

Groningen Declaration Network

Project Mobility Ecosystem Solution

Expanding the Academic Document Supports for Displaced Persons
(Including Refugees, Asylum Seekers, and Internally Displaced Persons)

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Abstract

This Discussion Paper outlines a proposal for the Groningen Declaration Network (GDN) to lead the establishment of a global Edu-Technical Consortium that is focused on creating, supporting, and enabling the mobility of displaced persons through a global, readily launchable solution called the “Project Mobility Ecosystem”. Specifically, this Ecosystem project seeks to deliver the following:

- A curated website environment that identifies the existing opportunities for credential receipt and evaluation of academic documents for displaced persons
- Creating a new digital wallet to which learners on the move can store their academic documents when such options do not exist in their region

This Ecosystem initiative will enable access, transparency, and subsequent future opportunities for work and prior learning assessment for displaced persons. Building on the Article 26 Backpack¹, the European Qualifications Passport for Refugees, the SAQA/South African initiative, the work by the Ukrainian ENIC-NARIC to support their citizens, and many other initiatives that support displaced persons, this new Ecosystem will present the array of options for learners and expand this capability where, in times of crisis, they can store their documentation, thus avoiding the risk of losing key documents while on the move and promoting a more enabling path to self-sustainability.

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To the members of the GDN Board, the GDN Strategic Advisory Council and the GDN Technical Working Group

¹ Article 26 Backpack, <https://backpack.ucdavis.edu/>



Introduction

This Discussion Paper outlines a proposal for the Groningen Declaration Network (GDN) to lead the establishment of a global Edu-Technical Consortium that is focused on creating, supporting, and enabling the mobility of displaced persons through a global, readily launchable solution called the Project Mobility Ecosystem. Specifically, this Ecosystem project seeks to deliver the following:

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The Project Mobility Ecosystem solves several key problems. Not all learners, postsecondary institutions, and other recipients and evaluators of learner credentials are familiar with the existing supports already available which may result in documents not being accepted by assessment organizations; therefore, greater trust is needed to enable adoption and subsequent extension of these systems. It will provide an international option for those regions that are not benefiting from or cannot access existing providers. It will support existing providers by providing a document sharing solution, ideally through a virtual wallet, to enable secure chain of custody and document protections for displaced persons on the move.

The Project Mobility Ecosystem project will curate and expand access to and potentially create new infrastructure that allows users to send documents hosted in digital wallets to third parties for value added services such as evaluation, admissions to a university, employment, licensure, etc. This discussion paper targets an international audience with the interest and positionality to advocate, fund, and support the development of this project in the long term, with special reference to the lived experiences of displaced persons, including refugees, asylum seekers, and internally displaced persons, to ensure that authentic representation is embedded within the global ecosystem.

² Article 26 Backpack, <https://backpack.ucdavis.edu/>

Introduction

Persons experiencing forced displacement are at risk of losing their accumulated educational qualification and credentials due to the nature of their migration. During 2021, 1.7 million people crossed international borders in search of protection. At the end of 2021, 89.3 million people have been forcibly displaced due to (i) persecution, violence, conflict, human rights violations; (ii) political instability, weak governance, and state repression; and (iii) natural hazards, disasters, and man-made environmental crises ([UNHCR, 2021](#)).

The involuntary nature of forced migration results in the loss of possessions such as learning credential documentation due to destruction, expropriation, or necessity of a hasty departure (Becker, 2022). The absence of documentation creates a barrier in the process of re-credentialing foreign learning credentials within host countries resulting in the denial of meaningful opportunities to access Higher Education Institutions and exercise familiar income-generating skills (Campbell, 2018).

We aim to create a world where no one is in danger of having their identity being wiped off the planet and/or the history of their documented credentials and achievements go missing due to forced displacement.

Consultation Process

The concept of this discussion paper was presented by the GDN Board project leads in draft at the Groningen 2022 Annual General Meeting in the Netherlands, and the subsequent draft document was widely circulated to the GDN Strategic Advisory Council and GDN Technology Working Group, the GDN community and other experts around the world. It is a beginning roadmap to enable further discussions and planning as the GDN moves forward with doing its part to support digitization initiatives that support refugees and displaced persons. The GDN looks forward to working in collaboration with key stakeholders, experts, and other organizations that have made significant inroads into supporting refugees and displaced persons.

Background

The 1951 United Nations (UN) Convention Relating to the Status of Refugees and the 1967 UN Protocol Relating to the Status of Refugees have governed the status of refugees internationally, defining a refugee as any person who:

"... owing to a well-founded fear of persecution for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country, or who, not having a nationality and being outside of the country of his former habitual residence as a result of such events, is unable or, owing to such fear, unwilling to return to it" (UNHCR, 1951).

An asylum seeker, on the other hand, is a person who leaves their country of origin in search of safety "but whose request for sanctuary has yet to be processed" (UNHCR).

Displaced persons is used in this document as a broad term to reflect people who have necessarily (through force such as war, persecution, or disaster) been forced to leave their usual home region or country (including refugees, asylum seekers, and internally displaced persons).

The term *internally displaced persons* is defined by the United Nations as follows:

"Internally displaced persons (also known as "IDPs") are "persons or groups of persons who have been forced or obliged to flee or to leave their homes or places of habitual residence, in particular as a result of or in order to avoid the effects of armed conflict, situations of generalized violence, violations of human rights or natural or human-made disasters, and who have not crossed an internationally recognized border."³

Low and middle-income countries host 83% of the world's refugees. Neighboring countries host 72% and 27% are hosted by the least developed countries using the UNHCR definitions (UNHCR, 2021). States in the global north resettle less than 1% of global refugees, however, these same countries/regions donate to states in the global south⁴ to assist with housing efforts.⁵ The global south thus relies on international institutions to provide emergency relief (Arar, 2017).

⁶ The reality of forced migration is not a homogenous experience and contexts for access to higher education and employment for refugees and asylum seekers differ vastly based on protection pathways and the legal and practical barriers in receiving countries.

³ United Nations: <https://www.ohchr.org/en/special-procedures/sr-internally-displaced-persons/about-internally-displaced-persons>

⁴ Host large and unpredictable numbers of refugees that lead to demographic changes straining social institutions, over capacitated service delivery, and potential increased tension between refugees and citizens (Arar, 2017).

⁵ Donor states from Europe, USA, Canada, and Australia, can therefore cap refugees inflow in their territory through more scrutinous selection, vetting, and screening processes before entering.

⁶ Global North contributions to UNHCR, state to state contributions, trade, and travel incentives

Figure 1: Protection Pathways

Figure 1 summarizes the four key pathways available to those fleeing their country of origin: the asylum route,⁷ resettlement,⁸ humanitarian admission,⁹ and private sponsorship.¹⁰

Those arriving to countries through the first pathway, as asylum seekers, are oftentimes legally denied the right to work while their asylum claim is being processed.¹¹ Asylum seekers tend to live in temporary accommodation in these countries, which may range from government provided housing to

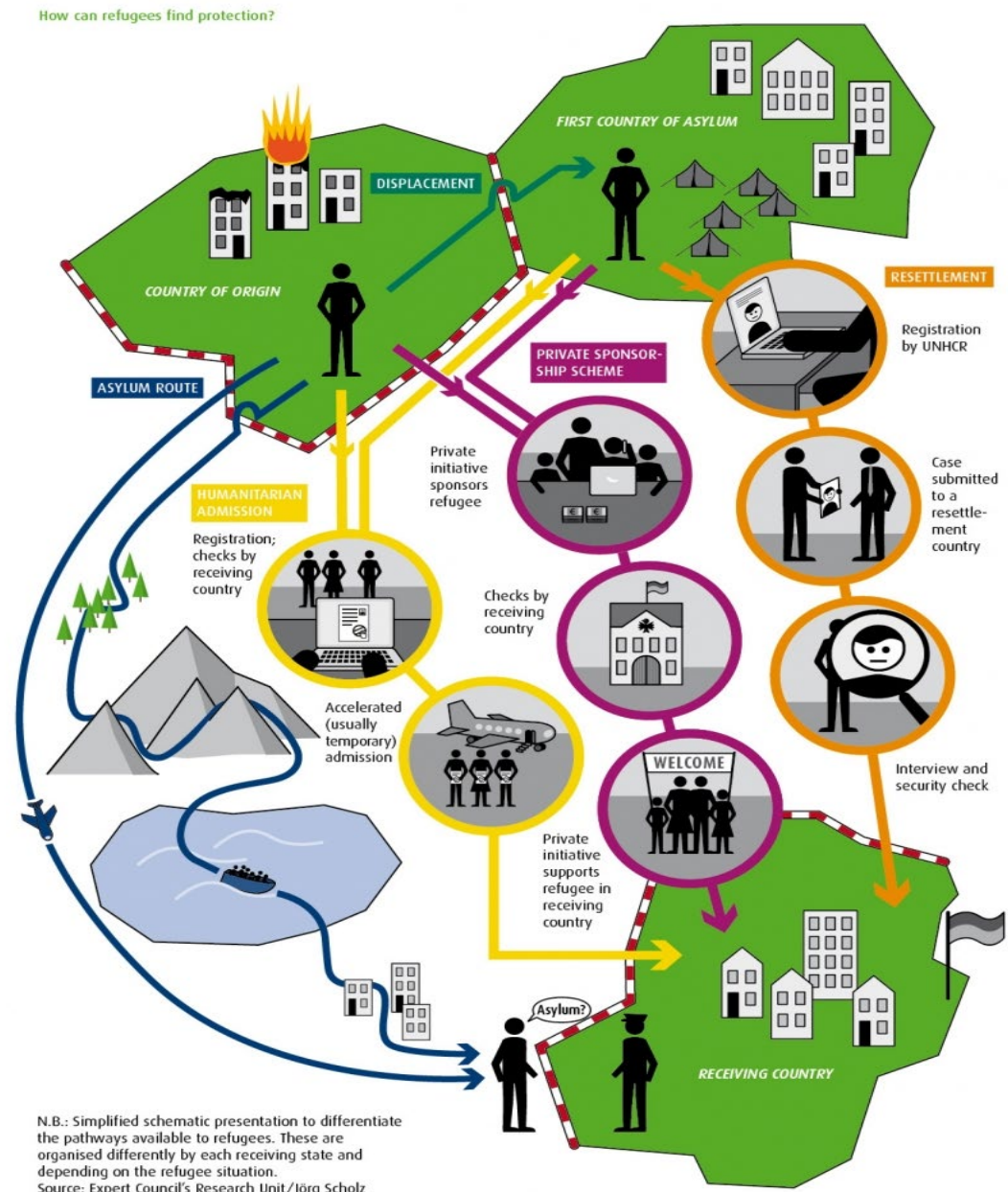
⁷ This route involves leaving one's country and then submitting a claim for asylum in a receiving country.

⁸ "Resettlement is the transfer of refugees from an asylum country to another State that has agreed to admit them and ultimately grant them permanent residence." (UNHCR) Resettlement is an important and durable protection pathway; however, less than one percent of refugees are resettled each year (UNHCR).

⁹ "There is no commonly agreed definition of a Humanitarian Admission Programme, however they are generally utilized as a form of expedited process that can enable large numbers of refugees to depart quickly to a safe receiving country. Humanitarian Admission has been described by the European Resettlement Network as the 'process by which countries admit groups from refugee populations in third countries so as to provide temporary protection on humanitarian grounds.'" (UNHCR)

¹⁰ "Private sponsorship programmes allow individuals, groups of individuals or organizations to nominate specific refugees to enter and stay in their country." This program is only available in some countries, including Canada and Australia. (UNHCR)

¹¹ Some countries such as Sweden and Canada have comparatively progressive policies, allowing asylum seekers the right to work. Other countries such as Portugal, Belgium, Denmark, Finland, Italy, Poland, and Spain allow asylum seekers to work after a specified time frame (e.g. six months).



refugee camps or even detention facilities.¹² Meanwhile, access to higher education, even in countries that do offer asylum seekers the right to study such as Canada and Australia, remains unattainable due to high costs and lack of eligibility for government financial assistance (Burke et al., 2020). The legal barriers to work and education are significantly reduced for asylum seekers who successfully obtain refugee status and for those who arrive in receiving countries as refugees.

For refugees and asylum seekers to access lawful work or enroll in higher education, documentation is one of the most fundamental elements. This includes documentation both from their country of origin, such as identity documents or proof of education credentials, and from their host country, including resident permits or work permits (Ginn et al., 2022). While securing documentation from one's country of origin is the first step, displaced persons must also have their credentials evaluated in conformance with the host country's standards. Alongside the barrier of missing documentation for re-credentialing processes, refugees and asylum seekers struggle to access employment in their professions due to misalignment and discrepancies between the education and skills received in their countries of origin versus host countries. This emphasizes the need for upskilling and language proficiency interventions alongside re-credentialing initiatives (Auer, 2018; Anderson, 2020; Wikström & Ahnlund, 2018).

The development of recognition models¹³ for the purpose of designing appropriate re-credentialing procedures for displaced persons, including refugees and asylum seekers with missing documentation, was originally spearheaded by Council of Europe, NOKUT (Norway), and CIMEA (Italy), along with others, and is considered in various global models. These appear led to the eventual adoption by UNESCO as the UNESCO Qualification Passport (UQP) and adapted in Canada¹⁴ and the USA¹⁵. In 2022, the World Education Services (WES) and South African Qualifications Authority (SAQA)¹⁶ partnered to build on best practices and lessons learned from these and other established models, to inform the design and implementation of a customized and contextually relevant model that works for South Africa. The Asylum Seekers and Refugees qualifications recognition pilot¹⁷ takes the qualifications recognition methodology further by not only validating and recognizing refugees' and asylum seekers' individual portfolios of evidence (PoEs) but also matching validated qualification achievements against the national qualifications registered on the South African NQF-based education and training system. In addition, the SAQA/WES project seeks to promote best practices to achieve alignment with the Addis Convention to open and/or facilitate access to further learning opportunities, the world of work, and licensing requirements for asylum seekers and refugees hosted in signatory African states.

¹²Refugees and asylum seekers in the Global South experience serious violations of their rights and extreme levels of poverty. Those confined in camps explicitly denied freedom of movement which is fundamental to accessing other economic and social rights. Those allowed to live in urban areas may be denied the right to gainful employment, access to schools, health services and adequate housing (Harrell-Bond, 2008)

¹³ Non-recognition of refugee credentials denies the right of refugees to practice liberal profession -Article 19 of the Convention Related to the statues of Refugees (1951 Refugee Convention) and 1967 Refugee protocol

¹⁴ World Education Service (WES), <https://www.wes.org/ca/>; <https://www.wes.org/>

¹⁵ Article 26 Backpack, <https://backpack.ucdavis.edu/>

¹⁶ SAQA is solely mandated by the state through the South African National Qualifications Framework (NQF) Act # 67 of 2008, to provide an evaluation and advisory service to recognize foreign qualifications of its citizens and foreign persons who seek to pursue further studies, work opportunities, and live in South Africa. The Revised Convention of the Recognition of Studies, Certificates, Diplomas and Degrees and Other Academic Qualifications in Higher Education in African States, commonly known as the Addis Convention, makes special provision for the recognition of qualifications of asylum seekers and refugees.

¹⁷ Pathways Pilot Project

As another example intended to address missing documentation of scarce skilled professionals, the Massachusetts Department of Education, with cooperation from the College of Education, established a procedure to reconstruct the previous academic background of bilingual Southeast Asian refugee teachers (Rodriguez, 1993).¹⁸

Similarly, registered refugee health professionals in Hamburg who applied for qualification recognition¹⁹ in Germany were offered the opportunity to participate in a workplace readiness program whilst awaiting their evaluation (Khan-Gokkaya and Mosko, 2020).²⁰ Some interventions in Africa and the Middle East²¹ include the access to online higher education institutions to refugees and asylum seekers within urban and encampment refugee settings.²² These interventions offer unique supports within various refugee relief spaces. The general impression whether accurate or not, is that these interventions prescribe rebuilding careers from scratch rather than facilitating access to employment pathways that acknowledge accumulated education and experience within fields of interests to sustain livelihoods.

A noteworthy project, Mygrants,²³ rebuilds confidence and competence for refugees through reskilling/re-credentialing for social integration and pathways (outside of the formal recognition process) through digital technologies. This micro-learning, career placement, and Learn2Earn app has 479,000 active learners and placed 5,600 refugees at last check into jobs in Italy since 2017. Mygrants has partnered with the World Bank, IOM, and UNICEF and directly supported special campaigns for Syria, Afghanistan, and Ukraine beyond the original focus in Africa.

The modern day nature of forced displacement is increasingly characterized by situations of protracted displacement, with an estimated 74% of the global refugee population living in exile from their country of origin for 5 or more consecutive years. This long-term reality makes preserving documentation and re-credentialing/recognition of qualifications all the more pressing, as refugees must find ways to meaningfully integrate themselves into the local economy (Morrice, 2021). Only 5% of refugees have access to higher education, compared to the 40% global average for non-refugees (UNHCR). Even those who are well-trained professionals often face underemployment in their host countries due to the lack of recognition of their qualifications and other credentials. While there has been a push to facilitate qualifications related credential recognition, increase tertiary scholarship opportunities, and offer technical and vocational education training (TVET),²⁴ the opportunity exists to both support these various efforts and curate a centralized environment that makes these various approaches more available and to deepen and create solutions that focus on *preserving* documentation prior to or amid migration in regions that do not allow students access to their records from anywhere in the world at any time.

¹⁸ A critical skill pathway for Southeast Asian refugee teachers to ease the shortage of bilingual teachers

¹⁹ Admissions to the programme was based on the standard process of evaluation application processes in Germany which may have excluded refugee health professionals with missing documents.

²⁰ Similar interventions have in the UK have been undertaken to integrate refugee health professionals into the National Health Service (Butt et al., 2019)

²¹ South Africa, Rwanda, Kenya, and Lebanon

²² The Southern New Hampshire University's [Global Education Movement](#) is an example of such initiatives.

²³ <https://mygrants.it/>

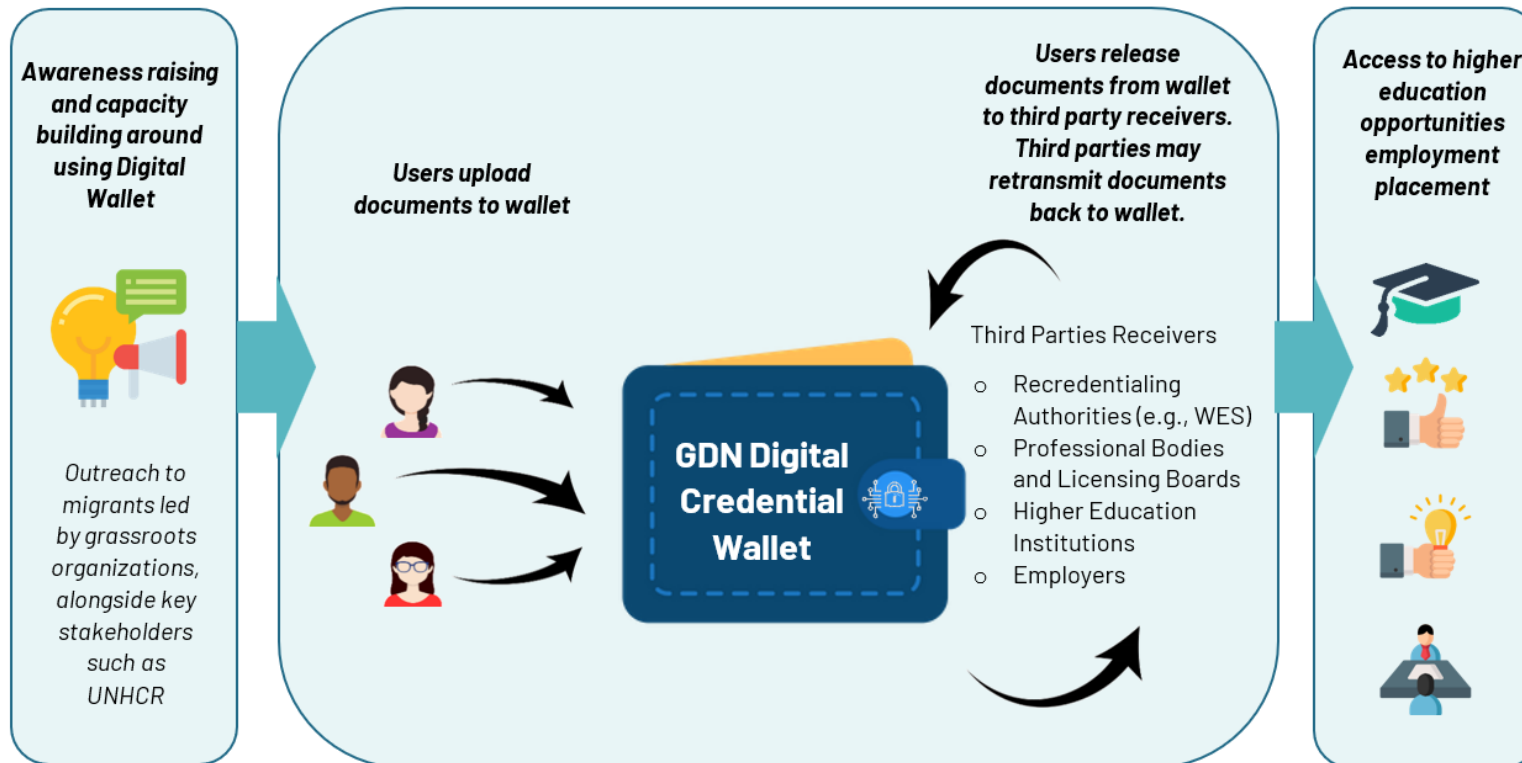
²⁴ See UNHCR's initiatives under its 15by30 roadmap for more details on scholarships and TVET.

Proposed Solution

To support resolution of the gaps identified above, the GDN is proposing to create a global Edu-Technical Consortium that is focused on curating, creating, supporting, and enabling refugee mobility through a global environment which we are calling the Project Mobility Ecosystem. To ensure that the solution speaks to the different experiences of displacement in various global contexts, this consortium will actively consult and engage displaced persons to inform a menu of existing and new inclusive and accessible user-friendly options. This will include a platform where displaced persons (refugees, asylum seekers, and internally displaced persons) can access existing and new ways to store their documentation, thus avoiding the risk of losing key documents while on the move. This initiative will build upon the existing solutions through curation and evolve the work by creating the infrastructure that allows users to send documents hosted in digital wallets to third parties for value added services such as evaluation, admissions to a university, employment, licensure, etc. This future environment will also provide another digital credential wallet which would allow for translation of scanned pictures and pdfs that are digitized and portable documents, where this support is needed. Ideally, this would allow for frictionless transfer of content to third parties for document assessment and recognition processes, expanding the ecosystem of supports, technologies, and organizations involved in the resettlement of refugees, asylum seekers, and displaced persons. It is important to note that this solution supports the conservation and validation of one's educational and professional **trajectories** and competencies. While it could potentially support preservation of important identity documents (such as birth certificates, passports, and more), the use cases anticipated are squarely focused on academic terminal credentials and, potentially, progression results. Anything beyond those use cases is out of scope for this project.

The proposed expanded digital credential wallet would be in addition to other solutions in the ecosystem and intended to provide a solution where none exists. As such, this solution would be embedded within the larger ecosystem of services that forced migrants would interact with to access education services and employment. Figure 2 (below) depicts how the digital wallet component of this solution would be operationalized and interact with other pre-existing services and bodies.

Figure 2: How the Digital Credential Wallet Works & its Ecosystem of Recognition Technologies and Organizations



The ecosystem site, as a compliment to the wallet, will also curate the existing solution providers available in various regions. However, in those parts of the world where academic institutions do not have the capacity to implement sophisticated systems for students to access their own records at any time and from anywhere in the world, users, refugee, and asylum seekers, would upload their documents to the digital wallet for safe storage. This may happen when individuals are in their country of origin or on the move. When users arrive at a destination where they want to provide their credentials for educational or employment purposes, they can digitally transmit their records to the relevant third-party receivers (e.g., postsecondary institutions, potential employers, assessment organizations, etc.). This solution will also allow for bi-directional transfer of documents. For example, in the event of credential evaluation, the

third-party evaluator can send back the credential assessment to the digital wallet, from where the user can then redirect the evaluated documents to the relevant academic institution or employer.

Individuals could make use of the wallet portion of the platform both in immediate response to crises, as well as in a preventive capacity. For example, in the event of the outbreak of a war or natural calamity, individuals in regions that do not allow instant, portable, and digital access to their verified academic records could upload their qualifications and identity documents at any moment that they have a stable internet connection and access to documents. Digital records could be transferred directly, and paper records could be scanned by phone. Individuals can decide at any moment to release their records to third parties such as WES, SAQA, or other credential evaluation agencies for credential/qualification recognition. The ability of users to transmit their records to third parties at any stage of their journey is especially useful as it optimizes their time and can allow refugees to arrive in host countries better placed to economically integrate. Furthermore, the wallet portion part of the solution could potentially assist individuals with making more informed decisions about which host countries may welcome their skills as scarce skills for more intentional integration pathways. The digital infrastructure offered by the wallet portion of this solution is relevant even in contexts without forced migration as it may also be offered to grassroots organizations supporting vulnerable populations in other circumstances.

This wallet and the overarching curation ecosystem would be managed by GDN, whose mandate centers around ensuring digital student data portability. The operationalization of this overall solution would require a sustainable financial model that ideally involves a multi-organizational public-private partnership funding model. In-kind support would be solicited from tech firms who could help build the digital infrastructure for this system through a formal request for proposal process. Meanwhile the deployment, maintenance, and evaluation of the overall ecosystem would require securing a multi-year grant(s).

Benefits

- (a) Provides a safe place to find and access existing credential support opportunities currently available around the world.
- (b) Provides a safe place to store vital documents (e.g., academic records, professional certificates) in a proposed wallet for those parts of the world that do not currently offer such services which are not only important for education and employment, but also for accessing other basic services.
- (c) Gives displaced persons autonomy over their qualifications and other credentials and the ability to access host countries qualification recognition authorities.
- (d) If successful and widely used and accepted, the downward occupational mobility of highly skilled displaced persons may be further mitigated and temporary survival/menial jobs for self-sustainability can remain interim in nature rather than threaten the accumulated knowledge and experiences caused by inaccessible re-credentialing and recognition processes.
- (e) Given that this project allows refugees and asylum seekers to access their digital wallet at any time, from any place, migrants who are forced to wait months or years on end in transitory states - before resettlement to a third country or before being granted asylum - can make better use of their time by beginning re-credentialing processes as required by their destination countries. This can have significant psychosocial benefits, as

one of the greatest detriments to mental health during these periods of waiting and uncertainty is a lack of agency. By beginning their re-credentialing process during this transitory period, they can ensure that when they resettle or when their asylum claim is approved by any relevant authority, they can immediately begin applying for higher education or employment opportunities. The only challenge to actualizing this benefit is in the instance when displaced persons do not know where they will be resettled and which re-credentialization process is accepted in their future host country.

- (f) In the future, a potential benefit of this solution could be that it also serves as a platform that provides refugees and displaced people with a network of grassroots organizations within various countries where they can be connected to holistic support services.
- (g) The existing strong network of hubs such as MyCreds (CA), DUO (NL), CSSD (CN), RODAC (MX), NSC (US), My eQuals (AUS and NZ), etc. can be leveraged to potentially interact with the GDN Project Mobility Ecosystem, which will facilitate potential future interoperability advancements.

Challenges

In operationalizing the Project Mobility Ecosystem, the following challenges are anticipated:

- (a) Accommodating varying levels of digital literacy of users and ensuring access to digital devices and internet connectivity to upload documents
- (b) Raising awareness around this solution and ensuring its adoption by conducting effective outreach to refugees and asylum seekers
- (c) Ensuring adoption by other credentialing solutions
- (d) Ensuring data security, privacy, and individual agency
- (e) Ensuring language accessibility for the Project Mobility Ecosystem
- (f) Universities and colleges in countries of origin may have closed down or been destroyed, or there may be incomplete documentation loaded by the learner that is necessary for re-credentialing processes of authorities in host countries. This is where collaboration with existing agencies and solutions such as the European Qualifications Passport Project for Refugees and the SAQA/WES initiative will be important to the ecosystem.

Recommendations for immediate next steps

- (a) A leadership and steering committee should be created to oversee the inception, implementation, and evaluation of this project. This committee should include diverse actors, bringing knowledge of humanitarian, advocacy, funding, and tech ecosystems.
- (b) A clear project scope with associated phases to guide next steps should be created.
- (c) Most importantly, this committee should include those with lived experiences of forced migration and civil society organizations that are trusted and who are well-equipped to understand the needs of this population as well as the implementation and take-up dynamics. A participatory approach that actively involves asylum seekers and refugees in the decision-making process will not only strengthen the viability of this solution but also reflect in practice the goal of facilitating greater autonomy and agency of those forced to flee.

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- (d) A feasibility study should be conducted to better understand the implementation of this solution across diverse contexts and regions. This would require active consultation with grassroots actors who work directly with refugees and asylum seekers in different Global South and Global North countries.
 - (e) Larger actors such as UNHCR and UNESCO should be approached to discuss how this solution and other pre-existing initiatives can be mutually reinforcing, and how a large-scale roll out can be implemented in practice.
 - (f) A budget plan and funding proposal should be drafted.
 - (g) The GDN Technical Committee will be invited to outline the tech ecosystem required to operationalize this solution, detailing the minimum technology and player ecosystems required to do this. Key elements to consider include an open-standards approach, privacy, and security expectations and features, hosting architectures, interoperability requirements, data access, storage, and transfer, and possibly ethically designed AI supports that allow for data parsing and translation.
 - (h) Once the funding is secured and digital infrastructure for this solution is built, the Project Mobility Ecosystem must be piloted. Asylum trends will need to be examined at the time a pilot is ready to be launched to determine which country or region to target.

Long term recommendations

- (i) Support grassroot organizations to facilitate employment pathways and further education opportunities for displaced persons and ensure that grassroots actors have proper knowledge of re-credentialization and licensing frameworks.
- (j) Contribute to the development of a universal ecosystem that supports the mobility and integration of displaced persons.

Conclusion

By creating a curated environment that articulates the existing opportunities for credential receipt and evaluation of academic documents, learners and other providers will be enabled through greater access and transparency. By extending this environment to create a unique, digital wallet to which learners on the move can store their academic documents when such options do not exist in their region, the ecosystem will enable future opportunities for work and prior learning assessment for displaced persons.

Documentation acts as a gateway to several fundamental rights and freedoms, including those to education and work as enshrined in the Universal Declaration of Human Rights (Article 26; Article 23). For refugees and asylum seekers, the risk of losing key documentation and subsequently losing access to these rights is even more pronounced. The Project Mobility Ecosystem solution proposed in this white paper is designed with the vision that no individual in regions that do not implement standards that allow students instant, portable, and verifiable access to their own records should have to risk losing documents that attest to one's academic qualifications and credentials while on the move. The digital solution and ecosystem proposed will facilitate displaced persons to have greater agency over their documents and greater flexibility to empower them to build a new, secure, and dignified future for themselves.

Appendix A

Globally, the top five countries hosting the highest numbers of refugees are Turkey, Colombia, Uganda, Pakistan, and Germany (UNHCR, 2021). Meanwhile, the top countries for resettlement are US, Canada, UK, Australia, Sweden, Germany, France, Norway, Netherlands, and Finland (Migration Policy Institute, 2021).

Figure 3: Global Distribution of Refugee Populations

Source: Global Trends 2021, UNHCR

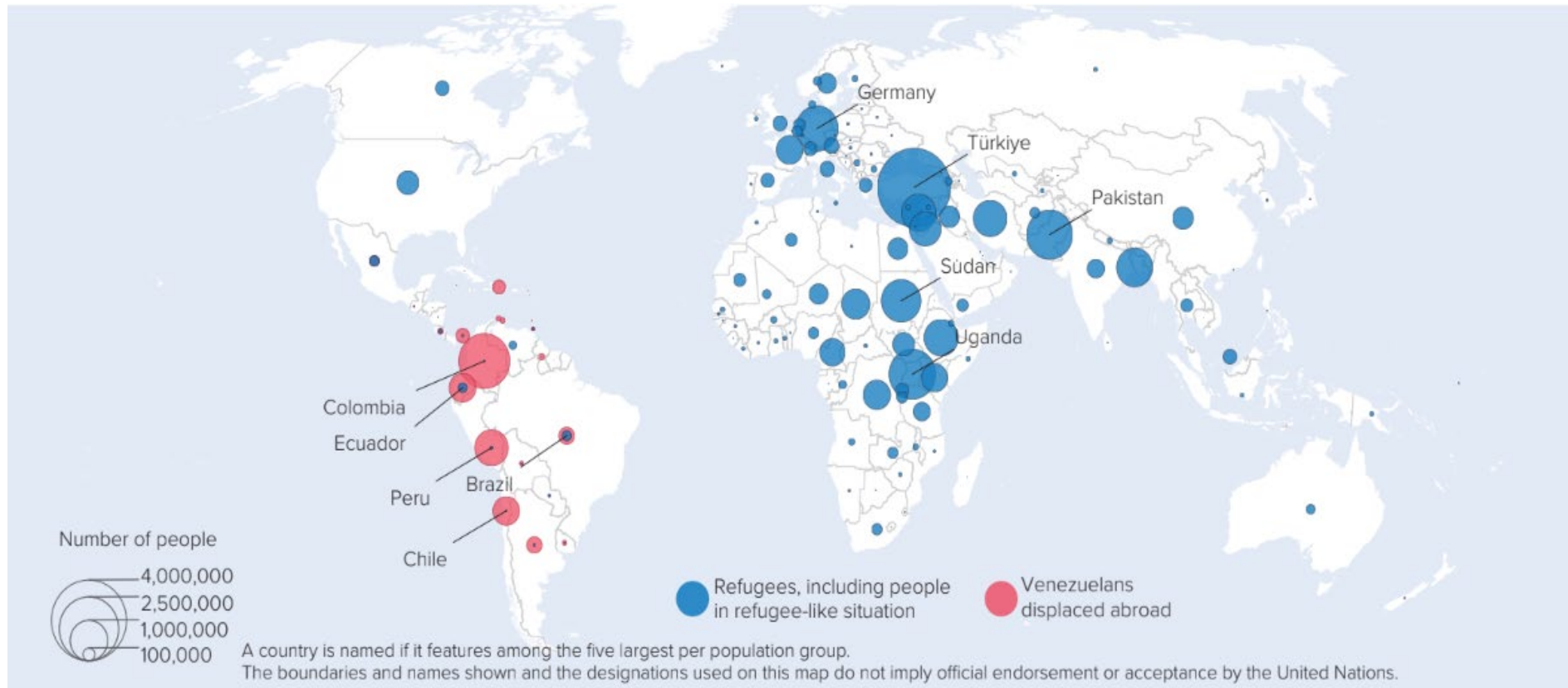
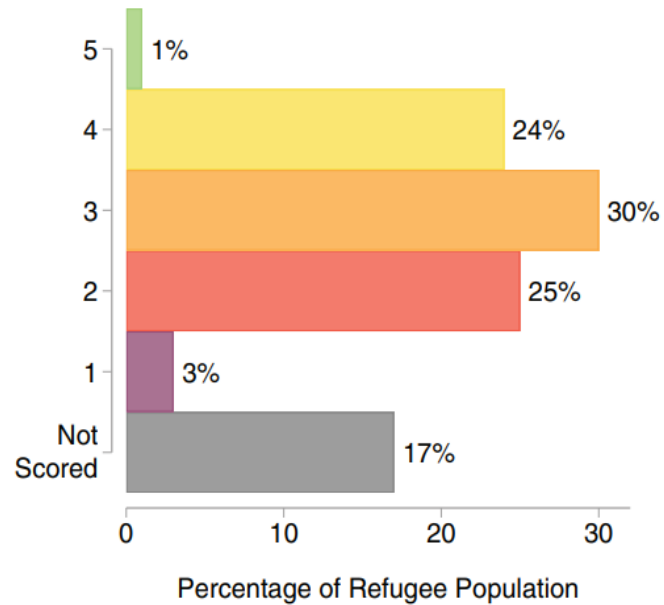
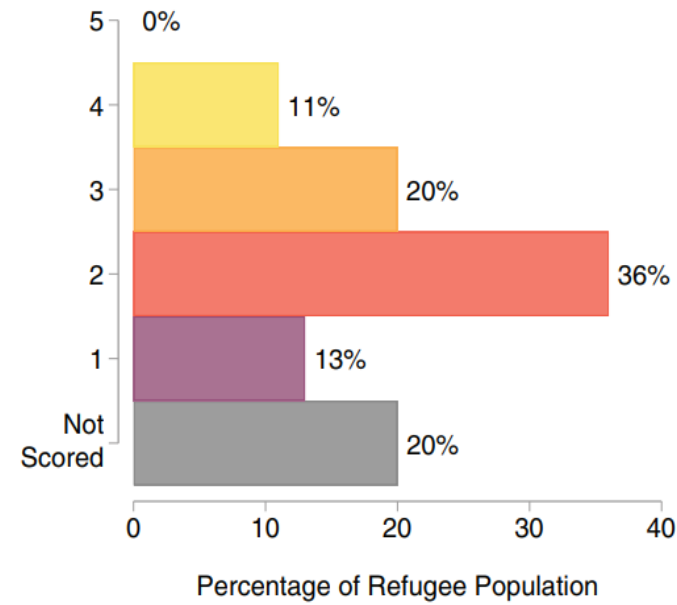


Figure 4: Access to Official Documents



Sources: 2021 Refugee Access to Work Rights dataset and UNHCR Data Finder. See question E2.1 in Annex 3 for the survey question and answer choices.

Figure 5: Validation of Credentials



Sources: 2021 Refugee Access to Work Rights dataset and UNHCR Data Finder. See question E2.2 in Annex 3 for the survey question and answer choices.

According to a [study](#) published by Asylum Access, the Center for Global Development (CGD), and Refugees International, “At least 58 percent of refugees live in countries that score a 3 (orange) or below on access to official documents. Validating credentials is even more difficult; at least 69 percent live in countries that score a 3 (orange) or below (Figure 27). [...] only 11 percent can generally certify academic and professional credentials from their country of origin.” In the scale used for this study, five represents the top score, indicating that refugees are able to access their rights to documentation and validation of credentials.

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