктора наук
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Хиты продаж

| | | | |
|--|--|---|--|
|  <p>Диплом ВУЗа 2014-2017 годов Цена: 25-000 23 000 руб. Купить</p> |  <p>Диплом техникума 2014-2017 годов Цена: 23-000 21 000 руб. Купить</p> |  <p>Диплом магистратуры 2014-2017 годов Цена: 25-000 23 000 руб. Купить</p> |  <p>Аттестат за 11 классов 2014-2017 годов Цена: 49-000 18 000 руб. Купить</p> |
|--|--|---|--|

Can I buy a diploma with an entry in the registry?

| | | | | | | | | | | |
|-------------------------|----------------------|-----------------------|--------------------------|--------------------------|------------------------|-----------------------|-----------------------|----------------------|------------------------|--------------------------|
| ГЛАВНАЯ | ЦЕНЫ | ЗАКАЗ | ДОСТАВКА | ГАРАНТИИ | ОТЗЫВЫ | ВИДЕО | F.A.Q | ВУЗЫ | ГОРОДА | КОНТАКТЫ |
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- Дипломы техникумов, колледжей
- Дипломы ПТУ
- Аттестат за 11 или 9 класс
- Академическая справка
- Приложение к диплому
- Дипломы СССР
- Диплом кандидата, доктора наук
- Справки из учебных заведений

ИНФОРМАЦИЯ

- Полезная информация
- ВУЗы Москвы

Главная / Купить диплом с занесением в реестр ВУЗа. Возможно ли это?

Можно ли купить диплом с занесением в реест, то есть с проводкой?

Один из популярных вопросов – можно ли купить диплом с занесением в реестр какого-нибудь Московского ВУЗа или ВУЗов других регионов, чтобы такой документ мог пройти любую, даже самую тщательную проверку подлинности. Абсолютно точно, некоторые компании могут предложить Вам такую услугу, но стоит помнить, что при покупке проведенного через реестр диплома существует много нюансов.

Как заносят дипломы в реестр?

В современном вузе учебный процесс построен так, что студент посещает множество семинаров, лекций. По их итогам он сдает разные экзамены и зачеты, проходит практики и защищает выпускную квалификационную работу. Вся жизнь студента в пределах вуза фиксируется в разных документах. Без этого не получить диплом о завершении высшего образования.

Диплом, конечно, можно получить, и не будучи студентом. Для этого нужно, чтобы Ваше имя попало во все архивные документы ВУЗа за определенный период. В результате, получится такой студент-призрак. На него будут заполнены экзаменационные и зачетные ведомости, у него будет своя зачетная книжка с оценками и индивидуальным номером. Он даже по бумагам защитит свой диплом, который будет храниться в вузе. По всем нужным документам студент будет существовать, но ни разу не посетит занятия.

Diploma Mills and Accreditation Mills

- A diploma mill is a fraudulent entity that issues credentials not backed by appropriate academic work.
- An accreditation mill is an illegitimate entity that provides “accreditation” to fraudulent education institutions – diploma mills.
- Why do degree mills exist?

Diploma Mills

- What is the extent of the problem?
- Why does the existence of degree mills matter?
- Axiact – Pakistan



Diploma Mills and Diploma Mill Credentials

Preventive Strategies - Warning Signs

- The institution's website provides little or no information about the location.
- Credential attainment requirements involve little if any coursework or few assignments and little if any student attendance, either on-site or online.
- There are claims about “accreditation” by one or more fictitious “national,” “international,” “worldwide,” or “global” accrediting agencies.

Fighting Academic Corruption



Problem

Document Fraud

Corrupt Recruitment Agents and International Admissions Fraud

Essay Mills and Plagiarism

Corrupt Licensing and Accreditation Practices; Diploma Mills



Solution

Strong Authentication and Verification Procedures

Governance, Training, and Process

Google suspect phrases or copy blocks to identify matches. Software solutions such as iThenticate or other tools can also be useful.

Track Developments in the Field

Overview – Credential Evaluation for Refugees

Why Assess the Credentials of Refugees?

- International conventions require that displaced people without documentation be given a fair assessment of their qualifications. (Lisbon Convention, 1997, sec.7)
- Assessing educational credentials for refugees empowers individuals to utilize their education.
- Recognition of their academic credentials is the springboard for pursuing suitable employment, further education, and licensing in Canada.
- Again, we know that both the individual and society benefit when newcomers' education, training, and experience in recognized

Challenges Assessing the Credentials of Refugees

- Refugees often flee suddenly, and as a result lack the ability to take much with them.
- Institutions in conflict zones may be destroyed, damaged, closed, or not functioning normally.
- Even when open, some institutions may be unresponsive or refuse to issue documents for various reasons.
- Some individuals may have good reasons for not directly requesting documents from institutions.
- Refugees may arrive with full documentation, partial documentation, or nothing at all.

Barriers to Recognition of Credentials Held by Refugees: Institutional Challenges

- Institutional policies and practices in the U.S. and Canada rely on official documents for recognition of academic and professional credentials.
- With an “all-or-nothing approach” there is little flexibility.
- Working with incomplete documentation requires deep knowledge of the country’s education system, course syllabi, current institutional status, and more.
- Assessment may require extra resources to lead to conclusive results. Further steps may be necessary to corroborate the findings.

How to Evaluate Non-verifiable Credentials

What Our Research Tells Us

Alternative methods are in use or being developed. Institutions and countries are innovating, sharing best practices, reconsidering document policies, and assessing risks and opportunities.

Summary of best practices:

- Create an academic profile from available documents and claimed history.
- Assess based on the portfolio of evidence, fill in gaps based on knowledge, and interview.
- Conduct further assessments to corroborate findings.

Best Practice: Assessing Competencies

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

Types of competency assessments:

- Examinations
- Interviews
- Sample work, thesis review
- Special projects
- Skills assessments/audits

Best Practice: Determining Recognition

Institutions have options when deciding whether to recognize refugee credentials.

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

What Can Organizations and Institutions Do?

- Consider more flexible policies that address the barriers facing refugees.
- Find ways to assess competencies or prior learning that complement or ratify the academic credential assessment.
- Award temporary, provisional, or partial recognition to allow a refugee to demonstrate competency or prior knowledge.
- Offer alternatives that provide a path forward.

What Is WES Doing?

- WES programs
- Research and share best practices
- Assess refugee credentials



WES' Approach

- **Due to the inability of many refugees to obtain verifiable documents, the assessment of a refugee's qualifications calls for a different approach than is normally used**
- An “alternative assessment” is based on available evidence of educational attainment and professional achievements when official documents cannot be obtained.
- Information and documentation provided by the candidate along with the knowledge of global educational systems to reconstruct the candidate's academic history.
- WES piloted a new alternative assessment methodology in collaborating with partners in select locations in Canada which scaled to become the WES Gateway Program

6 Steps for Credential Assessment for Refugees

1. Determine when an alternative method is needed
2. Gather information and available academic documents
3. Develop a portfolio of supporting evidence
4. Assess the documents and the supporting evidence to produce an assessment report
5. Assess the applicant's competencies after receiving the assessment report if needed (by the institution)
6. Make a determination regarding recognition and placement (by the institution)

WES Alternative Credential Assessment

In the report:

- WES **advises on the equivalency** of academic credentials, indicating what evidence and methods were used to complete our assessment.
- WES **provides access to the information and documents submitted** with the application to facilitate corroboration and further assessment.
- WES **provides contextual information** on the educational system to assist in interpreting results.

WES Alternative Credential Assessment

Possible Documentary Evidence:

- **Academic:**
 - Academic transcripts
 - Diplomas and certificates of completion
 - Student ID cards
 - Published class, examination, or graduation lists
- **Non-academic:**
 - Professional licenses or certificates
 - Statements of professional standing issued by a regulatory body
 - Professional association membership
 - Official appointment letter
- **Claimed history, even when uncorroborated**

WES Alternative Credential Assessment

What the final product includes:

- Equivalencies where possible
- What has been corroborated and what evidence was used
- Information on the system of education
- Information about the school (recognition status)
- Information about the program/degree (admission requirements, LOP, requirements to graduate, the structure of the program)
- Courses (and credits if available)
- Information regarding what this degree gives access to in the home country
- How end users can use this product, including further assessment where there are gaps (for example, through examinations, interviews, etc.)

Assessing Credentials of Refugees

I. Complete Academic Documents:

| Documents Presented | Reconstruction (outcome) | What we need to reconstruct |
|--------------------------------------|---|-----------------------------|
| Full academic transcript (photocopy) | No reconstruction (List full program based on the applicant's transcript) | No reconstruction needed |


II. Partial Academic Documents:

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

III. Professional Documents/Records:

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

WES Gateway Program File Sample



CREDENTIAL EVALUATION REPORT

| | |
|---|---------------------------------|
| Name: SAMPLE, Wgp Four | Date : December 13, 2018 |
| Date of Birth: December 01, 1990 | Ref#: 3891897/mr |
| | Page: 1 of 2 |

This report validates and assesses the education of individuals who are unable to obtain verifiable academic documentation due to circumstances in their country of education.

To conduct this assessment, WES requires at least one officially-issued document, such as an academic transcript, degree certificate or professional license, which serves as credible evidence that they have attended or completed a program of study. WES corroborates the applicant's claims using the best information and resources available. The documents used to prepare this report are specified in remarks below and included for further review.

This evaluation report is offered as a non-binding advisory opinion to support the recognition of international credentials.

CANADIAN EQUIVALENCY SUMMARY

Bachelor's degree (four years)

This is an equivalency comment

CREDENTIAL ANALYSIS

| | | |
|----|--------------------------------|---|
| 1. | Name on Credential: | Wgp Four Sample |
| | Country: | Afghanistan |
| | Credential: | Bachelor of Arts |
| | Year: | 2014 |
| | Awarded By: | Al-Beroni University |
| | Status: | Recognized Institution |
| | Admission Requirements: | <i>Doreyeh Aali</i> (Higher Secondary Education) |
| | Length of Program: | Four years |
| | Major/Specialization: | Chemistry |
| | Canadian Equivalency: | Bachelor's degree (four years) |
| | Remarks: | Documents reviewed for this credential: Photocopy of transcript in the applicant's possession. Photocopy of the degree/diploma certificate in the applicant's possession. |

WES Gateway Program File Sample



CREENTIAL EVALUATION REPORT

Name: SAMPLE, Wgp Four
Date of Birth: December 01, 1990

Date : December 13, 2018
Ref#: 3891897/mr
Page: 1 of 2

This report validates and assesses the education of individuals who are unable to obtain verifiable academic documentation due to circumstances in their country of education.

Remarks:

Documents reviewed for this credential: Photocopy of transcript in the applicant's possession. Photocopy of the degree/diploma certificate in the applicant's possession.

Hands-On Exercise – Assessing Refugee Qualifications

Scenarios

1. The applicant has an Ukrainian bachelor's degree that can't be verified, making the applicant eligible for the Alternative Credential Assessment. However, this individual also has a postgraduate diploma and a master's degree from UK, which can be authenticated and verified.

How would you assess this individual's credentials? And would you admit this individual at the end of the process?

2. The applicant claims to have a bachelor's degree but cannot obtain documents from the institution that issued it. The applicant left in a hurry so all they have with them is their degree certificate and a student ID. They were not able to get their transcripts.

How would you assess this individual's credentials? Would you be able to reconstruct the applicant's academic history based on the degree certificate? And would you admit this individual at the end of the process?

3. The applicant claims to have completed a bachelor's degree and a master's degree after completing secondary school. They have photocopies of documents that show they completed a bachelor's and a master's degree. They are not able to contact the institution.

How would you assess this individual's credentials? And would you admit this individual at the end of the process?

Scenarios

4. The applicant claims to have completed three years of undergraduate study after secondary school; however, they were not able to bring with them all the documents for their three years of study.
How would you assess this individual's credentials? Which years of study would you reconstruct, if any? And would you admit this individual at the end of the process, or would you consider any transfer credits?
5. The applicant stated that they have a bachelor's degree from Syria, and they have been working as a teacher in their home country. They were able to bring a letter of appointment by the Ministry of Education, a certificate of experience as a teacher, and their transcripts.
How would you assess this individual's credentials? Would you consider it a complete degree? And would you admit this individual at the end of the process?

Questions for the Audience

What are the most important concepts you learned from the training?

What other steps can you take in order to learn more about this topic?

Will you share what you learned today with members of your organization and explore possibilities?

What is the one question you still have about this topic?

What challenges do you foresee that would affect this process?

WES Results

WES Refugee Pilot Project Results

- WES was able to prepare an assessment for every applicant who submitted at least one piece of documentary evidence.
- Seventy (70) percent of applicants had transcripts; the remainder required “reconstruction” of the program of studies based on our knowledge of the curriculum.
- Processing times were the longest for reconstruction.
- Outreach (often in native language) was important where documents were incomplete or missing.
- Degree analysis may suffice for most purposes.

WES Refugee Project Findings – End Users

- Methodology used in assessment gave end users confidence in results.
- WES' expertise in authenticating and evaluating credentials enhanced the validity of the report.
- Institutions expressed gratitude that WES was helping to mitigate the risk their organizations were taking.
- Over half said they were formulating policies of their own.
- Many institutions are in the process of determining the validity of the assessment for their licensing or admissions requirements.
- Some are already accepting the assessment as “equivalent to the WES standard assessment” for admission to colleges, universities, and regulated professions.

WES Refugee Project Findings – End Users

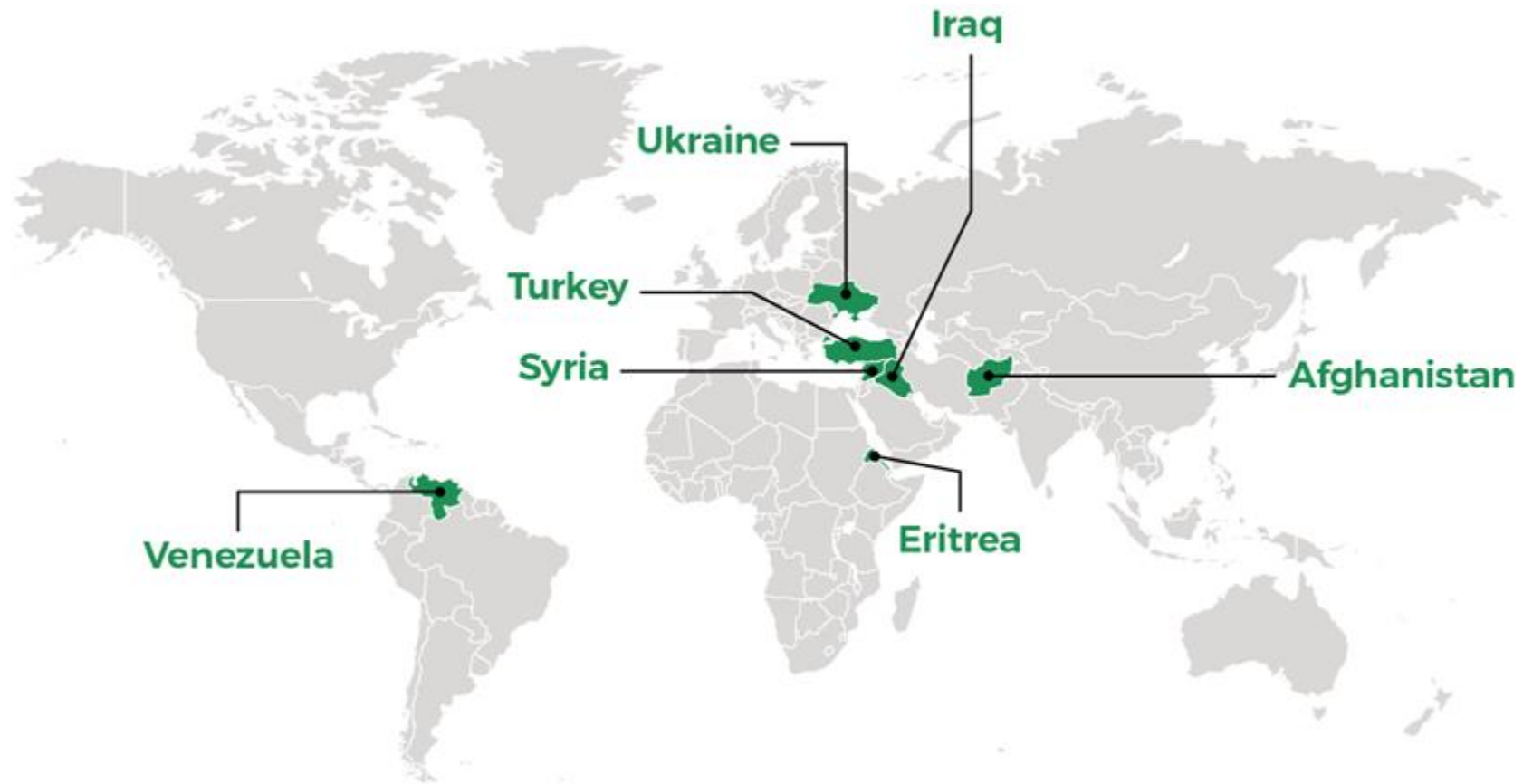
- Regulatory bodies, universities, and colleges report that they are using the WES Assessment to:
 - Reference prior educational background
 - Benchmark for admission consideration
 - Fulfill course prerequisite or advanced standing
 - Meet degree and official transcript requirement
 - Bypass certain exams
- WES will continue to survey applicants, referral partners, and end users to track outcomes.
- WES will report findings and plans when the analysis is complete.

WES Gateway Program Goal



To help refugees and other displaced individuals who lack verifiable academic credentials **move forward** with their lives.

Eligible Countries of Education



Limitations apply

Questions

- Can we innovate and be more flexible to address these barriers to recognition?
- Can alternative assessment processes be put in place to serve the needs of refugees?
- How can different actors collaborate on behalf of refugees?
- What additional research and resources are needed?

Thank you!

Need more information?

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