



Enhancing student mobility
across educational boundaries
through recognition



Recognition Culture in Higher Education. International Perspectives on Lifelong Learning and Student Mobility

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11-12 December 2023, Bonn, GSI Conference Center



Topics & Objectives

An affirmative attitude towards mobility, permeability and diverse educational backgrounds of learners in higher education is an important requirement for facilitating individual and flexible learning paths as well as intercultural learning experiences. It thus allows for a responsive and forward-looking academic system. The recognition of knowledge, skills and competencies provides an essential foundation to translate these aims into higher education.

Amidst socio-economic challenges of post-industrial societies, such as the shortage of skilled labour and the demographic change, as well as in the aftermath of a global pandemic, academic recognition and recognition of prior learning (RPL) respond to diverse educational landscapes and the changing societal needs. In this context, it is necessary to assess which processes, frameworks, and conditions are suitable to strengthen an academic culture that is open towards heterogeneous learners and learning paths by appreciating competencies acquired outside the own higher education institution (HEI) through recognition while ensuring academic quality. The conference focuses on the development of such a positive recognition culture and its related opportunities and challenges. The following and further questions will be approached:

- How can the shared objectives of student mobility and lifelong learning be translated into a common culture of recognition and what are feasible visions for the future?
- What are the challenges for HEIs in advancing recognition practices and which (new) concepts act as possible answers?
- What support do HEIs need to put recognition culture into practice and how can international cooperation help in this task?
- Which strategies and instruments are needed for the implementation of quality-assured recognition practices of different learning experiences, including microcredentials, virtual or non-formal and informal learning?

Renowned experts will debate in two panels what an affirmative recognition culture consists of and how it could be created. They will also shed light on (ideal) future developments in the topic area. Four parallel forum phases will highlight practice examples and current approaches, concerning recognition practices in HEIs, lifelong learning and student mobility. Keynotes will be given by Peter J. Wells, UNESCO, and Maria Slowey, Dublin City University.

The conference serves as a space for international exchange, networking and reciprocal learning on the subject. Although this conference emerges within the European Higher Education Area (EHEA) and thus focuses on European perspectives, we are highly interested in gaining and exchanging views from around the world.

We invite the following interested parties to participate in the conference: university board members, lecturers, researchers, admissions officers as well as staff from international offices and continuing education centres from higher education institutions. Representatives from other institutions and networks in higher education and politics engaged in questions of lifelong learning, student mobility and recognition are also welcome.

Programme

Monday, 11 December 2023

12:30 p.m.	Registration and lunch snack
01:30 p.m. Stresemann Saal	Welcome Dr Jens-Peter Gaul, German Rectors' Conference MinDirig Peter Greisler, German Federal Ministry of Education and Research
02:00 p.m. Stresemann Saal	PANEL DISCUSSION Recognition culture in higher education: an empty phrase or necessary foundation? Grace Edge, Technological Higher Education Association Chiara Finocchietti, Information Centre on Academic Mobility and Equivalence Italy Ana Gvritishvili, European Students' Union Dag Hovdhaugen, Norwegian Directorate of Higher Education and Skills Prof Dr Aloys Krieg, RWTH Aachen University
03:15 p.m.	Coffee and networking break
03:45 p.m. Stresemann Saal	KEYNOTE The mobility and recognition parallax: perspectives from beyond Bologna borders Peter J. Wells, PhD, UNESCO
04:30 p.m. Stresemann Saal	SESSION 1- PARALLEL FORUMS 1.1 From culture to practice An eco-system perspective on the recognition culture in higher education Baiba Pētersone, PhD, Rīga Stradiņš University Recognition culture in higher education: approaches to transferring the concept into practice Dr Laila Scheuch, German Rectors' Conference Please note: Due to the current situation in Israel, Batya Hekelman-Lev, Council for Higher Education of Israel, is unfortunately unable to give the planned presentation "Exemption from academic studies based on non-academic studies – the case in Israel".

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1.2 Reflecting institutional recognition practices

From data to action: improving institutional recognition practices through self-assessment

Dr Helene Peterbauer, European University Association

The ESNSurvey: analysing mobile student satisfaction with HEIs

Gavin Pelan, Erasmus Student Network Germany

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1.3 Supporting students' mobility experiences at different stages

The Digital Campus – a new platform to support the mobility of international prospective and current students

Dr Jörg Jelinski, Technische Hochschule Lübeck

Mobility maps ensuring simplified and accelerated recognition / German perspectives from EU+

Prof Dr Monika Futschik and Martin Hofmann, Darmstadt University of Applied Sciences

05:30 p.m.

Short break

05:45 p.m.

Stresemann Saal

SESSION 2 – WORLD CAFÉ AND PARALLEL FORUMS

2.1 World Café

Networking and moderated exchange in small groups on various aspects of the conference's topics.

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2.2 Recognition and mobility in multi-actor scenarios

Interdisciplinarity – challenge or opportunity for international mobility?

Examples from practice at the Faculty of Arts and Humanities

Dr Luz Elisabeth Pacas Castro, University of Siegen

Streamlining automatic recognition within a university alliance – challenges and success factors from the perspective of ENHANCE

Julian Irlenkäuser, Technische Universität Berlin

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2.3 Supporting RPL practices – data and digitisation

The use of Interaction Design in the digitisation of PLAR at the University of Oldenburg

Anja Eilers-Schoof and PD Dr Wolfgang Müskens, Carl von Ossietzky University of Oldenburg

If you can't count it, it doesn't count: fostering recognition culture through the development of consistent RPL data collection and reporting processes in 14 Irish higher education institutions

Grace Edge, Technological Higher Education Association, and Christine McCabe, Atlantic Technological University

07:15 p.m.

Dinner

09:30 p.m.

End of the first conference day

Programme

Tuesday, 12 December 2023

8:30 a.m.	Arrival
9:00 a.m.	Welcome
9:15 a.m.	KEYNOTE
Stresemann Saal	Higher education and lifelong learning: remaining more rhetoric than reality? Prof Maria Slowey, Dublin City University
10:00 a.m.	SESSION 3 – PARALLEL FORUMS
Stresemann Saal	3.1 Panel on Ukraine Student mobility in times of war David Akrami Flores, German Academic Exchange Service Marek Frankowicz, PhD, Jagiellonian University of Krakow Anna Pavelieva, PhD, National University Yuri Kondratyuk Poltava Polytechnic Prof Kateryna Skyba, PhD, Khmelnytskyi National University
S 34/35	3.2 Putting flexible learning paths into practice Shaping internationalization of academic continuing education: from theory to practice at the University for Continuing Education Dr H��l��ne Oberl��, University for Continuing Education Krems How ECSTRA we can be: Employability Competencies for Students Through implementation and Recognition of Activities Gustavo Insaurralde, Jean Monnet University
S 25/26	3.3 Transforming mobility through virtual exchange Promoting virtual exchange in teacher education through cooperation and training of university lecturers – the project Lehramt.International Beate Irion and Sabine Lang, University of Education Weingarten The promise and challenges of international student MVEs (Multilateral Virtual Exchange Programs) Dr Anne Tempel, Rhine-Waal University of Applied Sciences
11:00 a.m.	Coffee and networking break

11:30 a.m.

SESSION 4 – PARALLEL FORUMS

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4.1 Varieties of academic mobility

Flexible offers of student mobility within the framework of the ERASMUS+ project KINESIS

Prof Dr Andrea Heilmann, Harz University of Applied Sciences

Recognition, relationship and language – international student mobility in the field of tension between institutional modus operandi and personal suitability

Prof Dr Thomas Brunsch, University of Applied Sciences Weihenstephan-Triesdorf

Stresemann Saal

4.2 Quality-assured recognition of microcredentials

The Micro-Evaluator: a digital tool for the recognition of microcredentials in higher education

Evelien Willems, Nuffic

Chances and challenges of recognition standards of microcredentials to increase student mobility

Brigitte Ilg and Dr Petra Weber, Baden-Württemberg Cooperative State University Heidenheim

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4.3 Lifelong learning – networks and platforms

From isolation to federation: the potential of a networked digital infrastructure for lifelong learning and the facilitation of individual learning paths

Julia Dinier and Ricarda Peil, German Academic Exchange Service

KI-Campus.org – open microcredentials on AI, designed with recognition and curriculum integration in mind, for use in HE, VET & LLL

Mike Bernd, Stifterverband, and Jochen Ehrenreich, Baden-Württemberg Cooperative State University Heilbronn

12:30 p.m.

PANEL DISCUSSION

Stresemann Saal

Outlook on 2050: building futures in European higher education recognition

Prof Dr Stephan Jolie, Johannes Gutenberg University Mainz

Prof Dr Anne Lequy, European University Association

Gavin Pelan, Erasmus Student Network Germany

Prof Snježana Prijčić-Samaržija, PhD, University of Rijeka

Nijolė Zinkevičienė, PhD, European Association of Institutions in Higher Education

01:45 p.m.

End of the conference with lunch snack

Conference moderator: Dr Jan-Martin Wiarda

Abstracts

Monday, 11 December 2023

01:30p.m.

Welcome

Dr Jens-Peter Gaul

MinDirig Peter Greisler

02:00 p.m.

PANEL DISCUSSION

Recognition culture in higher education: an empty phrase or necessary foundation?

Grace Edge, Chiara Finocchietti, Ana Gvritishvili, Dag Hovdhaugen, Prof Dr Aloys Krieg

A positive culture of recognition has the potential to further enhance the recognition of knowledge, skills and competences in higher education. To evaluate its benefits and challenges, it is important to establish a shared foundation for further dialogue. What are aspects of an affirmative recognition culture? Who is involved in its realisation? What are the obstacles to overcome? The panel discussion will explore the status quo of recognition in higher education and link national and international approaches towards recognition cultures to the implementation of student mobility and lifelong learning as strategic goals. The discussion will consider issues of international cooperation and dialogue in promoting academic recognition and recognition of prior learning.

03:45 p.m.

KEYNOTE

The mobility and recognition parallax: perspectives from beyond Bologna borders

Peter J. Wells, PhD

Within the European space for example, the nexus of international mobility and the recognition of international qualifications have become synonymous with a shared ideal of a common circulation of labour, learners, and talent, the embedding of cultural intelligence and global citizenship and seen as fundamental to individual aspiration and ultimately to regional peace building. In other national, regional, or sub-regional contexts, perspectives on academic and labour mobility can however differ. Whilst many stakeholders, from policy makers to institutional leaders, learners and communities undoubtedly share the noble visions of increased mobility enshrined in the UNESCO Recognition Conventions, other concerns, rooted in history and present realities can often lead to barriers for academic exchange and institutional cooperation. This session aims to highlight these differing cultural viewpoints from different regions of the world, and to suggest how these might be mitigated to enhance a more global vision of international university cooperation and inter-regional recognition.

04:30 p.m.

SESSION 1

1.1 From culture to practice

An eco-system perspective on the recognition culture in higher education

Baiba Pētersone, PhD

External factors (e.g., geopolitical conflicts, movement of people) have opened universities to students with different backgrounds. New ways to recognise non-traditional educational and professional experiences are sought. However, the recognition outcomes are not decided by universities only. They involve other actors. This presentation approaches the recognition culture from an eco-system perspective by discussing the need for successful collaborations between universities and other actors.

Recognition culture in higher education: approaches to transferring the concept into practice

Dr Laila Scheuch

For enhancing quality-assured recognition practices at German universities, recognition culture serves as the essential starting point. The development of four other crucial thematic fields for recognition, such as the permeability between educational sectors, is supported by it. The fields were developed by an expert group initiated by the MODUS project of the German Rectors' Conference. The presentation will elaborate on what is understood by recognition culture in this context, why it is necessary, and what MODUS does for fostering its realization.

1.2 Reflecting institutional recognition practices

From data to action: improving institutional recognition practices through self-assessment

Dr Helene Peterbauer

Participants get an exclusive sneak-peek into selected results of a recently conducted survey among European higher education institutions about the degree to which their recognition processes are in line with the Lisbon Recognition Convention and the ESG. The presentation then proceeds with a short introduction to a self-assessment tool developed through the "Spotlight on recognition" project, highlighting how self-assessment can help address some of the shortcomings indicated by the survey results.

The ESNsurvey: analysing mobile student satisfaction with HEIs

Gavin Pelan

Our ESNsurvey is the largest survey by students for students. With over 23.000 responses across Europe, we analyse the experience of exchange and full-time international students across a range of factors, such as housing, bureaucracy, and inclusion. Based on our findings, we talk about ways that HEIs can better help mobile and international students fulfill their needs in accordance with ECHE.

1.3 Supporting students' mobility experiences at different stages

The Digital Campus – a new platform to support the mobility of international prospective and current students

Dr Jörg Jelinski

Germany is one of the most popular countries for international prospective and current students. However, they are currently facing a number of challenges on their way to and in Germany. Too often the challenges become so big that students fail to finish their studies in Germany successfully. With the Digital Campus, a project funded by the German Federal Ministry of Education and Research (BMBF), a new networking platform is currently being developed to support the entire student journey of international prospective and current students.

Mobility maps ensuring simplified and accelerate recognition / German perspectives from EU+

Prof Dr Monika Futschik and Martin Hofmann

The recognition of competences achieved during a student mobility can be challenging in many ways. This presentation shares a solution from the Darmstadt University of Applied Sciences established within the EU+ initiative to simplify and accelerate the recognition process and to ensure compliance with the Lisbon Convention. The so-called mobility maps ensure a sufficient bundle of modules for incoming students and enable an automated recognition once students are back at their home university.

05:45 p.m.

SESSION 2

2.1 World Café

Networking and moderated exchange in small groups on various aspects of the conference's topics.

2.2 Recognition and mobility in multi-actor scenarios

Interdisciplinarity – challenge or opportunity for international mobility?
Examples from practice at the Faculty of Arts and Humanities

Dr Luz Elisabeth Pacas Castro

Interdisciplinarity has become a popular element in the German higher education system. Universities may be led to believe that this encourages international student mobility. But this is not always the case, since recognition processes are more complex, online tools are not always designed to support interdisciplinarity and the search for compatible academic programs abroad is more difficult. Nevertheless, there is great potential of interdisciplinarity for student mobility that needs to be explored.

Streamlining automatic recognition within a university alliance – challenges and success factors from the perspective of ENHANCE

Julian Irlenkäuser

A primary objective of the ENHANCE alliance is the improvement of credit recognition and transfer among all partners. Along five pilot programs, we have been working on a streamlined process of mutual automatic recognition within the alliance. To support this process, a comparative analysis of credit recognition practices among all partners was conducted. In our contribution we will present the findings of this analysis and will discuss obstacles and success factors for improved credit recognition.

2.3 Supporting RPL practices – data and digitisation

The use of Interaction Design in the digitisation of PLAR at the University of Oldenburg

Anja Eilers-Schoof and PD Dr Wolfgang Müskens

The University of Oldenburg offers individual prior learning assessment and recognition (PLAR) in almost all bachelor's and master's degree programmes. In order to receive credit, students must create an individual portfolio that includes a CV as well as a comparison of the learning outcomes of the study modules with the personal competences previously acquired. The University of Oldenburg has started to digitize the recognition process and its PLAR portfolio. We used the "Interaction Design" approach to develop the recognition platform. The presentation will show the concrete process and the status of the platform development. Specifically, qualitative focus groups, prototyping and usability testing were utilised as methods. Challenges and limitations of Interaction Design will be addressed.

If you can't count it, it doesn't count: fostering recognition culture through the development of consistent RPL data collection and reporting processes in 14 Irish higher education institutions

Grace Edge and Christine McCabe

Engineering a step change in how institutions think about and do RPL is central to the mission of the National RPL in Higher Education project. But how can we bring this about? One part of the answer relates to data; as the saying goes, 'if you can't count it, it doesn't count'. Step forward the Technical (Data) Definition of RPL, developed and agreed by 14 institutions. The session will explore how the definition came about, the challenges encountered, the solutions found, and most crucially, the factors enabling our progress so far.

Tuesday, 12 December 2023

09:15 a.m.

KEYNOTE

[Higher education and lifelong learning: remaining more rhetoric than reality?](#)

[Prof Maria Slowey](#)

It is thirty years since Jacques Delors, as President of the European Parliament in 1993 identified lifelong learning as the "catalyst of a changing society" stating it as a priority issue for the European Commission and the EU. Universities, of course, form just one part of this wider landscape of lifelong learning opportunities. However, arguably the role they are called upon to play in contemporary society has never been more important, for example in terms of addressing wider societal issues such as widening access and responding to learners' needs across all ages and stages of life. Promoted by the Bologna Process and bodies such as the European Universities Association, many initiatives at national and international levels have sought to encourage higher education institutions to respond to such challenges. As a result, most European higher education institutions are likely to include some reference to lifelong learning, widening access and the like in their mission statements and strategies.

However, the question remains as to how much change is actually taking place – and how much remains at the level of rhetoric? This presentation explores these issues with particular reference to demographic changes associated with twin dynamics of migration and aging populations.

10:00 a.m.

SESSION 3

3.1 Panel on Ukraine

[Student mobility in times of war](#)

[David Akrami Flores](#), [Marek Frankowicz, PhD](#), [Anna Pavelieva](#), [Prof Kateryna Skyba](#)

In light of the ongoing war in Ukraine, student mobility poses many challenges for higher education institutions in and outside of Ukraine. New approaches are needed to ensure mobility. This panel will discuss the current situation, solutions and ways forward for student mobility in times of war, and the role that international cooperation and dialogue can play.

3.2 Putting flexible learning paths into practice

[Shaping internationalization of academic continuing education: from theory to practice at the University for Continuing Education](#)

[Dr H el ene Oberl e](#)

UWK committed to the project "International mobility of (adult) students working in parallel to employment" by examining the possibility of creditable short-term stays abroad, especially within the framework of Erasmus+, in continuing education studies. This included an analysis of the current situation as well as recommendations for future internationalization measures in continuing education studies, which led to the anchoring of the guiding strategy "Expansion of International Activities" in its strategic

framework. The presentation will describe the context of these measures and actual practices at the UWK, showcasing an example of student mobility in a specific area of lifelong learning (academic continuing education), while presenting related challenges and chances.

How ECSTRA we can be: Employability Competencies for Students Through implementation and Recognition of Activities

Gustavo Insaurrealde

The project ECSTRA aims to help students to acquire crucial competencies (entrepreneurship, collaboration, complex problem solving, sustainability and social innovation) through volunteering activities (supported with training on different topics). Within this project, Université Jean Monnet of Saint-Etienne was the coordinator of the output on improving non-formal competencies recognition systems (make recommendations for non-formal competence recognition, create non-formal competence recognition auto-approval standards for initiatives and competence assessment task bank). The presentation will be based on the results, challenges and perspectives of this framework for universities.

3.3 Transforming mobility through virtual exchange

Promoting virtual exchange in teacher education through cooperation and training of university lecturers – the project Lehramt.International

Beate Irion and Sabine Lang

Teacher education should contribute to the acquisition of intercultural and digital competencies. Using the didactic format "virtual exchange" it is intended to facilitate such learning. In this experience-based presentation, the planning and implementation of cooperation and training of university staff for the establishment of a "virtual exchange" will be presented by illustrating the example of the DAAD-funded project "Internationalization of Teacher Training at the University of Education Weingarten".

The promise and challenges of international student MVEs (Multilateral Virtual Exchange Programs)

Dr Anne Tempel

Being able to study at several institutions across several borders at the same time lets students profit from virtual exchange to the fullest extent possible. Feedback from participants highlights the added value of MVEs as being more international and more intercultural than traditional (bilateral) exchange as well as an important means of deepening strategic partnerships and personal networks between institutions. The fact that MVEs are relatively rare already indicates the downside of such a scenario. Multilateral exchange means additional legal restrictions crosscutting through several national borders, a complex constellation of colleagues working at different organizational units and a greater likelihood for intercultural miscommunication in organization, teaching, and learning.

4.1 Varieties of academic mobility

Flexible offers of student mobility within the framework of the ERASMUS+ project KINESIS

Prof Dr Andrea Heilmann

The aim of an ERASMUS+ project was to link student mobility in the framework of internships with a current cross-European topic – "Strategies against the shrinking of rural regions". A variety of internships have been developed, which allow students to work in international and interdisciplinary teams. If the internships are part of the degree programme, recognition is possible through the corresponding examination (e.g., internship report). Further teaching formats, such as team or practical projects with shorter stays abroad, were also integrated into the project. The performance is then assessed as an overall performance by the supervising university lecturers and is part of the study programme with ECTS.

Recognition, relationship and language – international student mobility in the field of tension between institutional modus operandi and personal suitability

Prof Dr Thomas Brunsch

The example of the German-French double degree between the Weihenstephan-Triesdorf University of Applied Sciences and L'Institut Agro Rennes-Angers shows that the success and recognition of student mobility in the form of international degrees depends largely on the personal aptitude and individual commitment of the students. Synchronisation of training, language and social skills play an important role here. Universities must rise to this challenge and establish a targeted welcoming culture that is also institutionally anchored.

4.2 Quality-assured recognition of microcredentials

The Micro-Evaluator: a digital tool for the recognition of microcredentials in higher education

Evelien Willems

In this presentation, we will present initial feedback from HEI-professionals on the Micro-Evaluator: an open, digital recognition tool developed within the Erasmus+ project "Stacking Credits and the Future of the Qualification" (STACQ). The tool aims to assist institutions in their evaluation of microcredentials, and to make it easier for them to acknowledge online and non-formal learning in their recognition and admission practices. The tool provides a common and pragmatic framework for quality evaluation of a wide range of microcredentials, while also allowing for flexibility and context-sensitivity. The Micro-Evaluator is currently being tested and evaluated by higher education professionals in eight European countries as part of the Erasmus+ "AR25" follow-up project.

Chances and challenges of recognition standards of microcredentials to increase student mobility

Brigitte Ilg and Dr Petra Weber

The recognition standards of microcredentials face challenges to enhance student mobility. One challenge is the lack of standardized frameworks leading to varying recognition standards and acceptance by HEIs and employers. Setting up a microcredential clearinghouse can be an effective way to accelerate the recognition of microcredentials within HEIs. The clearinghouse acts as a central authority that establishes recognition standards and criteria in partnership within a consortium.

By implementing a micro-credential clearinghouse with clear standards, timely consultation, and a fair appeal process, the recognition of micro-credentials can be accelerated while maintaining consistency and transparency.

4.3 Lifelong learning – networks and platforms

From isolation to federation: the potential of a networked digital infrastructure for lifelong learning and the facilitation of individual learning paths

Julia Dinier and Ricarda Peil

"BIRD - Bildungsraum Digital" is one of the first initiatives of its kind in Germany: a prototype of a federated information technology infrastructure that aims to strengthen inclusion by enabling cross-sector participation within education. The project is in place to validate the feasibility of a future National Digital Education Platform, which is to support self-determined and digital participation of learners across all educational services from general and higher education, vocational and educational training to professional development. By connecting previously isolated educational services the learner is equipped to navigate a variety of educational settings throughout different walks of life. BIRD's mission is to crosslink content, tools and people to ensure a straightforward lifelong learning experience.

KI-Campus.org – open microcredentials on AI, designed with recognition and curriculum integration in mind, for use in HE, VET & LLL

Mike Bernd and Jochen Ehrenreich

KI-Campus (engl. AI Campus) is a learning platform for artificial intelligence and data literacy, offering free online courses in German and English. It is funded by the German Federal Ministry of Education and Research (BMBF). Example: The 5-ECTS stackable microcredentials in the AI_VET program comply with the Common Microcredential Framework (CMF) and cover aspects of AI in vocational education. To facilitate recognition, KI-Campus is preparing to issue digital credentials in the European EDC standard.

12:30 p.m.

PANEL DISCUSSION

Outlook on 2050: building futures in European higher education recognition

Prof Dr Stephan Jolie, Prof Dr Anne Leguy, Gavin Pelan, Prof Snježana Prijić-Samaržija, Nijolė Zinkevičienė, PhD

The panel discussion will provide an outlook on possible futures of recognition and the investments required to achieve them. From the perspective of European higher education institutions, questions will be raised about future developments concerning academic recognition as well as recognition of prior learning and how this might affect student mobility and lifelong learning. It will compare visions, expectations and challenges based on the insights on recognition culture provided by the different contributions to the conference.

List of participants

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David Akrami Flores is head of Section for Policy Support at the German Academic Exchange Service (DAAD). He is responsible for the DAAD's participation in the working structures of the Bologna Process and the ASEM Education Process. His section's main activities are related to the internationalisation of higher education institutions and current developments in the European Higher Education Area – including academic recognition.

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Mike Bernd

Mike Bernd works for the Stifterverband and is head of content in the R&D project AI Campus, Germany. Previously, he worked as quality assurance manager at Kiron Open Higher Education. During his four years at the University of Shanghai for Science & Technology, he developed digital micro content for digitally enhanced lectures. In collaboration with more than 50 AI Campus partners, he is engaged in questions of recognition of microcredentials and microdegrees in Germany.

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Prof Dr Thomas Brunsch

Thomas Brunsch has been a professor of Technology and Construction Management in Landscaping at Weihenstephan-Triesdorf University of Applied Sciences, Germany, since 2012. At the university, he is also responsible for the dual degree programme in Landscape Architecture and Management as well as for the double degree in cooperation with the University Agrocampus Ouest Angers Rennes.

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Julia Dinier joined the German Academic Exchange Service (DAAD) in 2022 and is currently a senior desk officer for digitalisation in the “BIRD – Bildungsraum Digital” project, where she is working on use cases and scenarios to ensure a seamless prototypical implementation of the platform's features and tools within the project. After finishing her studies in St. Louis, Aachen and Leicester and gaining practical experience in the field of digitalisation on a national and international basis, as well as experiencing digital education first hand, she is excited to promote inclusion in the digital education sphere.

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Grace Edge

Grace Edge is director of the National Recognition of Prior Learning (RPL) in Higher Education Project, Ireland. She is specialised in multi-institutional, sectoral projects, with a proven track record of initiating and delivering reform to support institutional and national strategy, and effective higher education management.

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Jochen Ehrenreich is a senior researcher at Baden-Württemberg Corporate State University Heilbronn, Germany, currently working on microcredentials and digital credentials, digital competences of educators and AI in education. He built his expertise in digital learning, quality assurance, and technology transfer through project work in HE and in LLL. He holds a master's degree of Economics from Witten/Herdecke University.

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Chiara Finocchietti is director of CIMEA – NARIC Italia. Geographer, she comes from the world of research and is an expert in the evaluation of qualifications and higher education systems. Author of various publications on the subject of credential evaluation, she coordinates numerous international projects on the above topics and is a member of various international working groups on higher education policies. She is an expert of the ETINED Platform (Council of Europe Platform on Ethics, Transparency and Integrity in Education) and national correspondent for the Italian Qualifications Framework within the EHEA. She is the current president of the ENIC Network.

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Marek Frankowicz, PhD

Marek Frankowicz is a theoretical chemist and Bologna expert for Poland. Previously, he was an academic teacher at the Jagiellonian University of Krakow. He coordinates several international projects concerning RPL, QA, curriculum development, internationalization, sustainable development and digital skills and is an expert in international accreditation. Currently he serves as vice-president of the Polish Sector Skills Council Chemistry and is a member of the EURASHE Committee for Strategic Advice.

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Monika Futschik holds a PhD in Mechanical Engineering by the University of Duisburg-Essen as well as a master's degree in Operations Management by the University of Liverpool. She has been a professor in Logistics and has been furthermore the international study advisor at the Darmstadt Business School, Germany, since 2018. She has 17 years of experience in various management roles in the pharmaceutical and automotive industry with international assignments in China, USA, Israel and Switzerland.

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Dr Jens-Peter Gaul

Jens-Peter Gaul, Secretary-General of the German Rectors' Conference 1968 Born in Karlsruhe; 1994 First State Law Examination, University of Heidelberg; 1994 – 1997 Lecturer/research assistant, Law Faculty, University of Heidelberg; 1997 – 1999 Legal clerkship in Freiburg i.B.; 1999 Second State Law Examination; 2001 Biography "Jean-Jacques Rousseau", dtv, Munich; 2000 Doctoral degree (Dr. iur. utr.), University of Heidelberg; 2001 - 2007 Initially Advisor, from 2004 Director and Head of "Perspectives in Research" for the Executive Board of the Deutsche Forschungsgemeinschaft (DFG); 2007 – 2016 Head of the European Liaison Office of German Research Organisations (KoWi, Bonn/Brussels); since 11.1.2016 Secretary-General of the German Rectors' Conference.

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MinDirig Peter Greisler

MinDirig Peter Greisler is Head of the BMBF's Higher Education Directorate since 2004. His responsibilities include the Deutsche Forschungsgemeinschaft (DFG), higher education legislation, studying and teaching, academic careers and continuing education, as well as the internationalization of universities. He began his career in 1991 in the former Federal Ministry of Research and Technology with responsibilities ranging from international nuclear energy policy to cabinet and parliamentary affairs to research for sustainability, science and society.

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Ana Gvritishvili is an Executive Committee member of European Students' Union. She has a wide range of experience working with state, non-governmental and private institutions, in Georgia and Europe. Ana has over 6 years of experience in the higher education and quality assurance fields. Within the ESU she works on quality assurance, recognition, qualifications framework, international mobility and European education area topics. She is a PhD student at the Economics programme at Ivane Javakhishvili Tbilisi State University. Ana became a member of ESU's Student Experts' Pool in 2020. She is an elected Executive Committee member of ESU since 2022. She has prior experience in internal/external quality assurance, expert pool management, and the field of higher education. She actively participates in national and international institutional and programme reviews.

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Andrea Heilmann studied Water Management at TU Dresden, Germany. She gained practical experience in particular in municipal and international waste management at a consulting company. She has been working at the Harz University of Applied Sciences, Germany, in the field of environmental technology and sustainability since 2000 and, in addition to teaching, coordinates research projects in the areas of climate protection and adaptation to the consequences of climate change, environment and sustainable development, particularly in rural areas. Since 2018, she has been representing the Department of Automation and Computer Science as dean. In addition, she is responsible for the Eco-Management and Audit Programme of the Harz University of Applied Sciences.

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Batya Hekelman-Lev graduated in History and Political Science at the Hebrew University in Jerusalem and received a postgraduate degree (M.A.) in the field of Public Policy from Federmann School of Public Policy and Government at the Hebrew University of Jerusalem. Since 2004, she has been working at the Council for Higher Education (CHE) in Israel, which draws up policy for the higher education system in the state. In the past nine years she has been in charge of providing accreditation of new degrees & programmes in the fields of Humanities, Arts and Education. In addition, she coordinates and accompanies the merger process of the academic colleges of education in Israel.



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Beate Irion studied German and English Literature and Language. She works in the International Office as an international coordinator for overseas countries. She is also part of the project "Internationalization of Teacher Education" funded by the German Academic Exchange Service at the University of Education Weingarten, Germany. Her main areas of interest are internationalization, recognition, and German as a foreign language.

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Jörg Jelinski's career in education started in 2002. Since then, he has been developing and carrying out various learning concepts for different educational providers. Currently he is working at "Institut für Systeme" of Technische Hochschule Lübeck, Germany, in the project "Digital Campus". Here, his main focus is on curriculum development.

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The Erasmus Student Network (ESN) is a network of students helping international students at over 1000 HEIs across Europe. Within Germany, ESN Germany has over 1000 student volunteers at 44 LEIs, who help international and exchange students with coming to Germany. As head of the organisation, Gavin Pelan is responsible for managing the volunteers, defining the vision and contact with institutions.

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Dr Anne Tempel

Anne Tempel has been an academic exchange coordinator at Rhine-Waal University of Applied Sciences (mobility, partnerships, Erasmus strategic partnership projects) since 2015. Previously, she has been working as a post-doc researcher (funded by the German Research Foundation) at Heinrich-Heine University, Düsseldorf, and as a researcher in field of Comparative Organisation Studies at several German universities. She grew up in Britain and is of Irish heritage.

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Dr Petra Weber

Petra Weber holds a doctorate in natural sciences and works as a research officer at the DHBW Heidenheim. In this area, she is responsible for acquiring third-party funding. Ms Weber is also involved in the project EU4DUAL as a scientist and has been working in the field of educational science, especially in the area of validation of prior learning since 2023.

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Peter J. Wells, PhD

Peter J. Wells took up his new post as head of education for Southern Africa at the UNESCO Regional Office in Harare in November 2022 where he oversees the Priority Africa education work in ESD, teacher education, TVET and higher education. Prior to this, Peter was chief of higher education at UNESCO Headquarters in Paris for six years from 2016. In this role he led UNESCO's priority areas of work on quality higher education with an emphasis on widening access, quality enhancement and academic mobility, the latter reinforced by the Global Convention on the Recognition of Qualifications concerning Higher Education adopted in 2019. From 2003-2012 Peter was a higher education specialist and director of UNESCO's European Centre for Higher Education. He holds a master's degree in International Relations and a doctorate degree in Quality Enhancement of Higher Tertiary Education.

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Dr Jan-Martin Wiarda

Jan-Martin Wiarda is a journalist, political scientist, and economist. He studied in Munich and Chapel Hill (USA) and is a graduate of the German School of Journalism. In 2016, he completed his dissertation at the Humboldt University in Berlin. He works as an author for Tagesspiegel, DIE ZEIT, Der Freitag and others. He has been an editor at the ZEIT in Hamburg in the education department "Chancen" for eight years and head of communications at the Helmholtz Association for almost three years. Since August 2015, he has been working as a freelance journalist, blogger, and moderator.

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Evelien Willems

With a background in international relations and public policy, Evelien Willems currently works as a senior policy officer at Nuffic, the Dutch ENIC-NARIC academic recognition information centre. At Nuffic she coordinates international multi-stakeholder projects focused on the digitalisation of credential evaluation and recognition workflows. She is also involved in the (further) development of the Nuffic's own digital applications for credential assessment. Before joining Nuffic in 2021, Evelien Willems worked in Germany in the field of professional recognition and skilled migration.

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Nijolė Zinkevičienė, PhD

Nijolė Zinkevičienė holds a PhD in Social Sciences (Educational Science) and is vice-rector for Research and Partnerships at Vilniaus kolegija/University of Applied Sciences, Lithuania. She has been vice-rector for Studies and Research at Kauno kolegija/UAS for ten years. Since 2014 she has been the head of the R&D Committee at the Lithuanian College Directors' Conference. Since 2018 Nijolė Zinkevičienė has belonged to the EURASHE (European Association of Institutions in Higher Education) working group on Research, Development and Innovation. Since 2019 she is a member of EURASHE Board. In 2023 she was elected vice-president of EURASHE.

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Organisational information

Location

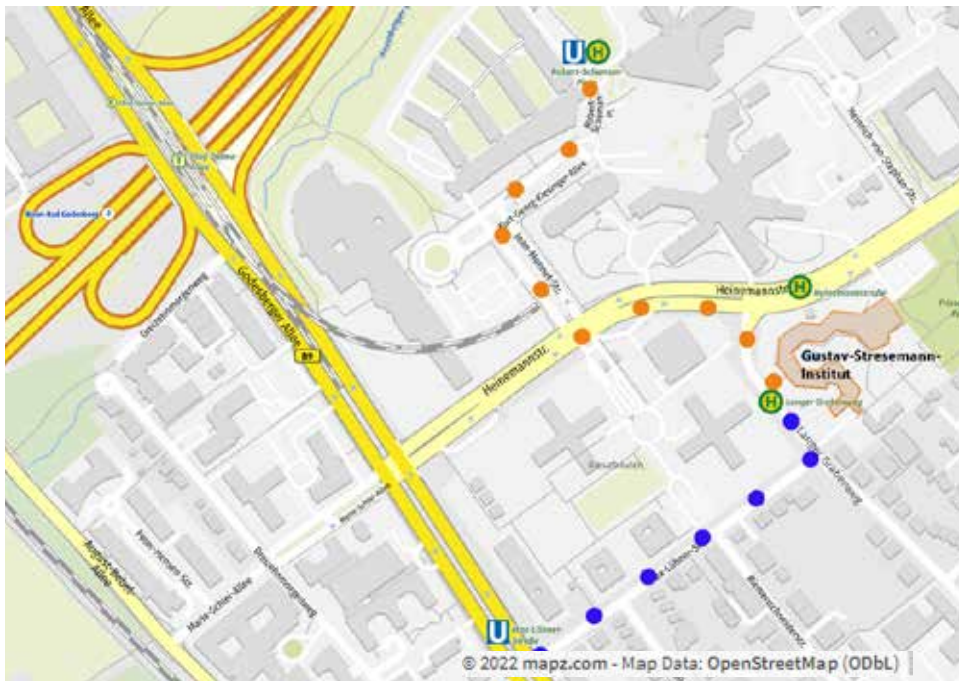
GSI – Gustav-Stresemann-Institut

Europäische Tagungs- und Bildungsstätte Bonn

Langer Grabenweg 68

53175 Bonn

<https://www.gsi-bonn.de/en.html>



By rail

• from Bonn Central Station

Subway ("U-Bahn") line 16 or 63, direction Bad Godesberg

leave tram at "Max-Löbner-Straße"

walk down "Max-Löbner-Straße" to the end, turn left into Langer Grabenweg

• from ICE-Station Siegburg/Bonn

Subway ("U-Bahn") line 66, direction Bad Honnef

leave tram at station "Robert-Schuman-Platz"

walk down Kurt-Georg-Kiesinger-Allee, turn left to Jean-Monnet-Straße, turn left to Heinemann-Straße, turn right into Langer Grabenweg

By plane

from airport Cologne/Bonn

Bus No SB 60 to Bonn Central Station, take Subway ("U-Bahn") line 16 or 63, direction Bad Godesberg

leave tram at "Max-Löbner-Straße"

walk down "Max-Löbner-Straße" to the end, turn left into Langer Grabenweg

Accommodation near the venue

Gustav-Stresemann-Institut

Conference Venue

Maritim Hotel Bonn

Walking distance approx. 10 minutes

Mariott Bonn

Walking distance approx. 33 minutes/Public transportation: 20 minutes

Tiny Twice Hotel Bonn – Bad Godesberg

Walking distance approx. 36 minutes/Public transportation: 16 minutes

Bonnox Boardinghouse & Hotel

Walking distance approx. 24 minutes/Public transportation: 20 minutes

If you have any questions, please do not hesitate to contact us:

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