Paper to pixels: Digital learner data and recognition

Evelien Willems

DAAD Digital Education Regulars

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meet the world

1. Nuffic in short
2. Digital credentials and recognition:
    - international projects
    - benefits and challenges
3. Questions for discussion

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Our ambition

We are the Dutch organisation for internationalisation in education.

We want all pupils and students to have the opportunity to acquire international competences, whether at home or abroad.

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Nuffic's role as ENIC-NARIC

National centre of expertise for academic recognition and credential evaluation:

- uphold and assist the practical implementation of the **Lisbon Recognition Convention**,
- collect and regularly update **information on education systems**, including the Dutch education system,
- serve as a national information point on **academic recognition,**
- **evaluate foreign qualifications** for HEI, competent authorities and individual applicants.

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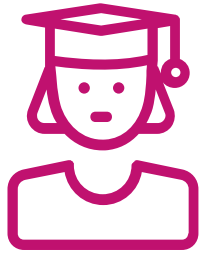
Key figures 2022

122.287

International degree students in the Netherlands



46.425

Credential evaluation beneficiaries

8

International projects around recognition

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Starting point

- Digitalisation of learner data and recognition workflows is happening, but
- Digitalisation in and of itself does not equal fair and smooth recognition

Main question:

How can the digitalisation of learner data and credential evaluation process support fair and smooth recognition in line with the Lisbon Recognition Convention?"

Co-funded by the European Union

Project consortium

Partners:

- ENIC-NARICs of NL, CA, SE, EE, FR, DE, IT and PL
- Steering Group with experts from Groningen Declaration Network and EMREX

→ Projects co-funded by Erasmus+ KA3, NARIC call

Participating ENIC-NARICs vary in:

- mandate and institutional structure;
- size and operational capacity;
- digital maturity level.

Co-funded by the European Union

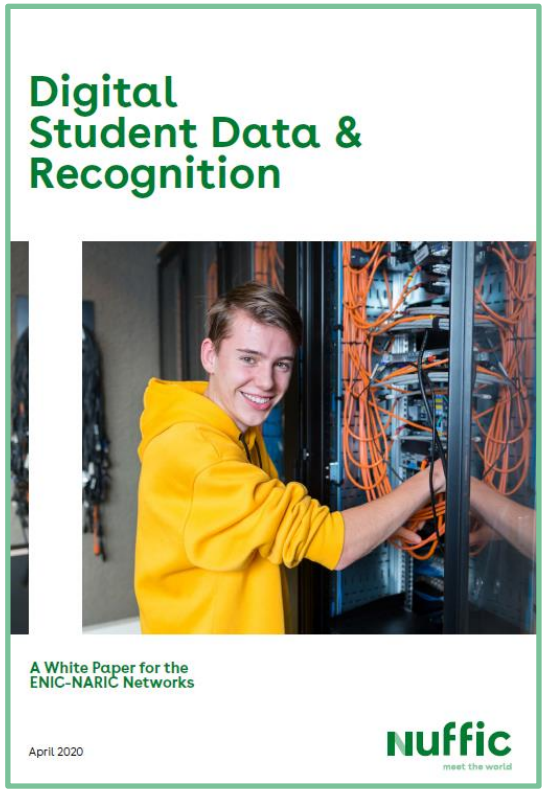
Erasmus+ projects on digitalisation

DigiRec (2018 – 2020)

→ relationship between digital learner data and credential evaluation

DigiNet (2020 – 2023)

→ practical implementation of LRC-compliant digital solutions



DigiLink (2023 – 2025)

→interoperability

Co-funded by the European Union

LRC principles & the potential of digitalisation

Digitising learner data and recognition workflows can support:

- convenience of **access**;
- **fair, transparent and consistent** procedures through "smart" databases;
- **automatic recognition** through trusted sources;
- secure and verifiable **authenticity**;
- **data-control** (for both learners & ENIC-NARICs);
- (turnaround) **time- and cost-efficiency**.

... if implemented in line with the LRC and its good practices.

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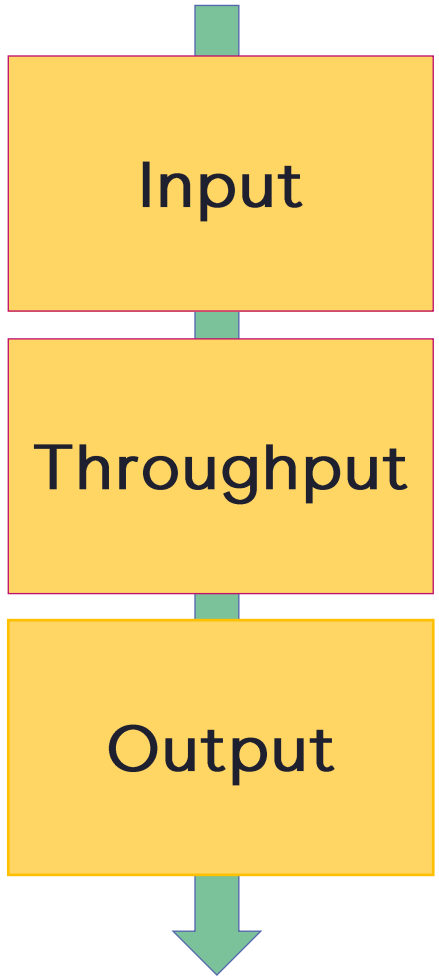
Digital credentials & the evaluation process



- Receiving (digital) learner data and credentials
- Verifying (digital) learner data and credentials
- Evaluating (digital) credentials
- Issuing and delivering (digital) recognition advice, assessments or decisions

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Input phase – receiving digital credentials

Challenges:

- Transition from paper transcripts to PDF to structured data
- Catering for different data sources, standards and maturity levels
- Keeping up-to-date with new trust mechanisms and technologies

Examples:

- ENIC-NARIC Norway: EMREX integration
- ENIC UK & ENIC-NARIC Sweden linked to Digitary

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Throughput phase – processing and evaluating digital credentials

Challenges:

- Designing smart and interoperable platforms
- Integrating trusted sources to support automation
- Data minimisation vs. building a knowledge base

Example:

- ENIC-NARIC FR, IT & PL's connection to DEQAR: Database of the European Quality Assurance Register for Higher Education

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Output phase – issuing recognition statements

Challenges:

- Delivering output that supports the digital learner data ecosystem & standardisation efforts
- Learner-centred models
- Security, verifiability and revocability

Examples:

- ENIC-NARIC Norway: connection to Vitnemålsportalen
- DigiLink project: Pilot with European Digital Credentials for Learning

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Observations and conclusions

- Digital credentials bear major potential for recognition, but work is needed to make it a reality;
- Most benefits for recognition are with high level of data maturity;
- Continue dialogue with trusted sources to make information available for credential evaluation;
- Include all actors (practitioners, policy level, technical experts) as part of the discussion.

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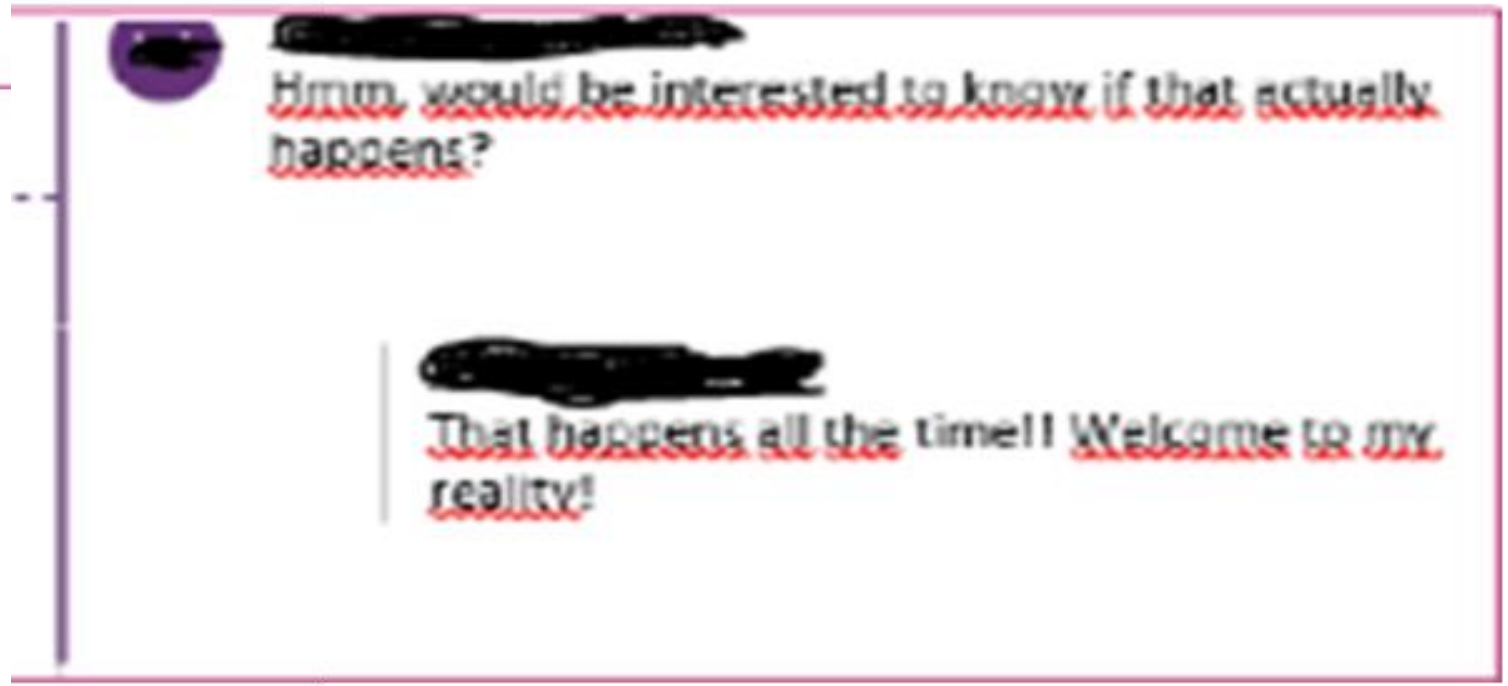
safe.com/login, Parchment https://www.parchment.com/log-in/ etc.

Make sure that your admin knows how to process encrypted PDF files. (For example, avoid printing encrypted digital documents on paper and then scanning them – the scanned documents may lose important features).



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Readings and references:

- DigiNet paper 2023: *Digitalisation of Credential Evaluation Workflows* - link
- DigiRec White Paper 2020: *Digital Student Data & Recognition* – link
- Nordic Council of Ministers policy paper 2020: *Digitalisation in recognition* – link
- UNESCO 2018 (Chakroun/Keevy): *Digital Credentialing – Implications for the recognition of learning across borders* – link

Evelien Willems
ewillems@nuffic.nl

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Thank you!

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