



Rough guide to Syrian qualifications in the context of the Irish National Framework of Qualifications (Version 1.0)

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Introduction

This 'Rough guide to Syrian qualifications in the context of the Irish National Framework of Qualifications' is an **information supplement** prepared by [NARIC Ireland](#). It aims to provide information to assist employers and education and training providers in making recognition decisions relating to Syrian Qualifications by giving background information on the education and training system and on recognition principles, detailed information on individual qualifications and examples of qualifications themselves where possible, understanding that templates for parchments change.

NARIC Ireland is the National Academic Recognition Information Centre, charged with supporting the mobility of people through the recognition of qualifications by providing information on education, training and qualification systems as part of a network of centres that are part of the [European Network of Information Centres \(ENIC NARICs\)](#), established because of the Lisbon Recognition Convention.

This guide complements the NARIC Ireland free, [online searchable foreign qualifications database](#), from which advisory Comparability Statements for individual qualifications may be downloaded. A Comparability Statement compares an academic qualification to an Irish qualification of a similar major award type and level on the Irish National Framework of Qualifications wherever possible.

Recognition decisions in relation to a qualification are made by employers, education and training providers. They are not made by NARIC Ireland.

Acknowledgements

This guide summarises and augments information from the database drawn directly authoritative sources, including the European Union, European Training Foundation, WES ([Education in Syria \(wes.org\)](#)) and collated research on information shared by other NARIC services, in particular noting, the work of UK ENIC and NUFFIC. The knowledge generously shared by so many experts is gratefully acknowledged.

Using this guide

The guide gives information on a variety of qualifications for which Comparability Statements or additional information has been requested from NARIC Ireland, QQI.

Policy

The basis for recognition policies and practices lies mainly in the [Lisbon Recognition Convention \(LRC\)](#), which Ireland ratified in 2004. Recognition is defined as 'A formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities.' The LRC furthermore sets out specific obligations in relation to refugees:

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'Each Party shall take all feasible and reasonable steps within the framework of its education system and in conformity with its constitutional, legal, and regulatory provisions to develop procedures designed to assess fairly and expeditiously, whether refugees, displaced persons and persons in a refugee-like situation, fulfil the relevant requirements for access to higher education, to further higher education programmes or to employment activities, even in cases in which the qualifications obtained in one of the Parties cannot be proven through documentary evidence.'

The LRC provides the basis for the establishment of the ENIC NARIC network of centres, and for the centres individually at national level.

QQI's ['Policy and Criteria for Facilitating the Academic Recognition of Foreign Qualifications'](#) sets out our approach to our NARIC service, including the fair recognition of both completed higher education qualifications and qualifications providing access to higher education in the European Region.

This is further supported in our [Core Statutory Quality Assurance Guidelines](#), which specify for all QQI quality assured providers, that *'there is co-operation with other providers and agencies as appropriate. In particular, there is co-operation with QQI as the national reference point for the EQF and the National Academic Recognition Information Centre (NARIC)... and that there are 'appropriate recognition procedures' ...'in keeping with... European Conventions'*.

The collegiate and collaborative work of the ENIC NARIC networks, including in projects such as "SCAN-D - Samples & Copies of Academic National Diploma" FraudScan and FraudS+ in combatting fraud, has been vital in supporting our understanding and protecting the fair recognition of qualifications.

Some people will seek access to regulated professions based on professional qualifications, life and experience from their home country. A regulated profession is one where access to or practice of a profession is restricted to those who meet the professional qualifications required by law. The European Union's Regulated Professions Database was developed to pinpoint the different regulations required across the EU. A full list of the regulated professions in Ireland, with a reference to the competent authority is available on [Regulated Professions in Ireland - Irish Point of Single Contact for the Services Directive](#).

Naturally there are some people who will have fled without documentary evidence of their qualifications. QQI / NARIC Ireland is also a recent signatory to the Council of Europe ['European Qualifications Passport for Refugees'](#), with support from University College Dublin, the University of Limerick ([European Qualifications Passport for Refugees \(coe.int\)](#)) and the RPL in HE project. The EQPR is an instrument developed with support of the UNHCR, to enhance integration opportunities of refugees through the assessment of education levels, work experience and language proficiency where full documentation is lacking, using an internationally agreed methodology. The EQPR is accepted across multiple jurisdictions and means that the person does not need to have similar assessments repeated. Recognition decisions of course remain with the receiving employer or Institution.

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There will be other people from Syria, as from Ireland, who may request the recognition of prior learning (RPL) from providers where their knowledge, skills or competence is not accredited, and where if assessed against appropriate standards, achievement of a destination award and entry to the labour market at the right level may be swifter. Typically, this is helpfully discussed with the regionally based ETB Adult Guidance Services in the first instance ([Contact a local Adult Guidance Service – ETBI](#)). Other people may find themselves applying to programmes where Providers/Institutions feel that there is a substantial difference between the evidence presented of learning outcomes that person has accomplished and what is necessary to participate successfully in the target programme. RPL assessment strategies, e.g., skills demonstration, interviews, tests etc., may support the appropriate recognition and integration at Institutional level.

Qualifax.ie is a rich resource for information for enquirers about our national education and training system. The Irish Refugee Council may also be of assistance: [Education | Irish Refugee Council](#)

Country profile

(Arabic: سُورِيَا, سُورِيَا or سُورِيَا رُومِيَا, romanized: Sūriyā), officially the Syrian Arab Republic (Arabic: رُومِيَا جُمْهُورِيَّةُ أَلْعَرَبِيَّةُ سُورِيَا, romanized: al-Jumhūrīyah al-‘Arabīyah as-Sūriyah)

Sūriyah), is a Western Asian country located in the Eastern Mediterranean and the Levant. Syria is home to one of the oldest civilizations in the world, with a rich artistic and cultural heritage. From its ancient roots to its recent political instability and the Syrian Civil War, the country has a complex and, at times, tumultuous history. It is a unitary republic that consists of 14 governorates (subdivisions) and is bordered by the Mediterranean Sea to the west, Turkey to the north, Iraq to the east and southeast, Jordan to the south, and Israel and Lebanon to the southwest. Cyprus lies to the west across the Mediterranean Sea. A country of fertile plains, high mountains, and deserts, Syria is home to diverse ethnic and religious groups, including the majority Syrian Arabs, Kurds, Turkmens, Assyrians, Armenians, Circassians, Albanians and Greeks. Religious groups include Muslims, Christians, Alawites, Druze, and Yazidis. The capital and largest city of Syria is Damascus. Arabs are the largest ethnic group, and Muslims are the largest religious group.

Syria has a mixed economy in which there is limited private freedom and an economy which remains highly controlled by the government. Syria is a member of the League of Arab States (Arab League). The main industrial products are petroleum, textiles, food processing, beverages, tobacco, phosphate rock mining, cement, oil seeds crushing, and car assembly. Nevertheless, agriculture continues to be the largest sector of the economy. The major development paradigm governing Syrian development policy in general and agricultural development since 1970, has been that of state-led import substituting industrialization.

The top exports of Syria are Pure Olive Oil (\$122M), Spice Seeds (\$70.5M), Barley (\$56.8M), Other Nuts (\$44.5M), and Tomatoes (\$32M), exporting mostly

Rough guide to Swiss qualifications in the context of the Irish National Framework of Qualifications:
to Turkey (\$230.5M), Saudi Arabia (\$194M), Lebanon (\$99.2M), Egypt (\$68.6M), and United Arab Emirates (\$46.4M). Wool, cotton, and nylon textiles are

Syria's most important manufactures, and mills are mainly in Aleppo, Damascus, Homs, and Ḥamāh; natural silk is also produced. Also of importance are the technical engineering industries, most of which are located in Damascus.

The system of education

Education is free and compulsory from ages 6 to 12. Schooling consists of 6 years of primary education followed by a 3-year general or vocational training period and a 3-year academic or vocational program. The second 3-year period of academic training is required for university admission. Total enrolment at post-secondary schools is over 150,000. The literacy rate of Syrians aged 15 and older is 90.7% for males and 82.2% for females. Since 1967, all schools, colleges, and universities have been under close government supervision by the Ba'ath Party.

There are 6 state universities in Syria and 15 private universities. The top two state universities are Damascus University (210,000 students as of 2014) and University of Aleppo. The top private universities in Syria are: Syrian Private University, Arab International University, University of Kalamoon and International University for Science and Technology. There are also many higher institutes in Syria, like the Higher Institute of Business Administration, which offer undergraduate and graduate programs in business.

According to the Webometrics Ranking of World Universities, the top-ranking universities in the country are Damascus University (3540th worldwide), the University of Aleppo (7176th) and Tishreen University (7968th).

Pre-primary

Pre-primary education is available for children aged three to five. It is not compulsory and is provided on a fee-paying basis. Most pre-primary education schools are privately owned and operated. Grassroots organizations are encouraged to establish schools to help increase pre-primary education offerings.

Basic

Syria follows a 12-year system of basic and secondary education, consisting of nine years of basic education and three years of secondary education. Basic education (grades 1-9) is mandatory and is divided into two cycles. The first cycle is four years; the second is five.

Secondary

Secondary education is offered in three-year general secondary schools and in three-year technical/vocational schools. All students who pass the national exam at the end of basic education qualify for secondary education. However, students' test results determine whether they qualify for general/academic secondary schools or vocational/technical secondary schools. Secondary education lasts three years and is offered at general/academic secondary schools and technical/vocational schools. Students attend secondary schools from grades 10-12 (ages 16-18). Secondary education is not compulsory.

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Both secondary school branches end with a national exam administered by the Ministry of Education, and all students who pass – regardless of branch – are awarded a general secondary education certificate, which is equivalent to the Irish Leaving Certificate. Diplomas have different names depending on the subject area (i.e., General Secondary Education Certificate, Industrial Secondary School Diploma, Secondary School of Commerce Diploma). Students who do not pass the national exam have the opportunity to retake it once.

Vocational

Students pursuing the technical/vocational branch choose between the following specializations:

Commercial: Accounting, administration, advertising, book-keeping, commercial law, computing, economics, financial math, secretarial skills, statistics, and tax

Feminine Arts: Carpet-making, childcare, clothing and textiles, dressmaking, embroidery, and home economics

Industrial: Computing, circuitry, electronics, television and radio, satellite maintenance (TV), and video recorders

Graduates of technical/vocational secondary schools can choose to start employment immediately or to continue onto two-year technical institutes (also referred to as intermediate institutes) where they can work towards an associate degree.

Higher education

Admission into higher education is highly competitive. Although all students with a general secondary school certificate are guaranteed admission to higher education, the institution to which they are admitted depends on the scores they receive on the secondary-school examination.

Because institutions of higher education cannot operate without government approval, all operating institutions are assumed to have formal recognition or accreditation. A list of recognized higher education institutions (in Arabic) can be found at www.mohe.gov.sy/mohe

The Syrian Ministry of Higher Education and Scientific Research (MoHESR) has regulated Higher Education in Syria by the University Law No. 6 of 2006 whereby each institution is established through a separate presidential decree. There is no national framework of qualifications in Syria or credit system with the result that comparisons are made against European national frameworks and credit systems.

All students who undertake an undergraduate degree in Syria must study all modules in Syria. If they decide to study in another country, any credits towards their undergraduate degree will not be recognised; plus, any joint undergraduate degree programmes of study will not be formally recognised under the current law of Syria.

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Length is dependent on program type:

Associate degrees require two years.

Bachelor's degrees typically require four years. (Some disciplines require additional years.)

Master's degrees require two years, although extensions are available.

Doctoral degrees require a minimum of three years.

Undergraduate degrees are therefore typically four years in length with some variation. Programs such as architecture, engineering, dentistry, pharmacy, and veterinary studies require five years; medicine requires six years. Most undergraduate programs start with an introductory year before students choose a specific field of study. Most programs follow a set curriculum with no electives. Students need to achieve a minimum GPA of 50 percent (sometimes 60 percent, depending on the program) in order to graduate. Students are awarded a bachelor's degree upon completion (al-Ijaaza in Arabic, and License in French).

Master's programs typically require two years to complete. Master's degrees are either academic or professional in nature. Those who follow the academic track are eligible to continue on to a doctorate degree. A minimum GPA of 60 percent is required to graduate. Students are assessed based on their performance in the final semester exam. Master's programs typically require the completion of a thesis in addition to the final exam. Completion of an internship may also be required depending on the program of study.

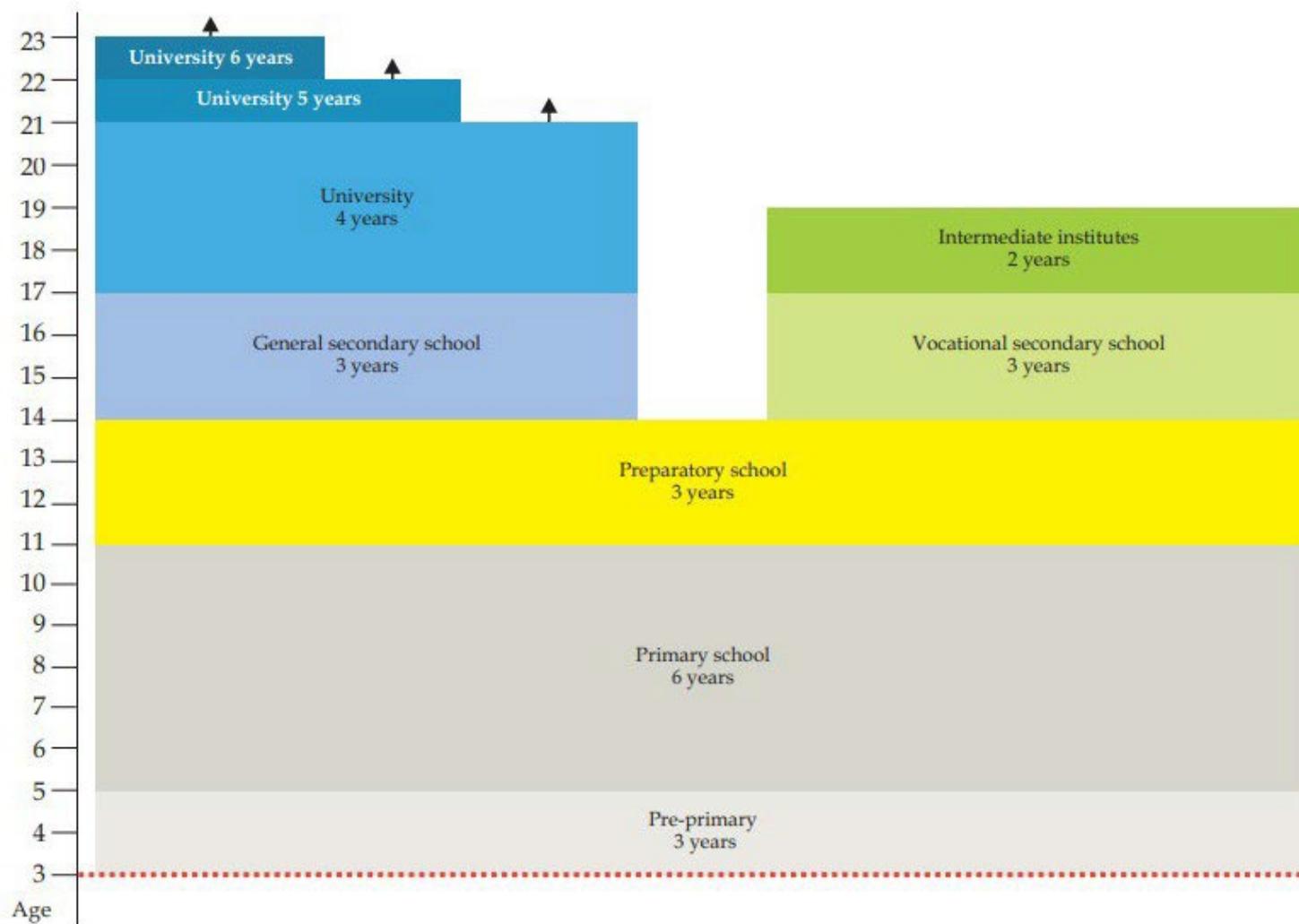
Doctoral programs require a minimum of three years of study after a completed Master's degree. The dissertation is evaluated by an external panel, which includes at least one overseas academic. A minimum GPA of 60 percent is required to graduate.

In order to progress from one academic year to the next, students cannot fail in more than four subjects. Students who fail more than four subjects are required to retake those subjects before they can advance.

EDUCATION SYSTEM IN SYRIA



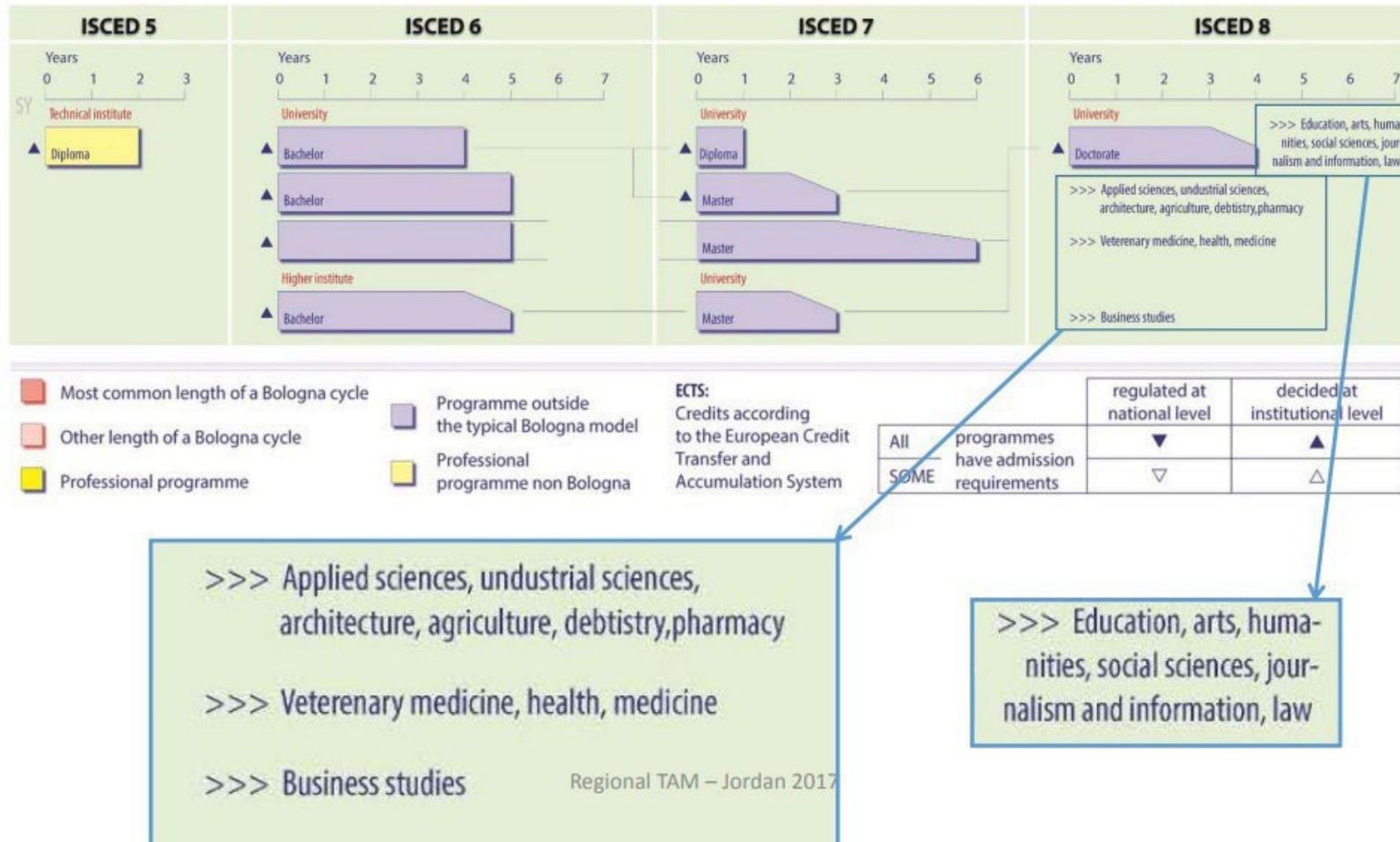
STRUCTURE OF THE EDUCATION SYSTEM IN SYRIA



International Standard Classification of Education ISCED (UNESCO classification)

Level	ISCED 2011	Description
0	Early childhood Education (01 Early childhood educational development)	
0	Early childhood Education (02 Pre-primary education)	
1	Primary education	
2	Lower secondary education	
3	Upper secondary education	
4	Post-secondary non-tertiary education	
5	Short-cycle tertiary education	Short first tertiary programmes that are typically practically-based, occupationally-specific and prepare for labour market entry. These programmes may also provide a pathway to other tertiary programmes.
6	Bachelor or equivalent	Programmes designed to provide intermediate academic and/or professional knowledge, skills and competencies leading to a first tertiary degree or equivalent qualification.
7	Master or equivalent	Programmes designed to provide advanced academic and/or professional knowledge, skills and competencies leading to a second tertiary degree or equivalent qualification.
8	Doctoral or equivalent	Programmes designed primarily to lead to an advanced research qualification, usually concluding with the submission and defense of a substantive dissertation of publishable quality based on original research.

The Higher Education System in Syria



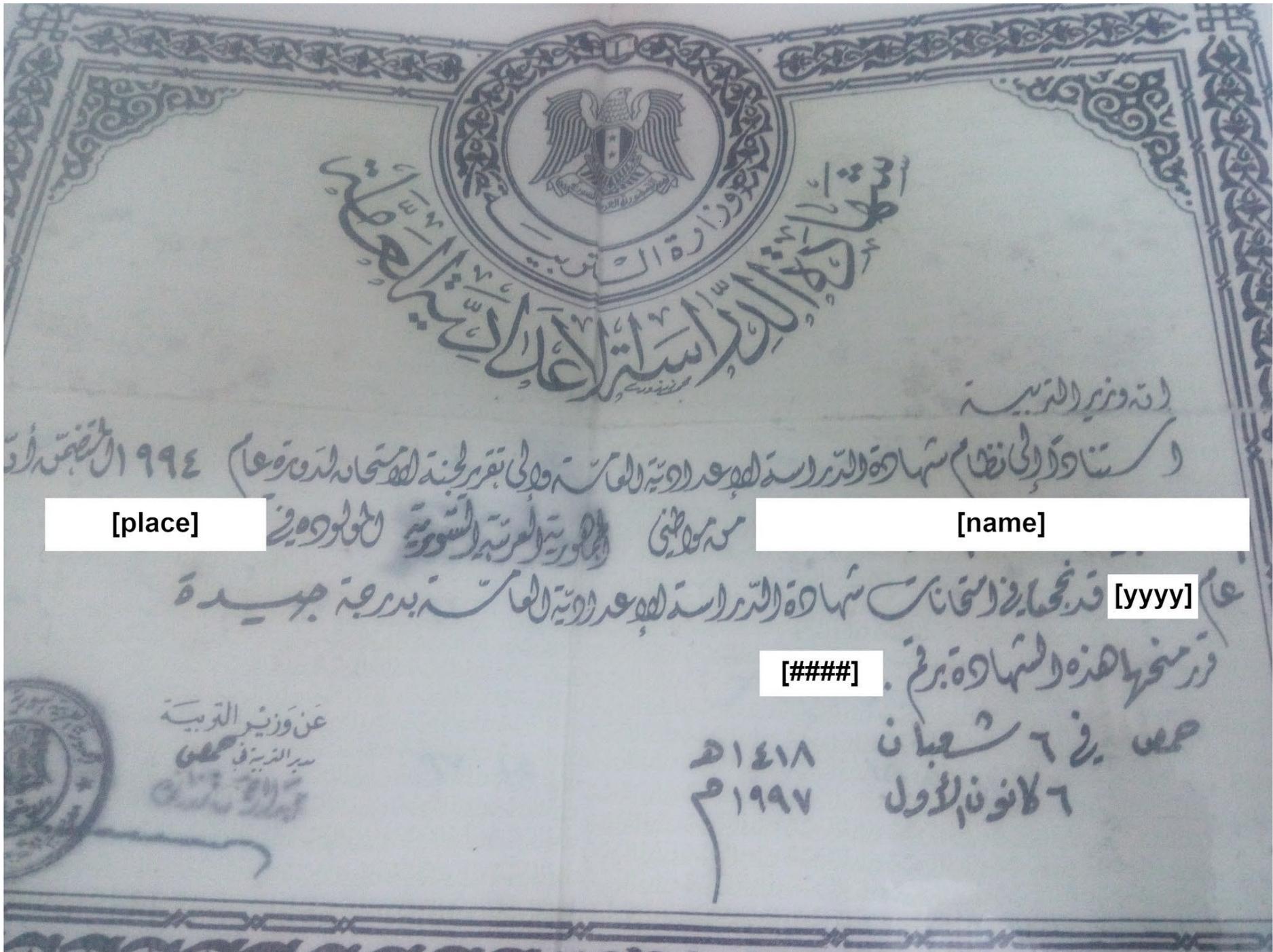
Most common current awards

Title	Translated as	Comparable to	NFQ Level
(شهادة الدراسة التعلّم الأساسيّ)	Basic Secondary Education Certificate	Junior Certificate	3
شهادة الدراسة الثانويّة العامّة / الفهميّة العلميّة	General Secondary School Certificate	Leaving Certificate	4/5
شهادة الدراسة الثانويّة الفنيّة	Technical Secondary Certificate	An Award at Level 5	5
شهادة ترخيص مساعدي	Assistant Licentiate Certificate	An Award at Level 5	5
شهادة مساعد المجاز	Associate degree	Higher Certificate	6
دبلوم تقنيّ	Technical Diploma	Advanced Certificate	6
شهادة تدريسيّ للتعلّم الابتدائيّ أو دبلوم التدريس	Teaching Certificate for Primary Education or Teaching Diploma	Higher Certificate	6
الإجازة	(Al-Ijâza fi / Licence)	Ordinary Bachelor's Degree	7
الإجازة	(Al-Ijâza fi / Licence)	Honours Bachelor's Degree	8
الماجستير	Masters degree	Master's degree	9
دبلوم الدراسات العليا	Postgraduate Diploma	Postgraduate Diploma	9
الدكتوراة	Doctoral Degree	Doctoral Degree	10

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Award Title	شهادة الدراسة التعلّم الأساس
English Title	Basic Secondary Education Certificate
NFQ Comparable Level	3
NFQ Comparable Award-Type	Junior Certificate
Bologna Cycle	N/a
Award Information	Compares to the Secondary School Junior Cycle
Type of Education	School
Additional Comments	Basic and Lower Secondary Education which concludes with a centrally set national examination.
Minimum Duration	3 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	No
Award Profile	Represents 9 years of study.
Learning Outcomes based on comparability level	Learning outcomes at this level relate to a low volume of practical capability and of knowledge of theory. The outcomes relate to the performance of relatively simple work and may be quickly acquired. Outcomes at this level may also confer a minimum employability for low skilled occupations and include functional literacy and numeracy.
Irish Framework Level Indicators	<p>LEVEL 3:</p> <p>Knowledge: Mainly concrete in reference and with some comprehension of relationship between knowledge elements. Demonstrate a limited range or practical and cognitive</p> <p>Skills: Select from a limited range of varied procedures and apply known solutions to a limited range of predictable problems. Act within a limited range of contexts.</p> <p>Responsibility Act under direction with limited autonomy; function within familiar, homogeneous groups. Assume limited responsibility for consistency of self-understanding and behaviour</p>
Narrative	Since 2002, the first two phases, 6 years of primary school (التعليم الإبتدائي) and 3 years of general secondary education (lower level) (الدراسة الإعدادية العامة) have been merged into one phase which is mandatory for all pupils aged 6 to 15. This phase of education concludes with a national exam which is developed and administered centrally.

General information: Syria follows a 12-year system of basic and secondary education, consisting of nine years of basic education and three years of secondary education. Basic education (grades 1-9) is mandatory and is divided into two cycles. The first cycle is four years.



[place]

[name]

[yyyy]

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سید النذیری
محمدي

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Award Title	شهادة الدراسة الثانوية العامة / الفهم والعلم
English Title	General Secondary School Certificate
NFQ Comparable Level	4/5
NFQ Comparable Award-Type	Leaving Certificate
Bologna Cycle	N/a
Award Information	Compares to the Secondary School Senior Cycle
Type of Education	School
Additional Comments	Commonly known as the Baccalaureate.
Minimum Duration	3 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	Yes
Award Profile	Represents 12 years of study. Grants access to higher education.
Learning Outcomes based on comparability level	<p>Learning outcomes at level 4 correspond to a growing sense of responsibility for participating in public life and shaping one's own life. The outcomes at this level would be associated with first-time entry to many occupational sectors.</p> <p>Learning outcomes at level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work undertaken independently, subject to general direction.</p>
Irish Framework Level Indicators	<p>LEVEL 4: Knowledge: Mainly concrete in reference and with some elements of abstraction or theory. Skills: Demonstrate a moderate range of practical and cognitive skills and tools. Select from a range of procedures and apply known solutions to a variety of predictable problems. Responsibility and Autonomy: Act with considerable amount of responsibility and autonomy. Learn to take responsibility for own learning within a supervised environment. Assume partial responsibility for consistency of self-understanding and behaviour.</p> <p>LEVEL 5: Knowledge: Some theoretical concepts and abstract thinking, with significant depth in some areas</p>

	<p>Skills: Demonstrate a broad range of specialised skills and tools. Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</p> <p>Responsibility and Autonomy: Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex, and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour.</p>
<p>Narrative</p>	<p>Students with good results for the Basic Education Certificate usually move on to the upper level of general secondary education. At the end of this upper level, they can obtain the General Secondary Education Certificate.</p> <p>The 1st year is an introductory year for all students. From the 2nd year onwards, they specialise and either choose the literary section or the scientific section. In the 3rd year, students complete a national school-leaving exam.</p> <p>Diploma: General Secondary Education Certificate / شهادة الدراسة الثانوية العامة. The diploma is also called the Baccalaureate.</p> <p>General information: Secondary education is offered in three-year general secondary schools and in three-year technical/vocational schools. All students who pass the national exam at the end of basic education qualify for secondary education. However, students' test results determine whether they qualify for general/academic secondary schools or vocational/technical secondary schools. Secondary education lasts three years and is offered at general/academic secondary schools and technical/vocational schools. Students attend secondary schools from grades 10-12 (ages 16-18). Secondary education is not compulsory.</p>



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Award Title	شهادة الدراسة الثانوية الفنية
English Title	Technical Secondary Certificate
NFQ Comparable Level	5
NFQ Comparable Award-Type	An Award at Level 5
Bologna Cycle	N/a
Award Information	Grants limited access to post-secondary study.
Type of Education	School
Additional Comments	Students can obtain a Vocation Secondary Education Certificate after completing 3 years of vocational secondary education at technical schools.
Minimum Duration	3 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	Yes
Award Profile	Represents 3 years of study.
Learning Outcomes based on comparability level	Learning outcomes at level 5 include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work undertaken independently, subject to general direction.
Irish Framework Level Indicators	<p>LEVEL 5:</p> <p>Knowledge: Some theoretical concepts and abstract thinking, with significant depth in some areas</p> <p>Skills: Demonstrate a broad range of specialised skills and tools. Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems</p> <p>Responsibility and Autonomy: Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts. Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex, and heterogeneous groups. Learn to take responsibility for own learning within a managed environment. Assume full responsibility for consistency of self-understanding and behaviour.</p>
Narrative	Mainly vocational subjects with a lot of emphasis on practice. Students choose a specialisation, for example industry, trade or agriculture.

Diploma: Vocational Secondary Education Certificate / شهادة الدراسة الثانوية المهنية. The specialisation is always part or within the diploma name. Therefore, the name depends on the specialisation the student has taken. For example: Industrial Vocational Secondary Education Certificate / Commercial Vocational Secondary Education Certificate / Agriculture Vocational Secondary Education Certificate.

General Information: Students pursuing the technical/vocational branch choose between the following specializations:

- **Commercial:** Accounting, administration, advertising, book-keeping, commercial law, computing, economics, financial math, secretarial skills, statistics, and tax
- **Feminine Arts:** Carpet-making, childcare, clothing and textiles, dressmaking, embroidery, and home economics
- **Industrial:** Computing, circuitry, electronics, television and radio, satellite maintenance (TV), and video recorders

Graduates of technical/vocational secondary schools can choose to start employment immediately or to continue onto two-year technical institutes (also referred to as intermediate institutes) where they can work towards an associate degree.



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Award Title	شهادة ترخيص مساعد
English Title	Assistant Licentiate Certificate
NFQ Comparable Level	6
NFQ Comparable Award-Type	Higher Certificate
Bologna Cycle	N/a
Award Information	Two-year programme offered by HE institution. Also known as a Certificate of Assistant Bachelor or Licentiate.
Type of Education	Higher Education
Additional Comments	Post-Secondary
Minimum Duration	2 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	N/a
Award Profile	Also known as an Associate Degree (Certificate of Assistant Bachelor / Licentiate).
Learning Outcomes based on comparability level	Learning outcomes at Level 6 include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.
Irish Framework Level Indicators	<p>LEVEL 6:</p> <p>Knowledge: Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory.</p> <p>Skills: Demonstrate comprehensive range of specialised skills and tools. Formulate responses to well-defined abstract problems.</p> <p>Responsibility and Autonomy: Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts. Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources, form, and function within, multiple, complex and heterogeneous groups. Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs.</p>

Narrative	General Information: Admission into higher education is highly competitive. Although all students with a general secondary school certificate are guaranteed admission to higher education, the institution to which they are admitted depends on the scores they receive on the secondary-school examination. Length is dependent on program type: Associate degrees require two years.
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Award Title	دبلوم تقني
English Title	Technical Diploma
NFQ Comparable Level	6
NFQ Comparable Award-Type	Advanced Certificate
Bologna Cycle	N/a
Award Information	Post-secondary level technical and vocational education.
Type of Education	Further Education
Additional Comments	Intermediate institutes are an alternative path for students who do not meet university entry requirements and approximately half of secondary school leavers enter intermediate institutes.
Minimum Duration	2 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	No
Award Profile	Represents 2 years of study. The entry requirement is successful completion of a secondary school certificate.
Learning Outcomes based on comparability level	Learning outcomes at Level 6 include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.
Irish Framework Level Indicators	<p>LEVEL 6:</p> <p>Knowledge: Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory.</p> <p>Skills: Demonstrate comprehensive range of specialised skills and tools. Formulate responses to well-defined abstract problems.</p> <p>Responsibility and Autonomy: Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts. Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources, form, and function within, multiple, complex and heterogeneous groups. Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs.</p>

Narrative	General Information: Post-secondary level technical and vocational education is offered at intermediate institutes. Programmes are two years in duration and train candidates to the technician level.
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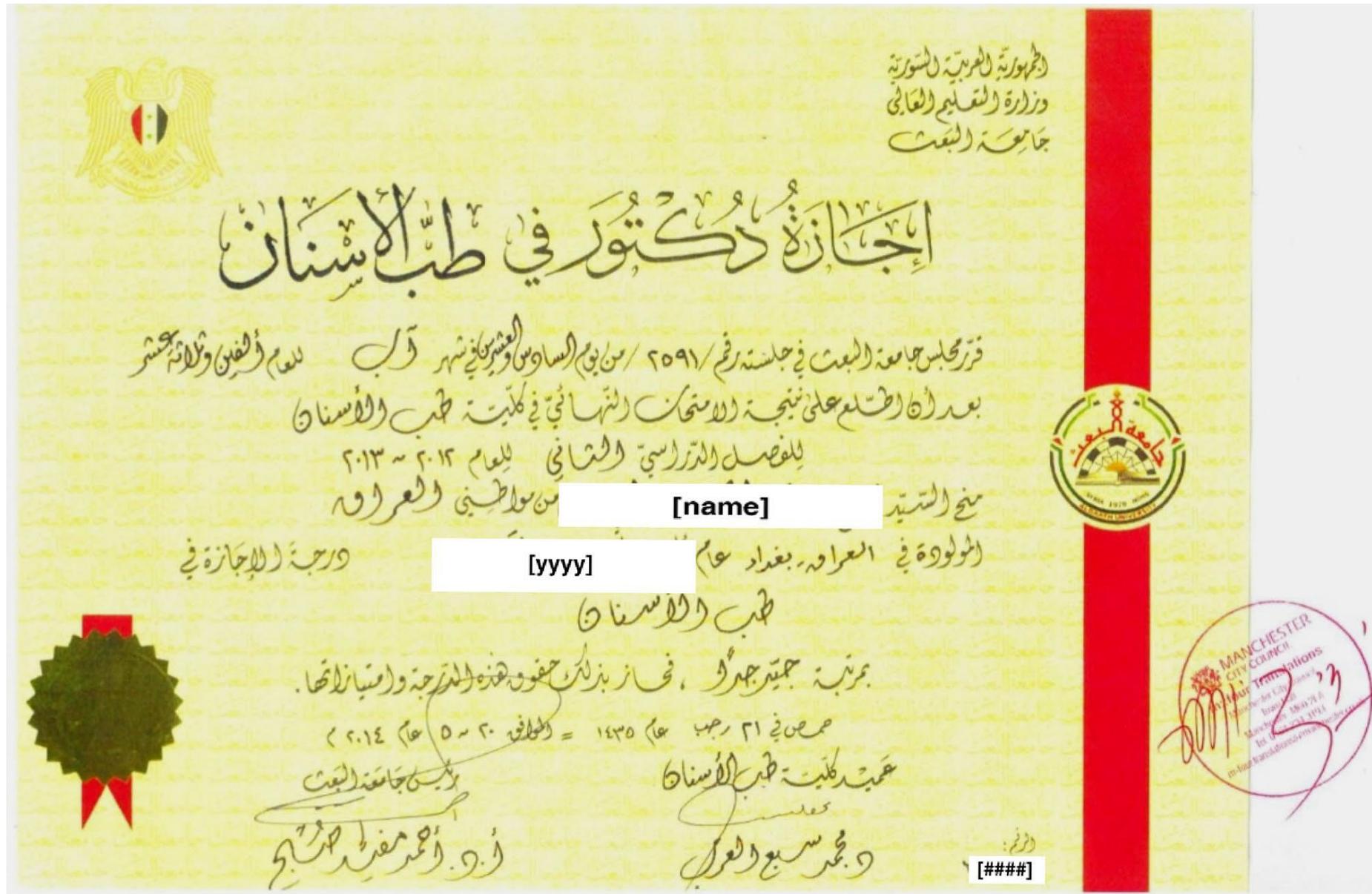
Award Title	شهادة مساعد المجاز
English Title	Associate degree
NFQ Comparable Level	6
NFQ Comparable Award-Type	Advanced Certificate
Bologna Cycle	N/a
Award Information	Technical Certificate for Post-Secondary Vocational Education.
Type of Education	Post-secondary technical vocational education and training or Further Education.
Additional Comments	Results from middle school determine the options accordingly on whom may attend technical school for 3 years.
Minimum Duration	2 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	N/a
Award Profile	Also known as a Certificate of Assistant Bachelor or Licentiate / Technical Diploma / Certificate of Licensed Assistant.
Learning Outcomes based on comparability level	Learning outcomes at Level 6 include a comprehensive range of skills which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.
Irish Framework Level Indicators	<p>LEVEL 6:</p> <p>Knowledge: Specialised knowledge of a broad area. Some theoretical concepts and abstract thinking, with significant underpinning theory.</p> <p>Skills: Demonstrate comprehensive range of specialised skills and tools. Formulate responses to well-defined abstract problems.</p> <p>Responsibility and Autonomy: Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts. Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources, form, and function within, multiple, complex and heterogeneous groups. Learn to evaluate own learning and identify needs within a structured learning environment; assist others in</p>

	identifying learning needs.
Narrative	<p>General Information: Technical Diploma Certificate / شهادة دبلوم تقني or a Certificate of Associate Degree / شهادة مساعدا مساعدا Certificate of Associate Degree / شهادة مساعدا مساعدا is often translated as Certificate of Licensed Assistant. This qualification grants access to the labour market in Syria.</p> <p>Graduates of technical/vocational secondary schools can choose to start employment immediately or to continue onto two-year technical institutes (also referred to as intermediate institutes) where they can work towards an Associate Degree.</p>

Rough guide to Syrian qualifications in the context of the Irish National Framework of Qualifications

Award Title	(Al-Ijâza fi / Licence) الإجازة
English Title	Bachelor Degree
NFQ Comparable Level	7
NFQ Comparable Award-Type	Ordinary Bachelor Degree
Bologna Cycle	N/a
Award Information	Dependent on the non-specialised study programme, a 4-year Bachelor programme (i.e. Bachelor of Arts) would compare to an Irish Ordinary Bachelor Degree.
Type of Education	Higher Education
Additional Comments	
Minimum Duration	4 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	N/a
Award Profile	
Learning Outcomes based on comparability level	Learning outcomes at Level 7 relate to knowledge and critical understanding of the well-established principles in a field of study and the application of those principles on a field of study and the application of those principles in different contexts. This level includes knowledge of methods of enquiry and the ability to critically evaluate the appropriateness of different approaches to solving problems. The outcomes include an understanding of the limits of knowledge acquired and how this influences analyses and interpretations in a work context. Outcomes at this level would be appropriate to the upper end of technical occupations and would include higher technicians, some restricted professions and junior management.
Irish Framework Level Indicators	<p>Knowledge: Specialised knowledge across a variety of areas. Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas.</p> <p>Skills: Demonstrate specialised technical, creative or conceptual skills and tools across an area of study. Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</p> <p>Responsibility and Autonomy: Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts. Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work. Take initiative to identify and address learning needs and interact effectively in a learning group.</p>

Narrative	<p>General Information: Admission into higher education is highly competitive. Although all students with a general secondary school certificate are guaranteed admission to higher education, the institution to which they are admitted depends on the scores they receive on the secondary-school examination.</p> <p>There is no national framework of qualifications in Syria or credit system with the result that comparisons are made against European national frameworks and credit systems.</p> <p>All students who undertake an undergraduate degree in Syria must study all modules in Syria. If they decide to study in another country, any credits towards their undergraduate degree will not be recognised; plus, any joint undergraduate degree programmes of study will not be formally recognised under the current law of Syria. In order to progress from one academic year to the next, students cannot fail in more than four subjects. Students who fail more than four subjects are required to retake those subjects before they can advance.</p> <p>Length is dependent on program type:</p> <p style="text-align: center;">Bachelor's degrees typically require four years. (Some disciplines require additional years.)</p> <p>Undergraduate degrees are therefore typically four years in length with some variation. Programs such as architecture, engineering, dentistry, pharmacy, and veterinary studies require five years; medicine requires six years. Most undergraduate programs start with an introductory year before students choose a specific field of study. Most programs follow a set curriculum with no electives. Students need to achieve a minimum GPA of 50 percent (sometimes 60 percent, depending on the program) in order to graduate. Students are awarded a bachelor's degree upon completion (al-Ijaaza in Arabic, and License in French).</p>
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Rough guide to Syrian qualifications in the context of the Irish National Framework of Qualifications

Award Title	Al-Ijâza fi / Licence الإجازة
English Title	Bachelor Degree
NFQ Comparable Level	8
NFQ Comparable Award-Type	Honours Bachelor Degree
Bologna Cycle	N/a
Award Information	Undergraduate degree programmes normally take 4 years.
Type of Education	Higher
Additional Comments	Official duration of studies: 4-6 years depending on the program.
Minimum Duration	4 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	N/a
Award Profile	Specialised Professional awards with a duration of 5 years in the following - engineering, pharmacy, architecture, dentistry, or veterinary medicine. Medicine has a duration of 6 years.
Learning Outcomes based on comparability level	Learning outcomes at Level 8 relate to an understanding of the theory, concepts and methods pertaining to a field (or fields) of learning, with innovation as a key feature. The outcomes include an awareness of the boundaries of the learning in the field and the preparation required to push back those boundaries through further learning. The outcomes relate to adaptability, flexibility, ability to cope with change and ability to exercise initiative and solve problems within their field of study. In a number of applied fields the outcomes are those linked with the independent, knowledge-based professional. In other fields the outcomes are linked with those of a generalist and would normally be appropriate to management positions.
Irish Framework Level Indicators	<p>Knowledge: An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning. Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s).</p> <p>Skills: Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity. Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing.</p>

	<p>Responsibility and Autonomy: Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountabilities for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts. Act effectively under guidance in a peer relationship with qualified practitioners. Lead multiple, complex and heterogeneous groups. Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically.</p>
<p>Narrative</p>	<p>General Information: Admission into higher education is highly competitive. Although all students with a general secondary school certificate are guaranteed admission to higher education, the institution to which they are admitted depends on the scores they receive on the secondary-school examination.</p> <p>There is no national framework of qualifications in Syria or credit system with the result that comparisons are made against European national frameworks and credit systems.</p> <p>All students who undertake an undergraduate degree in Syria must study all modules in Syria. If they decide to study in another country, any credits towards their undergraduate degree will not be recognised; plus, any joint undergraduate degree programmes of study will not be formally recognised under the current law of Syria. In order to progress from one academic year to the next, students cannot fail in more than four subjects. Students who fail more than four subjects are required to retake those subjects before they can advance.</p> <p>Length is dependent on program type:</p> <p style="text-align: center;">Bachelor’s degrees typically require four years. (Some disciplines require additional years.)</p> <p>Undergraduate degrees are therefore typically four years in length with some variation. Programs such as architecture, engineering, dentistry, pharmacy, and veterinary studies require five years; medicine requires six years. Most undergraduate programs start with an introductory year before students choose a specific field of study. Most programs follow a set curriculum with no electives. Students need to achieve a minimum GPA of 50 percent (sometimes 60 percent, depending on the program) in order to graduate. Students are awarded a bachelor’s degree upon completion (al-Ijaaza in Arabic, and License in French).</p>



Rough guide to Syrian qualifications in the context of the Irish National Framework of Qualifications

Award Title	دبلوم الدراسات العليا
English Title	Postgraduate Diploma or Diploma of Higher Studies
NFQ Comparable Level	9
NFQ Comparable Award-Type	Postgraduate Diploma
Bologna Cycle	N/a
Award Information	Also known as a Diploma of Higher Studies. Can be completed over a 1 or 2-year period (3-4 years for medical specialisations) following an undergraduate degree in a related discipline.
Type of Education	Higher Education
Additional Comments	The Diploma of Higher Studies was phased out in 2006 and students now progress from Bachelor's to Master's programmes for their postgraduation education.
Minimum Duration	1-2 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	N/a
Award Profile	
Learning Outcomes based on comparability level	Learning outcomes at Level 9 relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.
Irish Framework Level Indicators	<p>Knowledge: A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning. A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning.</p> <p>Skills: Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry. Elect from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques.</p> <p>Responsibility and Autonomy: Act in a wide and often unpredictable variety of professional levels and ill defined contexts advanced. Take significant responsibility for the work of individuals and groups; lead and</p>

	<p>initiate activity. Learn to self-evaluate and take responsibility for continuing academic/professional development.</p>
<p>Narrative</p>	<p>General Information: The Diploma of Higher Studies was phased out in 2006 and students now progress from Bachelor’s to Master’s programmes for their postgraduation education. However, the Diploma of Qualification and Specialisation is currently awarded after completion of a 1-2 year’s postgraduate programme and which requires a Bachelor's degree in a relevant subject for entry. This award does not give entry to further postgraduate programmes of learning and is aimed primarily at employment in a given professional field or specialisation.</p>

Rough guide to Syrian qualifications in the context of the Irish National Framework of Qualifications

Award Title	Al-Mâjistîr الماجستير
English Title	Masters
NFQ Comparable Level	9
NFQ Comparable Award-Type	Master's Degree
Bologna Cycle	N/a
Award Information	1 to 3 years in duration. Many programmes require students to take an entrance examination in the English or French language and are set by individual universities.
Type of Education	Higher Education
Additional Comments	The entry requirements for a Master's Degree programme is a mark of 65% from a Bachelor Degree.
Minimum Duration	2 years
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	N/a
Award Profile	
Learning Outcomes based on comparability level	Learning outcomes at Level 9 relate to the demonstration of knowledge and understanding which is at the forefront of a field of learning. The outcomes relate to the application of knowledge, understanding and problem-solving abilities in new or unfamiliar contexts related to a field of study. The outcomes are associated with an ability to integrate knowledge, handle complexity and formulate judgements. Outcomes associated with this level would link with employment as a senior professional or manager with responsibility for the work outputs of teams.
Irish Framework Level Indicators	<p>Knowledge: A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning. A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning.</p> <p>Skills: Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry. Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques.</p> <p>Responsibility and Autonomy: Act in a wide and often unpredictable variety of professional levels and ill defined contexts. Take significant responsibility for the work of individuals and groups; lead and initiate activity. Learn to self-evaluate and take responsibility for continuing academic/professional development.</p>
Narrative	General Information: Master's programs typically require two years to complete. Master's degrees are either academic or professional in nature. Those who follow the academic track are eligible to continue to a

	<p>Doctorate degree. A minimum GPA of 60 percent is required to graduate. Students are assessed based on their performance in the final semester exam.</p> <p>Master's programs typically require the completion of a thesis in addition to the final exam. Completion of an internship may also be required depending on the program of study.</p> <p>Length is dependent on program type: Master's degrees require two years, although extensions are available.</p>
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Rough guide to Syrian qualifications in the context of the Irish National Framework of Qualifications

Award Title	الدكتوراة
English Title	Doctorate Degree
NFQ Comparable Level	10
NFQ Comparable Award-Type	Doctoral Degree
Bologna Cycle	N/a
Award Information	Minimum study period 2 or 3 years. The entry requirements for the Doctor of Philosophy programme is a Master's Degree with a minimum grade of 75%.
Type of Education	
Additional Comments	The qualification is normally conferred following three years of full-time study and research. Usually structured into one year of coursework followed by two years of thesis preparation.
Minimum Duration	2-4 years.
Credit Type	N/a
Credit Value	N/a
Access to Higher Education	N/a
Award Profile	
Learning Outcomes based on comparability level	Learning outcomes at Level 10 relate to the discovery and development of new knowledge and skills and delivering findings at the frontiers of knowledge and application. Further outcomes at this level relate to specialist skills and transferable skills required for managing, such as the abilities to critique and develop organisational structures and initiate change.
Irish Framework Level Indicators	<p>Knowledge: A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning. The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers.</p> <p>Skills: Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials. Respond to abstract problems that expand and redefine existing procedural knowledge.</p> <p>Responsibility and Autonomy: Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts. Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes. Learn to critique the broader implications of applying knowledge to particular contexts.</p>
Narrative	General Information: Doctoral programs require a minimum of three years of study after a completed Master's degree. The dissertation is evaluated by an external panel, which includes at least one overseas academic. A minimum GPA of 60 percent is required to graduate.

	Length is dependent on program type: Doctoral degrees require a minimum of three years.
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Frequently Asked Questions

Is information about travel documents available, including for people who left Syria quickly without original documents?

See travel documents for refugees at: [Travel documents for refugees \(citizensinformation.ie\)](https://citizensinformation.ie/en/immigration-and-asylum/travel-documents-for-refugees)

When might RPL be helpful?

Migration and integration in new environments draw from each of us deeper and often new skills which can be recognised through RPL. The European Training Foundation note that ‘Recognition of informal learning is a crucial factor in finding skilled employment abroad and continuous human capital development upon return. Supportive measures will ensure proper skill matching and prevent deskilling and skills waste.’

Access to impartial guidance as part of career planning will assist in identifying where RPL is beneficial. Other people may wish to alter career or qualification paths and will benefit from consideration of RPL within the context of personal progression planning.

What about RPL and Credential evaluation?

RPL can be helpful for all of us in the evaluation of credentials. Typically, recognition addresses whole qualifications, informed by many elements associated with qualification systems, e.g. quality assurance, qualification frameworks, national systems, learning outcomes and curricula etc. RPL processes can examine more deeply an individual’s personal achievement of learning outcomes across informal, non-formal and formal situations. It can therefore be important in closing perceived gaps in differences in documented learning outcomes required for the successful participation in programmes of education and training, and for access to appropriate levels of employment.

In the context of the recognition of credentials, the Committee of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region adopted a Recommendation on the Recognition of Refugees’ Qualifications under the Lisbon Recognition Convention and Explanatory Memorandum. This Recommendation calls on us to simplify procedures for recognition including where there is inadequate documentation, to ensure that recognition processes should be affordable and offered within a reasonable timeframe, and that information already gathered by other competent authorities should be acceptable, extending also to information gathered about periods of study. The rights and value of a qualification formerly held in a home country as far as possible should be comparably extended. The purpose of recognition matters and can influence the procedure to be adopted in providing recognition; mixed methodologies are useful in affirming the level, quality, learning outcomes, profile and workload of the qualification. The Recommendation is detailed and provides additional information on the preparation of a ‘Background document’ which can assist and inform the work of

Competent Bodies and Authorities in decision making. The Recommendation further notes that 'lack of proficiency in the language(s) of the host country and/or host institution should not in itself be considered sufficient reason to withhold assessment and recognition'.

The ENIC NARIC European Area of Recognition (EAR) Manual further sets out approaches to working with refugees, including where there is a substantial difference between what has been accomplished in the persons home country and what is typically required in the host country. The work of credential evaluation, recognition and RPL are related.

It is in this context that it is anticipated that collaboration with the Council of Europe 'European Qualifications Passport for Refugees' (EQPR) is a welcome support and pillar in practice

What is 'substantial difference'?

A substantial difference between qualifications is a difference such that it would stop the person holding the qualification from succeeding in their next step in further study, research activities or employment in the desired field at the required level. The EAR Manual discusses this very helpfully stating that 'differences are to be expected' and noting that the existence of a substantial difference does not necessarily prevent a recognition decision. Both context and purpose matter. Recognition can result in a variety of decisions, for example, it can be partial, conditional, augmented (perhaps with RPL or additional actions) or refused.

Useful Links:

[UNESCO – Syrian Country Profile](#)

[EU Regional Trust Fund in Response to the Syrian crisis](#)

[World Education Service](#)

[Ministry of Education](#)

[Ministry of Higher Education](#)

[“Bibliography on Syrian Refugees and Higher Education.” Al-Fanar Media.](#)

Syrian Qualification Sample Documents

UK ENIC-Ecctis has kindly provided sample certificates which are used within this document.

Recognised Sources:

World Education Services (WES WENR)

Educational Credential Evaluators (ECE)

NUFFIC

UK ENIC-Ecctis Limited

NARIC Italia (Associazione CIMEA)