

- International
- Relations
- Offices
- Forum

1ST INTERNATIONALISATION CONGRESS

HIGHER EDUCATION

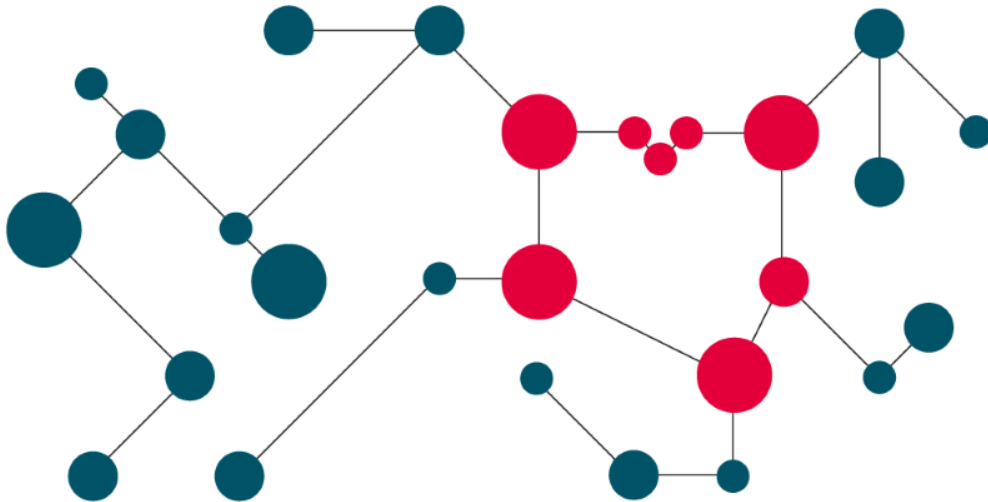
Gdansk, 13-14 May 2024 ●



Co-funded by the



INTERNATIONAL EDUCATION PROGRAMS



- International
- Relations
- Offices
- Forum



Co-funded by the
European Union



NEW TRENDS/CHALLENGES/OPPORTUNITIES in European Higher Education



BLUEPRINT FOR A EUROPEAN DEGREE

#EuropeanDegree #EuropeanEducationArea | 27 March 2024

WHAT A EUROPEAN DEGREE IS:

- A new type of degree awarded after transnational Bachelor, Master, or Doctoral programmes delivered at national, regional, or institutional level
- Automatically recognised everywhere in the EU
- Awarded jointly and on a voluntary basis by a group of universities across Europe
- Based on a common set of criteria agreed at European level



EUROPEAN SKILLS AGENDA

March 2023
#EuropeanYearOfSkills #SocialRights #EUSkillsAgenda



COMMUNICATION FROM THE COMMISSION

ON A

EUROPEAN STRATEGY FOR UNIVERSITIES



European Degree

building the

EUROPEAN EDUCATION AREA



© European Union, 2024 – Image source: Istockphoto.com



Co-funded by the



OBJECTIVES OF THE EUROPEAN STRATEGY FOR UNIVERSITIES



STRENGTHEN THE EUROPEAN DIMENSION IN HIGHER EDUCATION AND RESEARCH:

Implement a set of flagship initiatives that will be for transnational cooperation what Erasmus+ has been for student mobility so far and Horizon Europe for excellent research: the visible expression of a distinctly European approach. With the growing responsibilities of universities for a resilient Europe, they need appropriate financial support.



SUPPORT UNIVERSITIES AS LIGHTHOUSES OF OUR EUROPEAN WAY OF LIFE:

Higher education and research in Europe support our European way of life through their trifold focus on 1) quality and relevance for future-proof skills, 2) diversity and inclusion 3) democratic practices, fundamental rights and academic values and freedom of scientific research. Flexible and attractive academic careers, valuing teaching, research, entrepreneurship, management and leadership activities need to be promoted.



EMPOWER UNIVERSITIES AS ACTORS OF CHANGE IN THE TWIN GREEN AND DIGITAL TRANSITIONS:

Support the full engagement of universities in unfolding green and digital transitions. The EU will only meet its ambitions on equipping more young people and lifelong learners with digital skills and skills for the green transition, or developing green solutions through technological and social innovation, if the higher education sector pulls its weight.



REINFORCE UNIVERSITIES AS DRIVERS OF THE EU'S GLOBAL ROLE AND LEADERSHIP:

Through deeper international cooperation within Europe and beyond, support universities in becoming more outward looking and competitive on the global scene, and in contributing to the strengthening of higher education systems in partner countries, in line with European values. This will help in turn boosting Europe's attractiveness not only as a study destination, but also as an attractive global partner for cooperation in education, research and innovation.

COUNCIL RECOMMENDATION

of 22 May 2017

on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C 189/03)

Qualifications are the formal outcome of **an assessment and validation process** by a competent authority and typically take the form of documents such as certificates or diplomas. They determine that an individual has achieved learning outcomes to given standards. Those learning outcomes **may be achieved through a variety of paths in formal, non-formal or informal settings**, whether in **national or international contexts**.

Council Recommendation on a European approach to micro-credentials for lifelong learning and employability -16 June 2022.

*In order to be able to improve their personal, social, cultural and professional knowledge, skills and competences, people need access to high quality teaching and learning, **offered in a variety of ways and environments**. Education and training systems are expected to become **more flexible** and find ways to offer more learner-centred, accessible and inclusive learning to people with more diverse profiles. **Non-formal education and training providers are also responding to this need by offering new and innovative opportunities for upskilling and re-skilling.***

MANY OPPORTUNITIES FOR SUPPORT



STRATEGIC PARTNERSHIPS



WELCOME TO POLAND



KATAMARAN NAWA



PROGRAM SPINAKEP



BIP - Blended Intensive Programs



There is currently a strong need for:

- flexibility
- accessible and inclusive learning for people
- innovative opportunities for upskilling
- more opportunities to study across Europe
- innovative and transdisciplinary learning across campuses
- simplified job and study opportunities recognised across the EU
- enhanced mobility and opportunities to study and work for talented students

**BUT HOW TO DO THAT ?
IS THIS REALLY POSSIBLE?**

- increasing the attractiveness of EU universities
- working with universities at European scale
- strengthening the sense of European identity and belonging

OUR TODAY'S EXPERTS



PAWEŁ ŚNIATAŁA, PROF. PUT
Vice-Rector
of Poznan University of
Technology
for International Relations
and the Coordinator
of the EUNICE European
University



ALEKSANDAR ŠUŠNJAR
University of Rijeka,
Head of Unit at the Centre for
Quality Assurance and
Enhancement,
YUFE Alliance Institutional
Coordinator



ANDREA BROSE
ECIU University Educational lead



PETER VAN DER HIJDEN
Independent expert,
former Head of Sector Higher
Education Policy/ Policy Officer,
European Commission



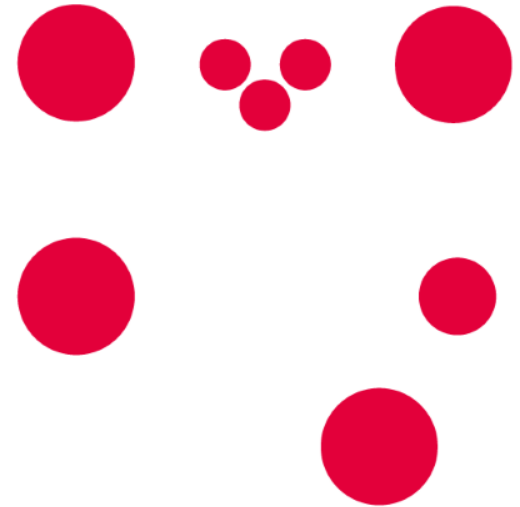
ANDRZEJ KRAŚNIEWSKI,
prof. WUT
Warsaw University of
Technology
ENHANCE consortium

BLOCK 1

What innovative practices and models of cooperation have emerged from the European University Alliances initiative, and how do they influence the internationalisation of education in Europe?



PAWEŁ ŚNIATAŁA, PROF. PUT
Vice-Rector
of Poznań University of Technology
for International Relations
and the Coordinator
of the EUNICE European University



European Universities – where we are...

Europe is home to close to 5 000, higher education institutions (HEI)

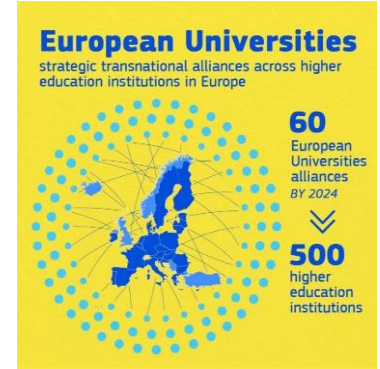
- 17.5 million students,
- 1.35 million people teaching
- 1.17 million researchers

2019 – 54/17/114;

2022 – 16 + 4 new;

2020 – 62/24/165;

2023 – 24 + 6 new (out of 39)



50 European Universities alliances, 430 HEIs, 35 countries (including Western Balkans), 1700 associated partners

2024 Call: expected at least 10 more alliances a total budget of €189,2 million

Fututre: The Commission started working on an investment pathway beyond 2028/2029

This work aims at facilitating a comprehensive funding approach, complementing the educational dimension with support across all alliances' missions – including research and innovation – for wider societal benefit. It also aims to seek synergies with national and regional funding.

Erasmus+:
4+2 years funding for 60 alliances up to 2028-2029

Additional sources of funding:
Horizon Europe, Digital Europe, Cohesion funds, RRF, InvestEU

Post-2027: Investment Pathway

Innovation / Added Value

- „International” Polish Academic Family
 - Additional **complementary** courses, programs
 - New study programs using the **unique resources** of partner universities



- „Multi Place Summer School”
- **Transnational** Internships



- European University - an **attractive** partner for other institutions from **outside Europe**

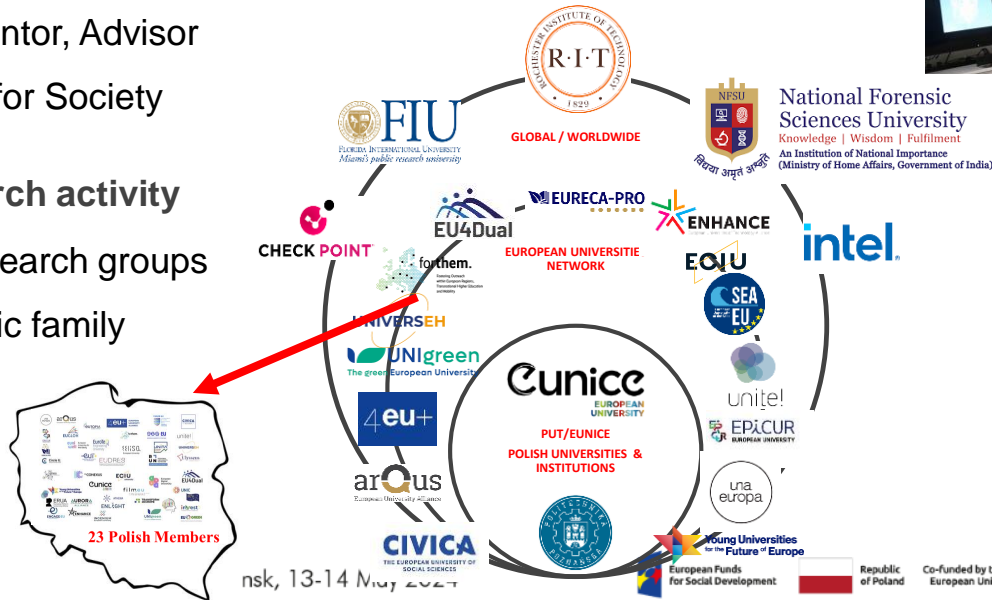


Innovation / Added Value

- **New approach for education**

- Blended & short mobility
- New techniques and technologies (AI, Metaverse)
- New Treats - **Humanity and Timeless Ethical Values** - are they under threat?
- New role of teachers – Mentor, Advisor
- SWOS: Science with and for Society

- **New opportunities for research activity**
 - Thematic hub/centers/research groups within the extended academic family

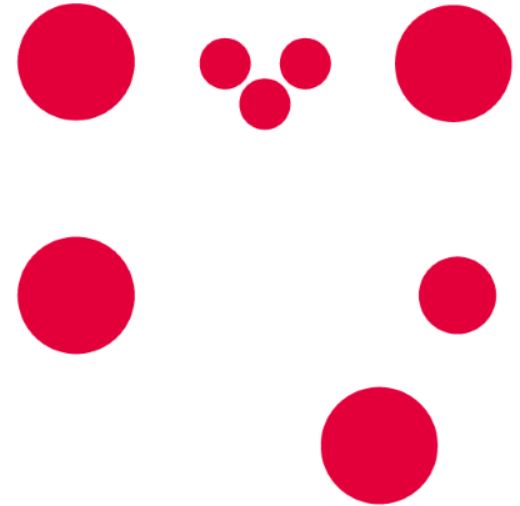


BLOCK 2

What are the potential challenges and opportunities associated with integrating micro-credentials into existing international education programmes, and how can these be addressed?



Prof. ANDRZEJ KRAŚNIEWSKI
Warsaw University of Technology
ENHANCE consortium



Opportunities



for students/learners

- adding flexibility & extra learning opportunities - customisation of learning paths
- enriching individual learning path (& competencies) with courses & other learning opportunities not offered at home institution; micro-credentials but also ...
 - (language) tandems → multilingualism
 - hackathons
 - challenges (competitions) with awards funded by business (associated partners)
- flexibility of provision (on campus, blended, hybrid)
- international experience without long-term physical mobility, incl. internationalisation at home



making studies more attractive

for universities (& society at large)

- level of internationalisation (% students having international experience) unreachable with traditional Erasmus long-term mobility
- „agile” higher education - fast reaction to (disruptive) changes, such as developments in AI; fast „return on investment”
- staying competitive, facing educational offers of international companies
- responding to requests from employers (shorter LLL formats)
- low-risk experimenting with new teaching and learning formats & innovative pedagogy



1ST INTERNATIONALISATION CONGRESS • Gdansk, 13-14 May 2024



Co-funded by the



Challenges

- **insufficient financing**
 - short-term mobility (BIPs etc.)
 - development of (joint) educational offers („small” offers, incl. micro-credentials)
- **limited interest of academic staff in the development of „small” offers**
 - little enthusiasm towards online/blended/hybrid provision
 - lack of parity of esteem for (innovative) teaching
- **legal, administrative & technical barriers**
 - different national and institutional regulations regarding recognition & QA
 - different academic calendars
 - difficulties in accessing resources of partner universities, incl. IT infrastructure, by short-term (physical or virtual) exchange students
 - data protection
 - accommodation for short-term physical mobility (Milan, Delft, Zurich, Trondheim)
 - difficulties in making IT systems of partner universities interoperable
 - uncertainty about IT standards (open badge vs. European Learning Model)
- **acceptance barrier: micro-credentials are a relatively new concept** – require time to get recognised by academic communities & employers

Addressing challenges



European level

- dedicated sustainable funding
 - mobility (short-term)
 - alliances/networks of universities
- information infrastructure
 - standards (European Learning Model?)
 - IT tools

national level

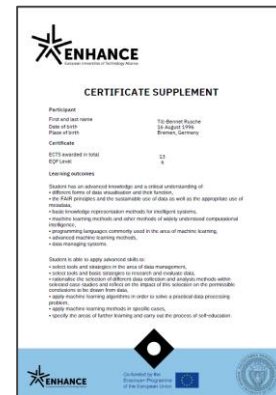
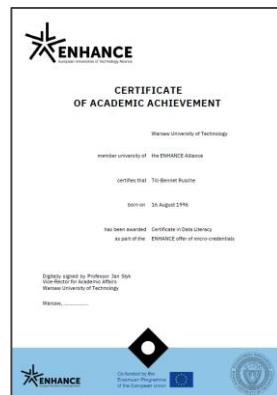
- dedicated funding programmes
 - international mobility
 - international alliances/networks of universities
- legal regulations (more autonomy for universities regarding international cooperation, QA, ...)
- fostering diversified academic careers (institutional evaluation & performance-based funding)

institutional level

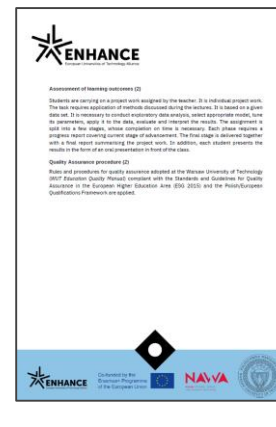
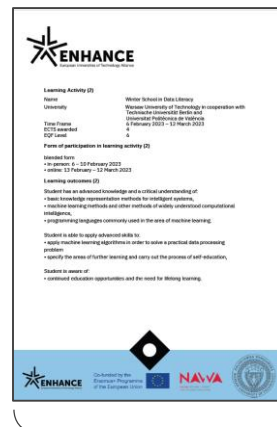
- communication & promotion (different channels for students & staff)
- fostering diversified academic careers (parity of esteem)
- internationalisation of educational offers & administration services
- online/blended/hybrid provision

Certificate in Data Literacy

- Data Literacy Compact Course [RWTH] (3 ECTS)
- winter/summer school [WUT] (4 ECTS)
- elective component (> 3 ECTS)



supplement (general info)



1ST INTERNATIONALISATION CONGRESS • Gdansk, 13-14 May 2024

* obligatory component

** elective component

Data Literacy Compact Course [RWTH Aachen]

European Funds

Republic of Poland

Co-funded by the European Union

learning activity (2)

Winter School in Data Literacy [Warsaw UT]

learning activity (3)**

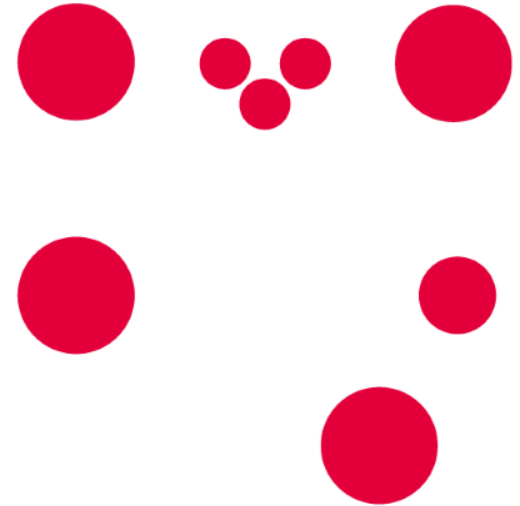
Data Science Toolbox [TU Berlin]

BLOCK 3

How can micro-credentialing promote lifelong learning and personalised learning pathways within international education programmes, and what are the key considerations for integrating micro-credentials effectively?



Andrea Brose
ECIU University Educational lead





UNIVERSITY
OF TWENTE.



UNIVERSITY
OF TRENTO



UAB
Universitat Autònoma
de Barcelona

GROUPE
INSA

University
of Stavanger

li.u LINKÖPING
UNIVERSITY

universidade de aveiro
theoria poiesis praxis

TUHH
Hamburg University of Technology

DCU
Ollscoil Chathair
Bhaile Átha Cliath
Dublin City University

Tampere University

AALBORG UNIVERSITET

Lodz University of Technology

Tecnológico
de Monterrey

Individualized Life-Long Learning Pathways through Challenges and Micro-Modules



Stackable, credit-bearing and quality assured micro-credentials



Platform solutions for the storage, sharing and portability of micro-credentials



An open co-creation model and challenge-based learning approach



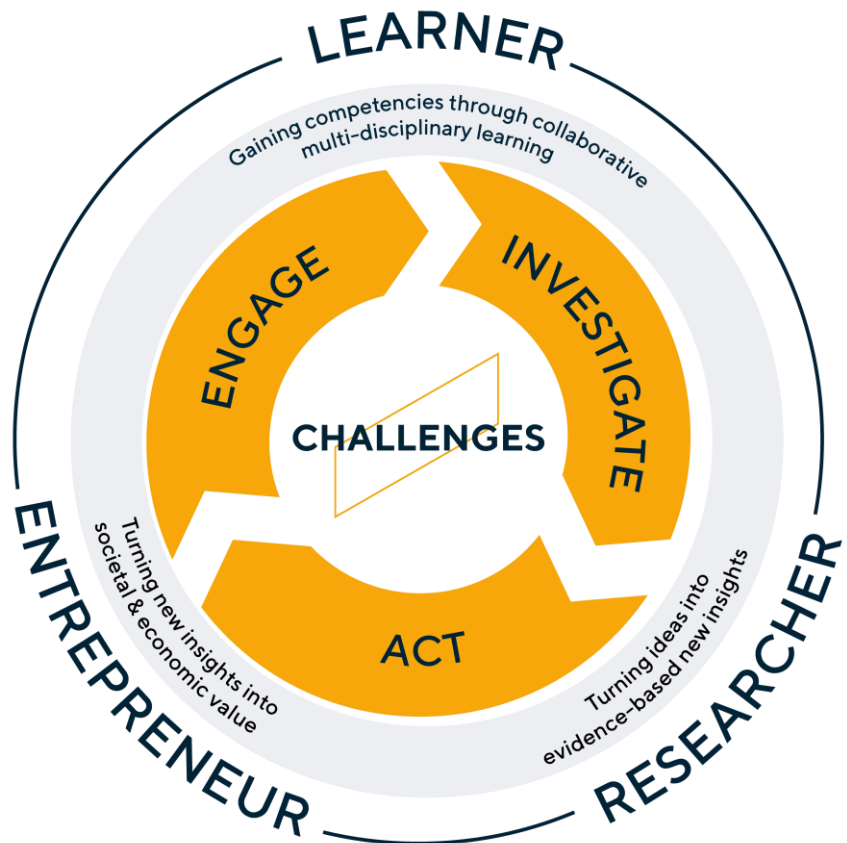
Skills and competence recognition

13-14 May 2024



Co-funded by the





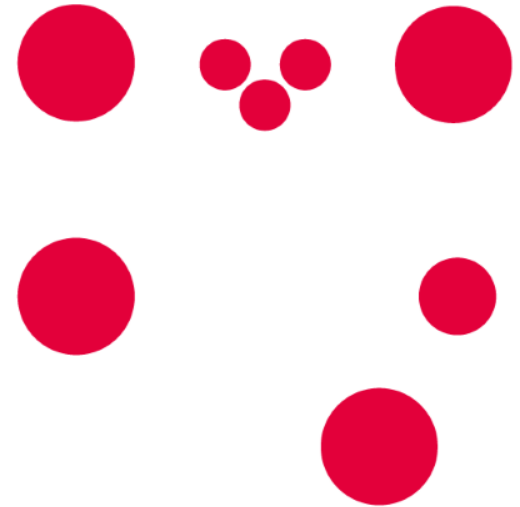
ECIU's Challenge-Based Approach

BLOCK 4

What were the main conclusions drawn from the pilot programme on the European Degree, and how do you foresee its further development impacting European University Alliances and beyond?



Aleksandar Šušnjar
University of Rijeka,
Head of Unit at the Centre for Quality
Assurance and Enhancement,
YUFE Alliance Institutional Coordinator



Partner universities

 1ST INTERNATIONALISATION COI

KTU
Kaunas University
of Technology

UvA
University of
Amsterdam

TUL
Lodz University
of Technology

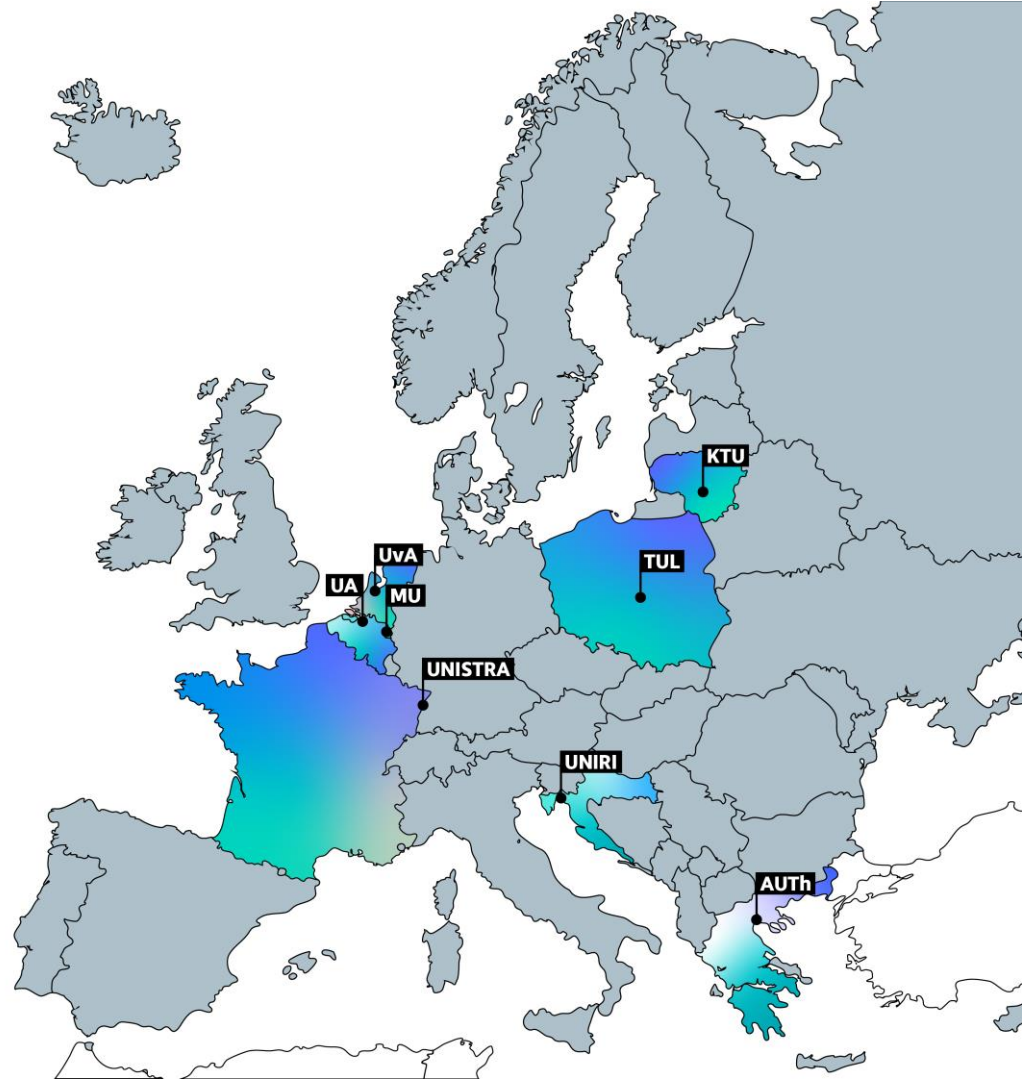
UA
University
of Antwerp

MU
Maastricht
University

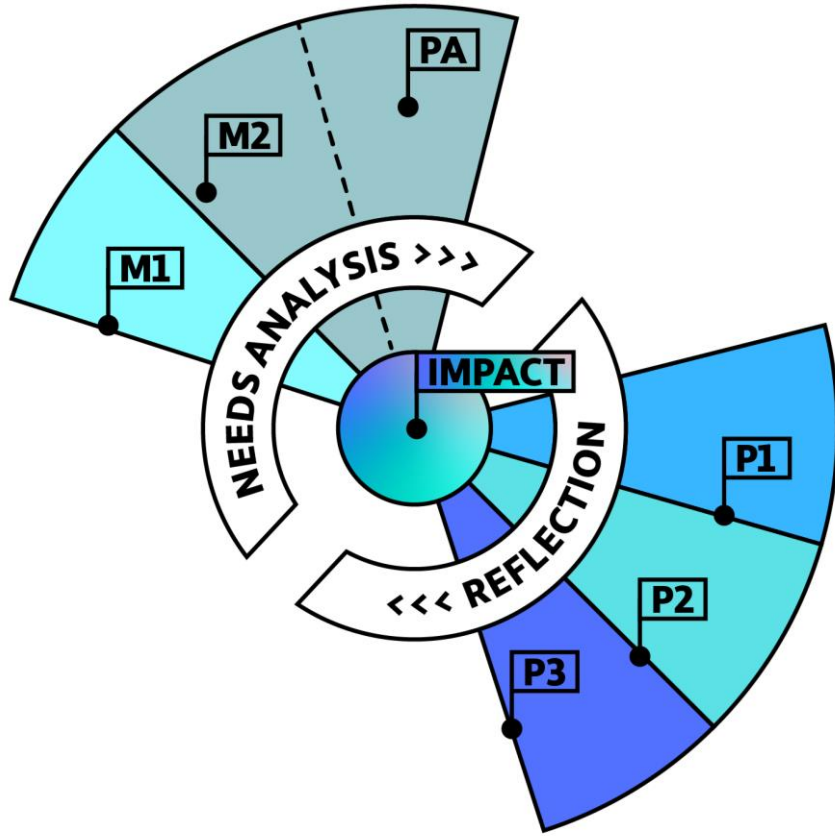
UNISTRA
University
of Strasbourg

UNIRI
University
of Rijeka

AUTH
Aristotle University
of Thessaloniki



FOCI methodology



M1

Methodology of issuing the label

M2

Methodology of applying the label criteria

PA

Programme assessment

P1

Policy recommendations on joint degrees design and delivery

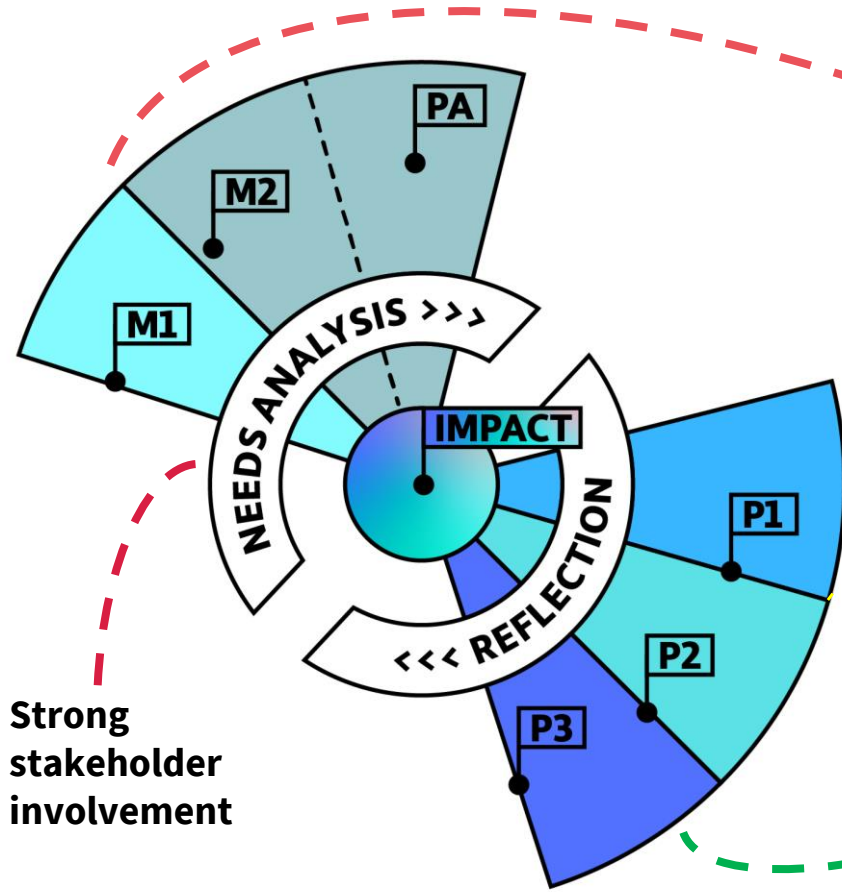
P2

Policy recommendations on legislative aspects

P3

Policy recommendations on refining the label criteria

FOCI methodology



Strong stakeholder involvement

Focus on both **substantial** - European degree (label) criteria and its application, and **formal** - legal, procedural and administrative dimension.

Simultaneously exploring how to ensure that the European degree (label) criteria is **fit for purpose**, but also **how existing and future joint programmes can adapt to these criteria**.

Additionally exploring how the criteria can be applied to **other educational models besides full joint study programmes** -> *what does it mean for an educational offer to be truly „European“?*

14 May 2024

FOCI policy recommendations: five policy areas

1. Purpose of the European degree (label)
2. Scope of the European Degree (label)
3. Fitness of the proposed European degree (label)
4. Legal frameworks and their impact on the European degree (label) concept
5. Policy framework for the European degree (label)

FOCI policy recommendations: key recommendations

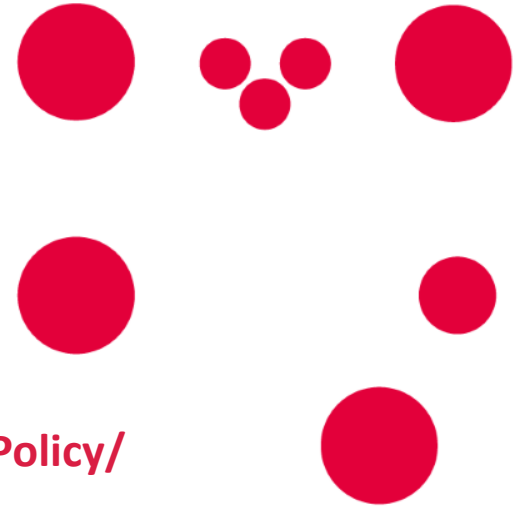
- 1) Expand the scope of the European degree initiative to include micro-credentials, short programmes (EQF level 5) and other smaller units of learning.
- 2) European degree criteria need to be supplemented with a robust evaluation methodology, while the initiative itself should be integrated with existing structures, tools and methods in the European higher education landscape.
- 3) Purpose of the European degree needs to be defined in collaboration with stakeholders and clearly communicated to all potential beneficiaries.

BLOCK 5

What role do academic staff and higher education authorities play in driving the design and implementation of flexible and highly internationalised education, and what support mechanisms are needed to facilitate this process effectively?



Peter van der Hijden
Independent expert,
former Head of Sector Higher Education Policy/
Policy Officer,
European Commission





ALL POLISH MODULES ARE
MICRO-CREDENTIALS
MATERIALLY & EVEN LEGALLY





**ALL POLISH
DEGREES ARE
EUROPEAN
DEGREES**



**MATERIALLY
& EVEN
LEGALLY**



WHAT TO DO?

- **OPEN UP THE EXISTING OFFER (AND MAKE IT KNOWN)**
- **AVOID ADDITIONAL ACCREDITATION (ONLY ONCE)**
- **SHARE PEDAGOGICAL INNOVATION**



• Gdansk, 13-14 May 2024



Co-funded by the
European Union





**DR DOROTA PIOTROWSKA,
TUL PROF.**

**Director of the Centre for
International Cooperation at the
Lodz University of Technology
Institutional Coordinator for
ECIU European University.**



PAWEŁ ŚNIATAŁA, PROF. PUT
Vice-Rector
of Poznan University of
Technology
for International Relations
and the Coordinator
of the EUNICE European
University



PETER VAN DER HIJDEN
Independent expert,
former Head of Sector Higher
Education Policy/ Policy Officer,
European Commission



ALEKSANDAR ŠUŠNJAR
University of Rijeka,
Head of Unit at the Centre for
Quality Assurance and
Enhancement,
YUFE Alliance Institutional
Coordinator



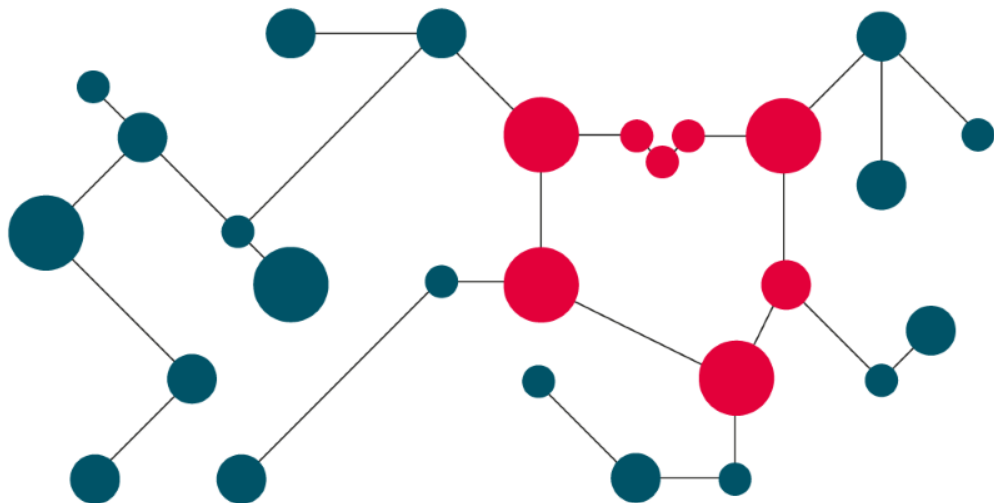
ANDREA BROSE
ECIU University
Educational lead



ANDRZEJ KRAŚNIEWSKI,
prof. WUT
Warsaw University of
Technology
ENHANCE consortium



THANK YOU !



- International Relations
- Relations
- Offices
- Forum



Co-funded by the
European Union

