CHEA ANNUAL MEETING 2018

Capital Hilton Hotel, Washington, D.C.

30 January, 2 - 3.15 PM, Senate Room

The Groningen Declaration Network and Accreditation

Herman de Leeuw, Executive Director, GDN
Presentation Overview

• Setting the Stage, Globally: World Economic Forum
• UNESCO’s Sustainable Development Goals
• GDN Aims
• GDN Structure
• Influencing Policy
• Introducing Regional Events: Blockchain in Education 2017
• Vision 2017-2022
• Assuring Sustainability
The World Education Forum: A New Vision for Education 2030

“A commitment to work towards quality lifelong learning opportunities for all, in all settings and at all levels of education with equitable and increased access to quality technical and vocational education, training and higher education and research with due attention to quality assurance”

(Incheon Declaration, May 2015)
Throughout their working lives, everyone will need to re-fresh, re-skill, re-learn, re-train and re-qualify, not only in their current field(s) of work or prior study but in completely different and unrelated ones.
The Sustainable Development Goals (SDGs)
Working together to ensure inclusive and equitable quality education and lifelong learning opportunities for all

Target 4.3
By 2030 ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education including higher education

Target 4.7
By 2030 ensure that all learners acquire the knowledge and skills needed to promote sustainable development including education, global citizenship and cultural diversity
Groningen Declaration
on Digital Student Data Depositories Worldwide

We, the signatories of this Groningen Declaration on Digital Student Data Depositories Worldwide, are witnessing a growing awareness in large parts of the world of politics and academia, as well as in public opinion, of the need to establish a more complex and far-reaching delivery of digital student data. As we see it, digital student data privacy and digital student data repositories are becoming increasingly concrete and relevant issues, and in this context, they will contribute decisively to the new momentum in the field of digital and related issues on a global scale.

In order to make the free movements of students and skilled workers a reality, and to ensure the full potential of digital student data repositories, we must use the principles of privacy rights, ownership of data, identification, access, and forwarding/sharing of data, here to compatibility of systems and comparability of data. Respecting the principle of anonymity and diversity of systems and modes of delivery, the overriding principle is to seek convergence rather than to create uniformity.

It is understood that there are more stakeholders involved than just the digital student data repositories themselves. These other stakeholders include, of course, financial institutions, students themselves, their education institutions, as well as secondary and tertiary level national ministries of education; and so forth. This group of stakeholders would not be primarily concerned with the technical, but with acceptance and recognition and, in such, of vital importance for the acceptance of the goals of this declaration. These stakeholders are therefore naturally included among the signatories.

The current global trend towards the use of digital student data repositories worldwide is now coming to a close in order to gather the critical mass that may bring the global momentum of our respective organisations, thereby fully respecting the diversity of current systems. To this end, we will mutually seek governmental, transgovernmental and/or non-governmental co-operation.

Signatures on reverse side
The Groningen Declaration seeks common ground in best serving the academic and professional mobility needs of citizens by bringing together key stakeholders in the Digital Student Data Ecosystem.

We do that by building a network of like-minded organizations and people who see the potential of the Groningen Declaration.

Citizens worldwide should be able to consult and share their educational data with whomever they want, whenever they want, wherever they are.
Furthering the Global Human Capital Agenda

GRONINGEN DECLARATION
The future of digital Student Data Portability

Diploma

Boarding pass
Foundation as of December 20, 2016

GDN Transitions to a Legal Personality

"THE DIE HAS BEEN CAST"

The Groningen Declaration Network was established as an International Public Benefit Foundation under Dutch private law on 20 December 2016.

Barely a fortnight away from the new year, Victoriano Giralt, president of the Groningen Declaration Network, made the trip from Málaga, Spain to Groningen, the Netherlands in order to sign the statutes of the *stichting Groningen Declaration Network.*
Board of Directors, Spread Around the Globe

AUSTRALIA  Neil Robinson, University of Melbourne

BELGIUM  Valère Meus. Erasmus without Paper and SGroup of Universities

CHINA  Shi Lifang (Shelly), CHESICC

INDIA  Amee Shroff, CDSL - Central Depository Services

LUXEMBOURG  João Bacelar, European University Foundation

SOUTH AFRICA  Yvonne Shapiro, South African Qualifications Authority

SPAIN  Victoriano Giralt García, University of Málaga

USA  Mike Reilly, AACRAO - American Association of Collegiate Registrars and Admissions Officers

USA  Tom Black, Johns Hopkins University

USA  Rick Torres, National Student Clearinghouse, USA
Six Annual Meetings, Next One Coming Up

2012 - Europe: Groningen, NL
2013 - Asia: Beijing, China
2014 - North America: Washington D.C., USA
2015 - Europe: Málaga, Spain
2016 - Africa: Cape Town, South Africa
2017 - Australia: Melbourne, Australia
2018 - Europe: 18-20 April 2018, Université Paris1 Panthéon - Sorbonne, Paris
GDN Convening Power: Fostering Global Cooperation

2013: First Talks NSC - CHESICC; AACRAO AM San Francisco: First Spark Leading towards Australian My eQuals

2014: First Spark Leading towards ARUCC GDN Task Force and AQVN; talks NSC-SAQA and NSC-RODAC

2015: First Live Involvement EMREX, ENIC-NARIC network, European Commission, EWP and OECD

2016: First Live Involvement AQVN

2017: First Live Involvement World Bank; Side Event: TAICEP Symposium

2018: Aims at Bringing together All of the Above (and More)
Sixth Annual Meeting: Melbourne

GDN '17 has sold out!

SOLD OUT

SURGE IN REGISTRATIONS FOR ANNUAL MEETING IN MELBOURNE

Under the theme of Extending Engagement, the 2017 meeting promises to be a stimulating event with thought-provoking keynote addresses, workshops, case studies, roundtable discussions and networking opportunities in vibrant Melbourne, Australia!

Welcome to Melbourne!

Overview of GDN's Sixth Annual Meeting

JOIN US AT THE UNIVERSITY OF MELBOURNE

Signatories from across the globe will attend the meeting, which will be held at one of Australia's oldest universities. Learn how they have been collaborating to give meaning to and realise the goals and aspirations of the Groningen Declaration.

Overview of GDN '17
GDN AM 2018: Paris, Sorbonne

The Age of Opportunity:
Privacy, Trust and Learner Mobility
Lifelong Learners to Have Access to Own Data

• Furthering Global Human Capital Agenda
• Acceptance of data to speed up and facilitate mobility and recognition
• Data updated 24/7, so always accurate
• Learner to decide with whom to share his/her data
• Learner to choose platform(s) to use
• Recipient(s) to accept data that come directly from learner as representing authentic digital learner’s currency
Blockchain in Education 2017, First Regional Event Co-organized by GDN

Keynotes

September 11, 2017 • 0 Comment

Blockchain in Education Conference
5 September 2017
Academiegebouw
Rijksuniversiteit Groningen
Field Lab Established to Get Things Moving
How the below will impact QAA

• Internationalization
• Digitization in higher education
• Customization of programmes of study
• SPOCs – Small Private Online Courses
• Recognition and protection of diplomas and degrees
Microcredits and microcredentials

Future cafeteria model of customized, individualized modes of delivery and certification:

• Students to stack individual credits in hybrid ways, combining lectures, MOOCs, and SPOCs
• Credits no longer derive from one source but basically elected by student
• End of final degree examinations
• Students apply for tests that are HEI agnostic and delivery agnostic
Implications for QAA

• Role of HEIs more pronounced
• HEIs to approve credits earned elsewhere, will award degrees on the basis of credits earned through hybrid pathways
• QAAs: shift from program accreditation to more granular accreditation
• Accreditation to become visible as a badge that certifies what went into an individual credit
Now over to You. Questions? Comments?

• Need to Know More? Leave your Business Card or contact herman.deleeuw@duo.nl