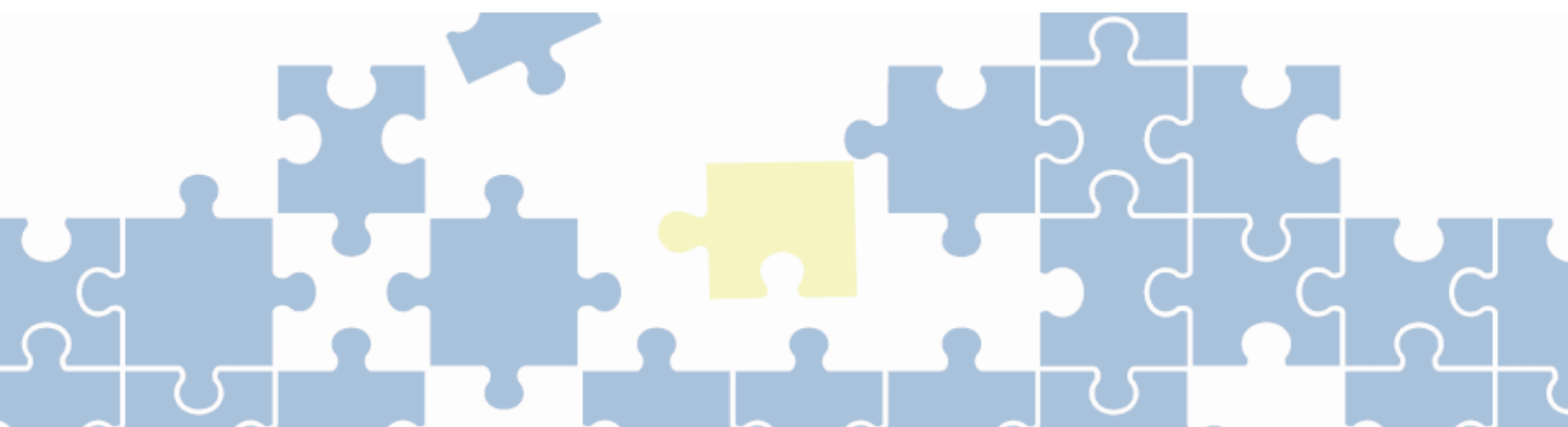# European project MICROBOL

Report of the Microbol project kick-off conference and working group meetings

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31 August and 1 September 2020

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Report of the Microbol project kick-off conference and working group meetings

31 August and 1 September 2020

I. Outline

The Microbol project kick-off event, which included a plenary webinar and three working group meetings, took place in an online setting on 31st August and 1st September 2020. The event was specifically targeting national policy makers, including the BFUG members of the 48 EHEA countries. Additionally, a number of members of the working groups (nominated by national authorities but sometimes working for other organisations such as ENIC-NARIC offices or quality assurance agencies), project partners, and external experts also took part in the meetings. A total of about 150 people attended the webinar on 31st August, while about 50 people took part in each of the three working group sessions on the 1st of September. The participants lists are annexed to this report.

The main aim of the webinar was to inform participants about the current state of the art with micro-credentials and present a number of projects and initiatives on the topic at the European level. The event also presented the outcomes of the Microbol study, carried out by the EUA, and collected further feedback for its finalisation. The event was also to provide material for the work of the working groups, which started their work with the initial meeting the day after the webinar.

The main aim of the working groups was to comment on the draft definitions for micro-credentials to be used as reference for the work throughout the project, and to address issues related to the connection of micro-credentials to each of the three EHEA key commitments: QF and ECTS; recognition; and quality assurance. The working groups will continue their work in the coming months, with further two group meetings planned.

II. Day 1 – Kick-off webinar, 9.30- 12.40

The first day of the kick-off event for the Microbol project was dedicated to a webinar in plenary setting, with a number of presentations from experts in micro-credentials, including presentations on current European initiatives in the field. The full programme is annexed to this report.

After the welcome by the Flemish Ministry of Education and Training, a keynote presentation was delivered by **Professor Bundit Thipakorn** from the King Mongkut's University of Technology Thonburi in Bangkok, Thailand, on the topic "Higher education of the future: micro-credentials

in global context". The presentation provided the participants with a wider overview of the role and impact of micro-credentials in a constantly changing landscape of higher education globally.

The second presentation, delivered by **Elena Cirlan** from the European University Association, focused on the outcomes of the desk research report on micro-credentials and their link to the EHEA key commitments. The proposed definition on micro-credentials for the purposes of the project was presented as well, and the audience was invited to contribute to its further shaping through a mentimeter survey as well as comments in the chat.

The vast majority (72% of the respondents) thought that nothing needed to be deleted from or add to the definition, while 28% provided suggestions for some changes. When asked what might need to be <u>deleted</u> from the draft definition, the main issues raised were: limiting the definition to higher education only; requirement to specify the QF level; and reference to the EHEA context and the Bologna Process tools. In terms of issues to be <u>added</u>, the participants suggested as the most important point issues related to the ECTS volume of the credentials, and in particular stating the minimum requirement. In other words, the participants underlined the need to define more clearly what a "small unit" means in practice. In addition, quality assurance aspects, including the ESG; the stackability of micro-credentials; and the definition of "credentials" itself were listed as important additional issues to be included. Also, several participants wanted to have more details on what is meant by "other providers", and expressed the need to acknowledge the many non-HE micro-credentials (of many different names) already being delivered in a vacuum of definitions and commonly agreed 'rules of the game', and to discuss how to deal with them in a new EHEA framework.

The presentation itself outlined the main benefits of micro-credentials as well as the key challenges for their use and implementation. The challenges identified were:

- lack a consensus on a definition
- lack of clarity which leads to confusion for learners and employers
- lack of funding mechanisms in many continental European countries
- lack of validation mechanisms
- issues related to their storage and portability.

The presentation concluded by underlining the importance of finding a common definition for micro-credentials to overcome the current challenges.

Vanessa Debiais-Sainton from the European Commission DG Education, Youth, Sport and Culture presented on the role of micro-credentials in the EU agenda for higher education. Her presentation outlined the policy priorities in respect to micro-credentials and the topicality of them in times of changing nature of work and of the current COVID-19 pandemic. The presentation called for joint action at the European level to create a real European approach for micro-credentials including the development of European standards for quality and

transparency; the inclusion of micro-credentials in qualifications frameworks; and easier ways for individuals to store and showcase acquired micro-credentials through Europass. Also an EU definition on micro-credentials was presented.

A comment from the audience called for a common definition of micro-credentials within the EHEA and the EU so as to avoid having two parallel definitions. The project team replied to this that the EU definition is likely to remain broader than the MICROBOL definition, as within the project the intention is to have a more limited scope focusing on provision by and through HEIs. It was also underlined, that the currently proposed two definitions seem not to be in conflict with each other. Throughout the project there will be close communication between the Commission and the project to align the definitions as much as possible. The working groups will take this into account when completing the definition.

Another question concerned how micro-credentials will be incorporated into Erasmus+ and the European Universities Initiative funding. In response, a number of European Universities are already working on the development of micro-credentials as part of their core activities. Erasmus+ can provide support through Key Action 2 and 3 calls (like strategic partnerships, knowledge alliances, calls for policy development), including the new specific call on digital developments, published in August 2020. On a question about the interaction of the European Student Card with the development of micro-credentials, the response was that every technological development in micro-credentials will be taken into account for the developments of the European Student Card and vice versa. This will enable that these developments are supporting each other.

A question was also raised on the "European standards for quality and transparency" that the European Commission would like to develop as part of the European approach for micro-credentials, and whether that would be something different and in addition to ESG and European Transparency tools. The response was that the ESG remain a relevant framework of reference but that some additional guidance may be needed for this specific type of educational offer.

The second part of the webinar started off with three presentations of current projects or specific approaches to micro-credentials. **Anthony Camilleri** presented the Micro-HE & OEPASS projects, **George Ubachs** the Common Microcredential Framework (CMF) and **Rolf Reinhardt** the growing importance of micro-credentials for employers and talent markets based on his experience in LinkedIn.

The audience discussed a point raised by Anthony Camilleri, to distinguish between the quality of the content (the course) and the quality of the "envelope"(i.e. the technology used to deliver the credential, to verify identity, alignment with standards to allow IT interoperability). While the quality of the content is under the remit of the ESG, including the proper use of the existing tools in for the recognition of credits (ESG 1.4.), the quality of the "envelope" may need to be

addressed separately with specific tools and additional standards that may not necessarily need to be integrated into the ESG.

Another topic raised in this session was the identification of the correct QF level for the credentials. An example was provided how a course on "Japanese for beginners" might be taken at the lower level for a programme on Japanese studies, and at a higher level within a programme on international business, for example. The Swedish approach where a course, and not a degree, is graded, and where courses can be taken at different QF levels during the studies, was provided as a possible way to approach the issue.

Magalie Soenen from the Flemish Ministry of Education and Training presented the project activities and outlined its objectives and expected outputs. The final presentation of the day was delivered **by Tia Loukkola** from the European University Association, co-author of the desk research study of the Microbol project. Her presentation focused on outlining the implications of the study for the further development of the EHEA tools to accommodate and be usable for micro-credentials as well. The final presentation paved thus the way for the work of the working groups, which were to follow.

When asked via mentimeter to what extent the current EHEA tools may be applicable to micro-credentials the respondents thought that the ECTS are by far most applicable, followed by the Diploma Supplement, the ESG, and the qualification frameworks, and with Lisbon Recognition convention following closely behind.
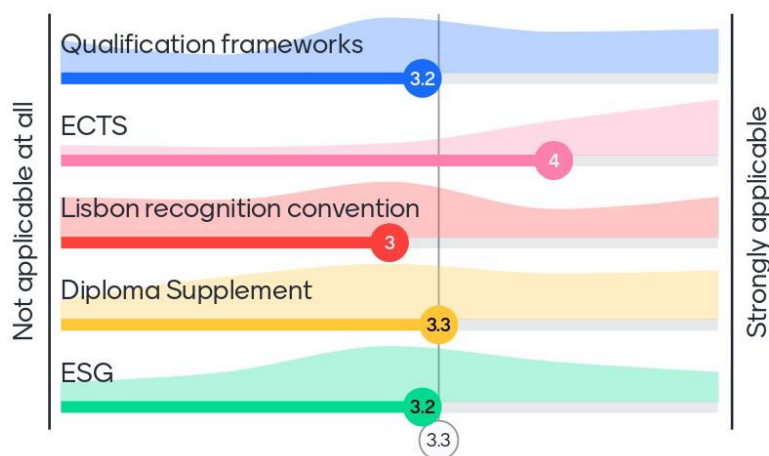
A participant raised a point regarding the ECTS and QFs calling for a separate examination of the applicability of the QF-EHEA and the ECTS as it may be the case that the ECTS are considered highly applicable to micro-credentials whereas the QF-EHEA with its firm three-cycle degree structure may be considered not flexible enough to accommodate micro-credentials. One of the participants mentioned that the Lisbon Recognition Convention supports a flexible approach for those with incomplete qualifications such as refugees and wondered whether a similar approach could be used for micro-credentials. Validation of non-formal and informal learning can also lend a lot of expertise to exploring of this topic.

Feedback received from the participants during and after the event was overwhelmingly positive. There is clearly a need to get reliable information and exchange views on the topic of micro-credentials and many participants expressed their keen interest in working further in this area. The organising team was complimented of the well organised event with well-functioning technical aspects, good presentations, and clear materials.

III. Day 2 – Working Groups

The second day of the kick-off conference consisted of three consecutive working groups meetings on the three topics of the EHEA key commitments: quality assurance; qualification frameworks and ECTS; and recognition. Each group was attended by a different set of participants, based on nominations from the BFUG members and consultative members. Each group was attended by around 50 participants. The complete participant lists are annexed to this report.

The working group sessions followed a common format:

1. Introduction by the lead moderator
2. Discussion on the definition of micro-credentials
3. Input presentation by the experts, to provide some reflections on specific issues posed by micro-credentials and/or presentation of already existing frameworks that could be used/integrated in this context.
4. Discussion involving all participants about the challenges related to the application of the existing Bologna tools to micro-credentials
5. Roadmap and proposals for the way forward.

The key aim was to consider how the existing tools of the EHEA can be used or should be eventually modified to accommodate micro-credentials into the Bologna framework. Each group was also tasked to set up a roadmap identifying the key steps (needed adjustments, possible challenges, etc.) in the integration of micro-credentials into the framework(s). In addition, each group was to comment on the draft definition for micro-credentials.

Separate comprehensive reports of the working groups were produced for the internal use of the groups in order to support their future work. The key issues, including observed challenges and questions to be addressed in the future work are contained in detail in those reports. Brief summaries of key issues are presented here below.

1) Working Group – Quality Assurance

Summary of key discussion points

- Regarding the definition of micro-credentials, the **goal is considered as accurately described** in the draft definition for the project (average 5.8 points on a scale of 1 ("not accurate") to 7 ("very accurate"). In terms of the scope, 78% of the 46 respondents answered that the **scope was correctly defined**, while 22% wished to modify the scope. Specifically, several participants felt that the definition should not be limited to HEI providers of micro-credentials, but that diverse providers outside of HEIs should be included. However, it was indicated during the discussion that the definition was purposely limited to micro-credentials provided or recognised by HEIs, as these micro-credentials can be subject to national legislation on higher education.
- Quality assurance deals with **establishing trust**, by providing the infrastructure to recognise a quality micro-credential. For micro-credentials issued/offered by HEIs, a well-known QA system, based on the ESG, is in place. For other providers this infrastructure is often based on the reputation of the issuer, although how the reputation of quality is established and who decides on this reputation is not always clear.
- **A register of trusted issuers**, including non HEI-providers, might be useful and address the issue of trust in different providers. For HEI providers, DEQAR provides a basis of such a reference at the European level and is based on the ESG. For non-HEI providers further discussion is required. The important point is to have transparency on the processes and criteria used, as this adds to the value and usability of a credential.
- **The overall quality of a credential cannot be detached from its recognition and portability**. It is therefore not ideal to stake the quality of a micro-credential only on the statement of quality, without the correct processes to verify it.
- The key concerns on micro-credentials offered by HEIs is considered to be related to **recognition**. Other important challenges included cost and (lack of) quality assurance or accreditation.
- The key concerns for micro-credentials offered by other providers include the possibly **limited use of the credential**, the (lack of) possibilities to integrate the credential into a study programme, and the fact that the provider is not a HEI, which may all make the credential less trustworthy and usable.

- Trust in micro-credentials may be increased if the micro-credential is associated with or **offered by an accredited HEI**, and/or recognised by an appropriate body as valuable and trustworthy. The reputation of the institution contributes to the perception of quality associated with a credential. The awarded certificates need to be **visible in and relevant to the labour market**.
- As to the role of external quality assurance in this context, the key point made was that for a micro-credential to be of comparable value to a similar 'traditional' qualification, the **QA requirements/criteria should also be the same**. The procedure itself can be different to accommodate the different nature of the different providers, and the future framework should allow for this diversity and be applicable to all providers. Quality assurance and accreditation have an important role to plan in increasing trust and facilitating recognition.

Questions and challenges proposed for further discussion

The following questions and challenges were specifically indicated as important for the future work of the working group:

- Determining objective criteria for the framework applicable to all providers of micro-credentials. The quality of a credential should not only be based on the reputation of the provider but should be objectively measurable and transparent.
- Consider how the tools that have been developed for degrees from recognised HEI's also apply to smaller qualifications such as micro-credentials.
- Address issues of trust. It is challenging to connect other providers with national educational legislation. This means that the trust in the quality of micro-credentials falls on the shoulders of local HEIs that are already recognised.
- Consider the stackability of micro-credentials and specifically whether a degree built up with micro-credentials by different providers (all recognised by HEI's), means the same as a full "traditional" degree.
- Further develop the definition of micro-credential.

2) Working Group – Qualifications' Frameworks and ECTS

Summary of kay discussion points

- **The current working definition is workable,** but there needs to be room for improvement as the project and understanding of the topic evolves. The discussion and comments made during the kick-off seminar should be also taken into account for its revision.
- **Should the final definition indicate a certain number of ECTS, the participants seemed to prefer a range of ECTS instead of fixed number.** Some participants saw that this range

should however be rather limited, as a larger range would generate confusion about the actual value of the micro-credentials. The notion of nano-degrees led to discussion on the need for different categories.

- **Micro-credentials are an emerging topic within the higher education sector at the national level.** According to the Mentimeter question directed to the WG participants (n=35), 15 respondents answered that they have had some discussion on the topic, whilst 16 said that they had not yet had any discussion. Four did not know whether the topic is discussed or not.
- **The Bologna tools are fit for purpose also when addressing micro-credentials.** However, further work is needed to explore the opportunities and possible challenges when applying them to micro-credentials. This work should be supported by discussion at the national level.
- According to the Mentimeter survey, **only half of the respondents though that the levels of programme learning outcomes indicated in the QF-EHEA are known well enough in their country** (9 yes, 10 yes probably), whilst 13 thought they are probably not. Four thought that they are not known at all (n=36).
- The Bologna tools include ECTS, which means that **learning outcomes attached to indications of volume of learning are needed for micro-credentials as well** to make the value their represent more understandable and transparent for the wider public, including employers.
- The value of the micro-credentials will also be determined by their **quality and there should be further work to see how to express this.**
- Instead of concentrating on the definition, the work should address how to **incorporate the microcredentials in the existing QF systems,** as a common approach to this is needed.
- Here, **sectoral qualifications frameworks** were seen as useful in identifying the levels of micro-credentials within the QFs.
- It was also noted that connecting existing tools (such as descriptors) to micro-credentials may in some contexts require a change in the mindset.
- The discussion on micro-credentials should be therefore linked to **a wider discussion on skills and opportunities for access to the labour market** as well as to other learning opportunities, also on national level, and by other providers. Various stakeholders need to be involved in the discussions.
- **Recognition of prior learning (RPL) by higher education institutions can connect micro-credentials** offered by other providers to the Bologna system: the ECTS guide indicates how. But the question is whether the procedures are clear enough and sufficiently well known.
- **Clear and transparent definition of the elements and format** used to describe microcredentials will be necessary so that providers can correctly describe them and document their value.

Questions and challenges proposed for further discussion

- Bologna tools can be used for the description of micro-credentials, but working out the details is needed
- These include the ECTS, which means that learning outcomes attached to indications of volume of learning are needed for micro-credentials as well
- Sectoral qualifications frameworks can help identify the levels of micro-credentials within the QFs
- Recognition of prior learning by higher education institutions can connect micro-credentials offered by other providers to the Bologna system: the ECTS guide indicates how, we must investigate whether the procedures are clear enough and well enough known.
- setting (small) range of ECTS for micro-credentials, and possibly for nano-credentials.
- Transparency in quality of micro-credentials
- Fitting micro-credential in existing QF systems (including micro-credentials into the NQFs if there are national specificities with respect to the QF-EHEA).
- Link micro-credentials to wider discussion on skills and opportunities for (new) access to labour market as well as to other learning opportunities also on national level.
- Definition of the elements and format to describe micro-credentials so that providers can correctly describe and document their value
- Link MCs to wider discussion of labour market and learning opportunities
- Discussion on the definition of micro-credentials needs to continue

3) Working Group – Recognition

Summary of key discussion points

- In terms of the definition, the group suggested that **reference should be made to the principles of the Lisbon Recognition Convention**, as the RPL is only a specific kind of recognition that limits the scope of the statement. In other words, for recognition of micro-credentials, the LRC should be applied.
- The "small volume" definition was found weak, and preference should be given to finding **a more precise identification of what is meant by "small volume".**
- **The e-VALUATE project was mentioned as a possible tool** to build on as it studied the state of play regarding online learning, MOOCs and SPOCs, and the use of Bologna tools to recognise them. Indeed, the seven elements of the e-VALUATE (i.e. quality of the study programme, verification of the certificate, level of the study programme, learning outcomes, workload, the way study results are tested, identification of the participant) project should be taken into account when assessing a micro-credential
- It is important that institutions awarding micro-credentials need to be **quality assured.**

- In response to an online poll, 36% of the group members would recognise a micro-credential, 12% would not, while the majority of 52% would do so depending on the specific case. **Recognition was considered most likely if awarded by a recognised HEIs,** and with transparent information. Reference to QF-EHEA or NQF was considered important by 64% and ECTS reference by 58%. Also an official list of providers was considered a useful support for recognition.
- In the case of a micro-credential awarded by a higher education institution, the principles of the LRC would be applied. In case the awarding institution is not part of the higher education sector, the micro-credential would be recognizable if the LRC principles are applied too.

No specific additional questions or challenges were identified in this first discussion and the group will thus focus in its future work on the topics already identified in the desk research study.

List of annexes

Annex 1 – Programme of kick-off webinar

Annex 2 – Programme of working groups

Annex 3 – Participants list webinar

Annex 4 – Participants list WG on QA

Annex 5 – Participants list WG on QF and ECTS

Annex 6 – Participants list WG on Recognition

Annex I

Kick-off Conference Microbol

Day I - Monday 31 August 2020 – Webinar on Micro-credentials

ZOOM: https://us02web.zoom.us/j/82416428217?pwd=YmsrcEN5RFZuQjhDbzQ4SWR1VWlRUT09

Passcode: 533189

Central European Time (CET), Brussels, Belgium

9.15   Testing of the system

9.30   Welcome by the Flemish Ministry of Education and Training

9.40   Keynote – Higher education of the future: micro-credentials in global context

Professor Bundit Thipakorn, King Mongkut's University of Technology Thonburi, Bangkok, Thailand

10.00   What are micro-credentials and what is the added value they bring?

Elena Cirlan, Project and Policy Officer, EUA

10.20   Micro-credentials and their contribution to higher education in the European Union

Vanessa Debiais-Sainton, European Commission DG Education, Youth, Sport and Culture

10.40   Break

11.00   Current projects and frameworks on micro-credentials in the EHEA

Micro-HE & OEPASS projects – Anthony Camilleri

Common Microcredential Framework (CMF) - George Ubachs

The growing importance of micro-credentials for employers and talent markets - Rolf Reinhardt

12.00   The Microbol project and its activities

Magalie Soenen, Policy advisor higher education, Flemish Ministry of Education and Training

12.15   Micro-credentials and the EHEA tools

Tia Loukkola, Director for Institutional Development, EUA

12.35   Concluding remarks and end of the webinar

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Annex II

Kick-off Conference Microbol

Day 2 – 1 September 2020 - Working groups

Central European Time (CET), Brussels, Belgium

Group 1 – Quality Assurance

Facilitators: Belgium-Flemish Community, Peter van der Hijden, Anthony Camilleri

Timing: 9.00-11.00h, Microsoft Teams link to workshop QA

Group 2 – Qualifications' frameworks & ECTS

Facilitators: Finland, George Ubachs, Ann Katherine Isaacs

Timing: 11.15-13.15h, Microsoft Teams link to workshop QF&ECTS

Group 3 – Recognition

Facilitators: Italy, Frederik De Decker, Peter van der Hijden

Timing: 14.15-16.15h, Microsoft Teams link to workshop Recognition

Participants:

Nominees of BFUG member countries

Objectives and expected outcomes:

The key aim is to consider how the existing tools of the EHEA can be used or should be eventually modified to accommodate micro-credentials into the Bologna framework.

Each group will also set up a roadmap identifying the key steps (challenges, needed adjustments, possible challenges, etc.) in the integration of micro-credentials into the framework(s).

Methodology:

Each working group will have the following structure:

1)   Introduction by the lead moderator (Belgium-Fl, Finland, Italy) QA
2)   Discussion on the definition of micro-credentials
3)   Input presentation by the lead experts on the topic, to provide some reflections on specific issues posed by micro-credentials on that topic and/or presentation of already existing frameworks that could be used/integrated in this context.

4) Discussion involving all participants about the challenges related to the application of the existing Bologna tools to micro-credentials
5) Roadmap and proposals for the way forward

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Annex III

MICROBOL Kick-off Conference 31/08/2020

Participants

Webinar

Linda Pustina	Albania
Ani Hovhannisyan	Armenia
Kristina Tsaturyan	Armenia
Andreas Weissenbaeck	Austria
Carmen Heidenwolf	Austria
Hannah Aichner	Austria
Herwig Patscheider	Austria
Katalin Szondy	Austria
Sibylle Kneissl	Austria
Stephan De Pasqualin	Austria
Yashar Omarov	Azerbaijan
Elena Betenya	Belarus
Maryna Shalupenka	Belarus
Anna Gover	Belgium
Anthony Jasper	Belgium
Anusca Ferrari	Belgium
Arielle Bouchez	Belgium
Barbara Cleys	Belgium
Caroline Hollela	Belgium
Eline De Ridder	Belgium
Emilie Degueldre	Belgium
Frederik De Decker	Belgium
Helene Peterbauer	Belgium
Inge Mangelschots	Belgium
Paul Leys	Belgium
Valérie Van Hees	Belgium
Nadia Reynders	Belgium/Flemish Community
Dora Scott	Belgium/Flemish Community
Nina Mares	Belgium/Flemish Community
Magalie Soenen	Belgium/Flemish Community
Peter van der Hijden	Belgium/The Netherlands
Aida Duric	Bosnia and Herzegovina
Daria Duilovic	Bosnia and Herzegovina
Dzenan Omanovic	Bosnia and Herzegovina
Petar Maric	Bosnia and Herzegovina

Ana Tecilazić Goršić	Croatia
Leonardo Marusic	Croatia
Andreas Papoulas	Cyprus
Lenka Skrabalova	Czech Republic
Martina Vidlakova	Czech Republic
Hanne Shapiro	Denmark
George Ubachs	EADTU
Maria Kelo	ENQA
Karl Dittrich	EQAR
Melinda Szabo	EQAR
Colin Tück	EQAR
Heli Matissen	Estonia
Janne Pukk	Estonia
Gohar Hovhannisyan	ESU
Jakub Grodecki	ESU
Alessandro Arienzo	ETUCE
Karin Åmossa	ETUCE
Ole Espen Rakkestad	ETUCE
Elena Cirlan	EUA
Hanne Smidt	EUA
Michael Gaebel	EUA
Tia Loukkola	EUA
Gemma Fagan	EUA
EURASHE EURASHE	EURASHE
Vaidotas VILIUNAS	EURASHE
Koen Nomden	European Commission
Lucie Trojanova	European Commission
Klara Engels-Perenyi	European Commission
Vanessa Debiais-Sainton	European Commission
Patrick Van den Bosch	External Evaluator
Carita Blomqvist	Finland
Jonna Korhonen	Finland
Katri Tervaspalo	Finland
Maija Innola	Finland
Sanna Hirsivaara	Finland
Sinikka Tamminen	Finland
Sirpa Moitus	Finland
Eliane Kotler	France
Hélène Bekker	France
Katia Dolgova-Dreyer	Council of Europe
Sabine Menu	France

Ketevan Panchulidze	Georgia
Lasha Margishvili	Georgia
David Akrami Flores	Germany
Katrin Mayer-Lantermann	Germany
Alexandra Karvouni	Greece
Yiannis Catsanevakis	Greece
Melanie Rosenbaum	Holy See
Andras Derenyi	Hungary
Beatrix Borza	Hungary
Orsolya Heuer	Hungary
Péter Levente Lakatos	Hungary
Angela Lambkin	Ireland
Barbara Kelly	Ireland
Nora Trench Bowles	Ireland
Alberto CIOLFI	Italy
Andrea Minischiello	Italy
Chiara Finocchietti	Italy
Claudio Franchi	Italy
Kathy Isaacs	Italy
Silvia Bianco	Italy
Vincenzo Zara	Italy
Amantay Nurmagambetov	Kazakhstan
Assel Shukurova	Kazakhstan
Daiga Ivsina	Latvia
Krista Anna Belševica	Latvia
Maris Stinkulis	Latvia
Aurelija Valeikiene	Lithuania
Kristina Sutkute	Lithuania
Rasa Penkauskiene	Lithuania
Bernard Carabott	Malta
Graziella Grech	Malta
Jon Vercellono	Malta
Madonna Maroun	Malta
Martina Vella	Malta
Rose Anne Cuschieri	Malta
Viktoriia Maltseva	Malta
Nadejda Velisco	Moldova
Ana Rutovic	Montenegro
Bas Wegewijs	Netherlands
Hanna Reczulska	Poland
Jacek Lewicki	Poland

Jakub Brdulak	Poland
Renata Korzeniowska-Pucułek	Poland
Adrian Iordache	Romania
Cristina Ghitulica	Romania
Elena Vilcea	Romania
Tiberiu-Gabriel Dobrescu	Romania
Nadezda Kamynina	Russia
Vanja Nedeljkovic	Serbia
Andrea Zacharova	Slovakia
Andrej Piovarči	Slovakia
Ildiko Pathoova	Slovakia
Peter Ondreicka	Slovakia
Anthony Camilleri	Slovenia
Carmen L. Padron-Napoles	Slovenia
Duša Marjetič	Slovenia
Jana Sedej	Slovenia
Marina Očko	Slovenia
Rolf Reinhardt	Speaker
Brita Lundh	Sweden
Robin Moberg	Sweden
Ulf Hedbjörk	Sweden
Antoine Maret	Switzerland
Aurélia Robert-Tissot	Switzerland
Isabella Brunelli	Switzerland
Suzanne Monnier	Switzerland
Bundit Thipakorn	Thailand
Katrien Bardoel	The Netherlands
Marianne van Exel	The Netherlands
Elif Hunturk Yavuz	Turkey
Kateryna Suprun	Ukraine
Olexander Smyrnov	Ukraine

Annex IV

MICROBOL Kick-off Conference 1/09/2020

Participants

Working Group on QA

Linda Pustina	Albania
Herwig Patscheider	Austria
Katalin Szondy	Austria
Sibylle Kneissl	Austria
Lala Abasova	Azerbaijan
Arielle Bouchez	Belgium
Frederik De Decker	Belgium
Dora Scott	Belgium/Flemish Community
Magalie Soenen	Belgium/Flemish Community
Peter van der Hijden	Belgium/The Netherlands
Petar Maric	Bosnia and Herzegovina
Ana Tecilazić Goršić	Croatia
Leonardo Marusic	Croatia
Andreas Papoulas	Cyprus
Martina Vidlakova	Czech Republic
Šimon Stiburek	Czech Republic
Maria Kelo	ENQA
Colin Tück	EQAR
Kaija Kumpas-Lenk	Estonia
Jakub Grodecki	ESU
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Silvia Bianco	Italy
Vincenzo Zara	Italy
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Ildiko Pathoova	Slovakia
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Annex V

MICROBOL Kick-off Conference 1/09/2020

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Magalie Soenen	Belgium/Flemish Community
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Annex VI

MICROBOL Kick-off Conference 1/09/2020

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