

EUROPEAN UNIVERSITIES ALLIANCES

*Upscaling Internationalization of
Curricula and Digitalization*



Co-funded by
the European Union

30 September 2025

10:00 AM – 12:00 PM CET

Session 1:

Achieving Internationalization of Education in an Integrated Network of European Universities: A 'Third Way', towards High Scalability

Frederic Renouard, University of Rennes, EDUC Alliance

Sujal Chouhan University of Rennes, EDUC Alliance

Meagin van der Westhuizen, TU/e, EuroTeQ

Ben Parker, TU/e, EuroTeQ

Victor Le Cam, University of Nantes, EUniWell



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Why internationalize education in Europe?

Beyond 'nice to have'

Boost the attractiveness of European universities

Attract **students and researchers** and increase the **global visibility** of European institutions and degrees

Educate European and global citizens

Build students' **intercultural, linguistic** and **collaborative** skills for working in an interconnected world

Promote European values

Use higher education as a vehicle for **cohesion, solidarity** and the **promotion of democratic values** across Europe and beyond

Enrich the educational offering of European institutions through cooperation

Develop **international programmes, joint programmes, double degrees** and **mobility paths** within a shared European Higher Education Area

Foster pedagogical innovation

Exchange **best practices**, experiment with **new teaching formats** and co-design **solutions to societal challenges**

How to internationalize?

The usual ways:

- **With no/low (program-level) cooperation:** Erasmus+ KA1, Internationalization at Home
ar. 2% of the EU-27 students each year (E+ KA1)
- **With high (department-level) cooperation:** Joint Programs
<< 1% of the EU-27 students each year

How to internationalize?

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The 'Third Way', permitted by the EU Alliances:

- **With high (institution-level) cooperation:** Internationalization of curricula
multiply by 10+ the number of beneficiaries

How to internationalize with EU Alliances?

Internationalization of curricula:

- With inclusive, accessible, green and highly scalable strategies
- Combining physical, virtual, and blended mobility with internationalisation of the curricula
- Leveraging cross-institutions-level instruments: common IT infrastructure, course catalog, legal framework, ...

Testimonials from 3 European Universities Alliances:

- EDUC
- EUniWell
- EuroTeQ

The third way at EDUC

How to internationalize? (in the EDUC Alliance)

Phase 1: 2020-2022

Ignite **bottom-up internationalization of courses:**

- Virtual Mobility, Virtual Exchange
- Synchronous, Asynchronous

Ignite **bottom-up course-level cooperation:**

- COIL
- Multi-contributor asynchronous courses

Develop a **Virtual Campus** Digital Infrastructure

EDUC Courses
Catalog

International
VM/VE courses

EDUC Teachers'
Support

EDUC Moodle
LMS

FACTS & FIGURES:

- 5000 student beneficiaries in 1.5 yrs
- 350 Teachers
- 48 virtual mobility courses
- 10 summer schools
- 441 students for Initiation to Research course

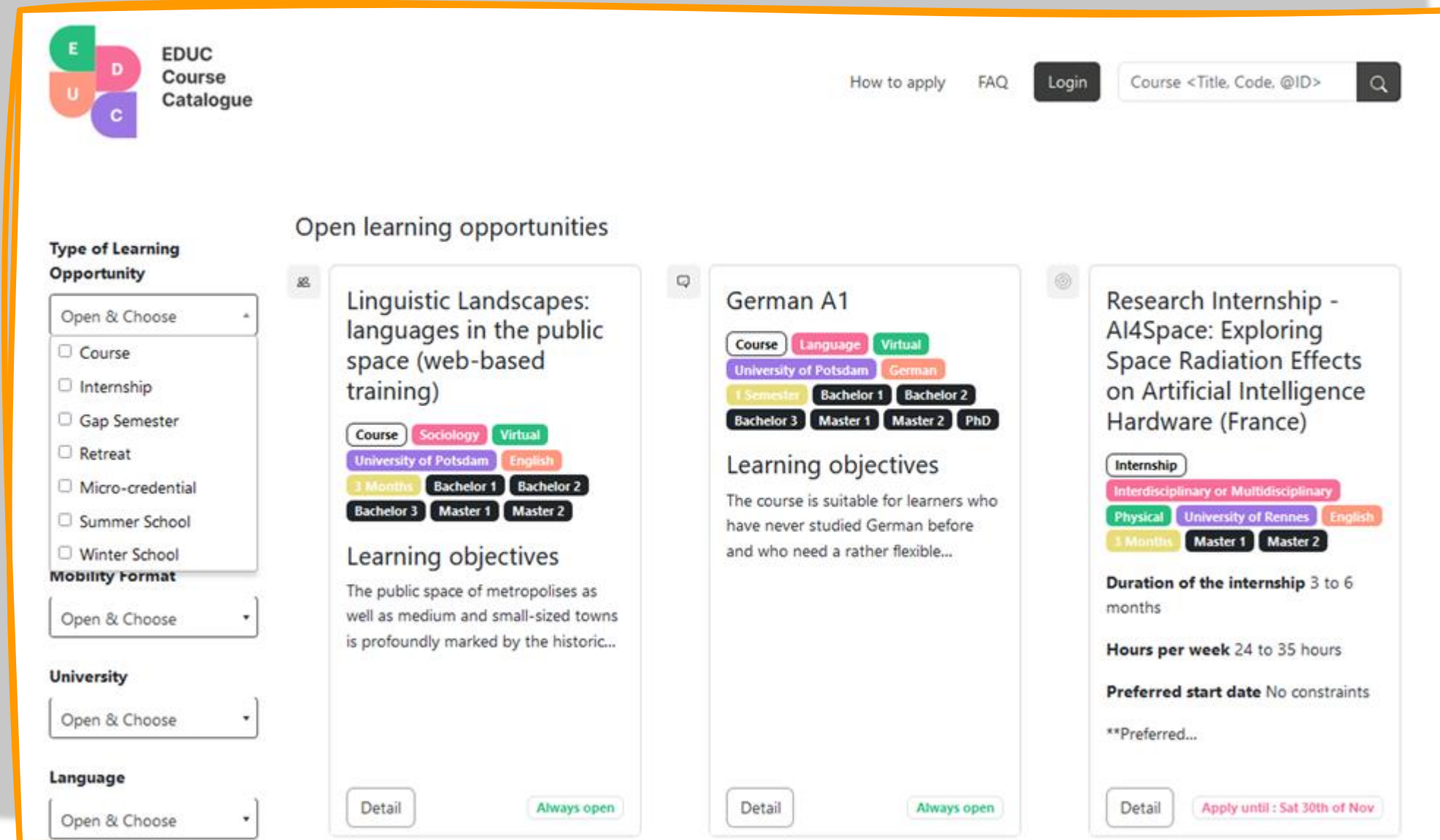
How to internationalize? (in the EDUC Alliance)

Phase 1: 2020-2022

EDUC Courses
Catalog

International
VM/VE courses

EDUC Teachers'
Support



EDUC TEACHERS' SUPPORT

- Simplified application process
- Partner search, match-making service
- Pedagogical engineering (EDUC staff)
- Financial and teaching time incentives
- Teacher-training (online)
- Themed in-presence events, workshops
- Global & local communities of practice

How to internationalize? (in the EDUC Alliance)

Phase 2: 2023-2024

Expand a portfolio of disciplinary and non-disciplinary courses

- Broader spectrum, answering key needs

Add diverse forms of internationalization components

- E-tandems, Summer Schools, European internships...

Adapt university admin processes

- Handle the new internationalized courses and mobilities seamlessly: from student application to grades transfer

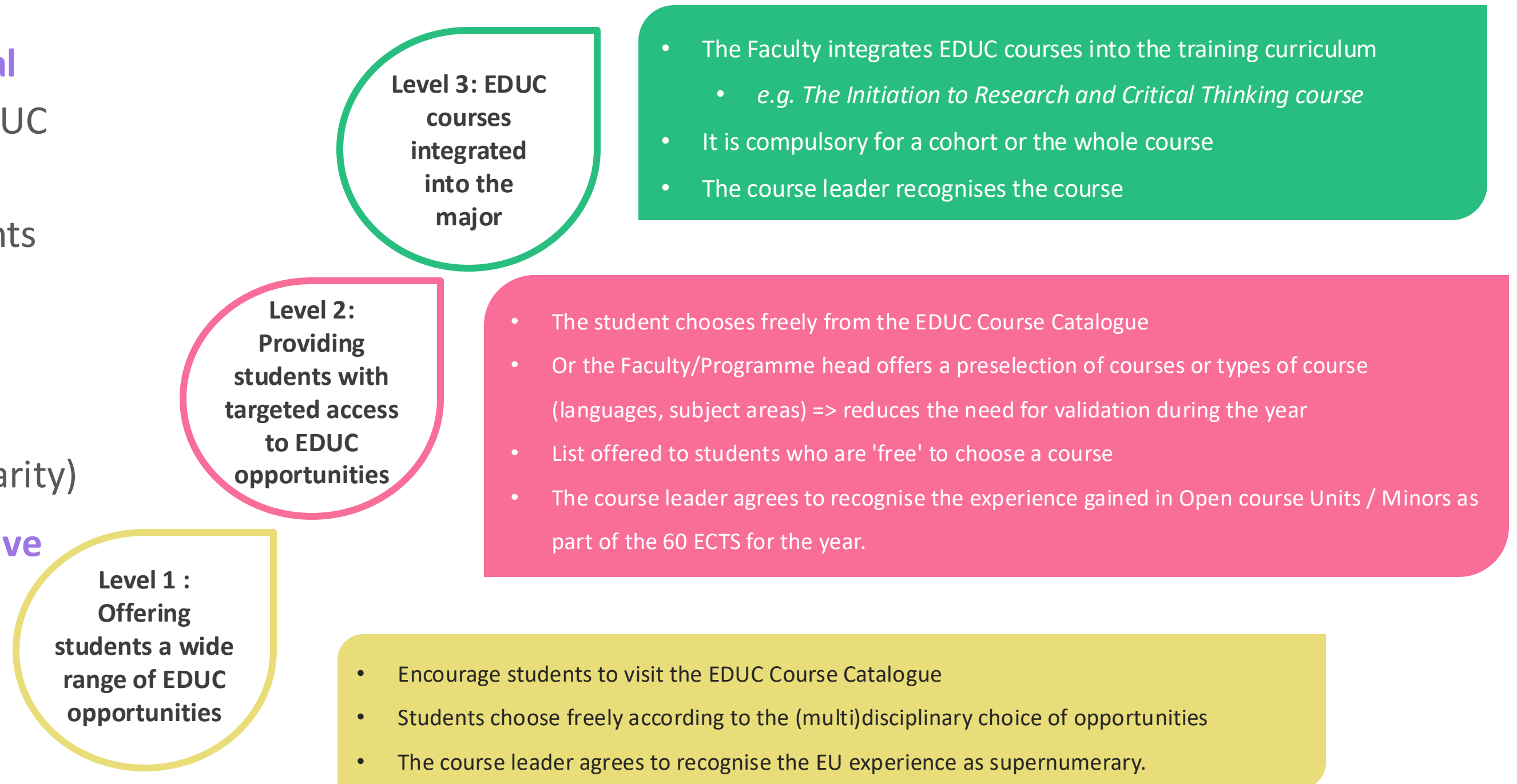
FACTS & FIGURES:

- 6000+ student beneficiaries in 1.5 yrs
- 450 Teachers
- 48 + 37 new courses = 85 courses
- 24 summer schools
- 940 students for the *Initiation to Research* course

How to internationalize? (in the EDUC Alliance)

Phase 3: 2025-2026

- Ignite **top-down cooperation**
- Towards the **internationalization of local programmes** leveraging EDUC courses and other internationalization elements
- **Synergize with universities strategies** (personalization, Major/Minor programme architecture, transdisciplinarity)
- Define **3 levels of progressive internationalization** of programmes



How to internationalize? (in the EDUC Alliance)

Key Enablers, cross-institutions

Enable teachers, reduce barriers, leverage the full power of an integrated network of universities

- Offer top-notch **support** services, training, tools and incentives to teachers and program heads
- Create **trust**: strategic alignment, contractual framework, course QA, teachers' communities of practice
- Create **conditions for sustainability**: symmetric funding (between institutions), reciprocity

The third way at EUniWell

How to internationalize? (in the EUniWell Alliance)

Deployment of a joint Course Catalogue for the EUniWell Alliance



1. Strategy and approach
2. Implementation: pilot semester
3. Achievements: facts and figures
4. Challenges and perspectives



How to internationalize? (in the EUniWell Alliance)

1. Strategy and Approach

EUniWell pilot phase (2020-2023)

- ✓ **Research Training Academy experimentation** - training offers for researchers
- ✓ Development of several EUniWell training modules via **Seed Funding Projects**

EUniWell 2nd phase (2023-2024)

- ✓ **Deployment of a visible joint course display** set as a priority, essential for our academic communities to *get a sense of the alliance*
- ✓ **Integration** of previously developed EUniWell learning modules, training sessions and BIPs

Key parameters of the EUniWell Catalogue

- **Centralised approach** - one catalogue for all target audiences
- **Internationalisation and customisation** of learning paths and careers
- A focus on **online courses** and **short-term mobility**
- From **shared courses** to **co-created courses**
- Educational offerings relating to EUniWell thematic arenas
- Financial viability: concept of reciprocity

How to internationalize? (in the EUniWell Alliance)

2. Implementation: pilot semester (2024/2025, 2nd semester)

Harmonised study guide for all offers

- ✓ **Stable course syllabus** containing all practical and content-based information on a course, including developed skills and competencies and learning outcomes.

Joint applications management system

- ✓ **Tentative alliance-based academic calendar:** publication of educational offers in batches, with joint application and nomination periods for all offers.
- ✓ **One standardised application form** for all offers and target audiences

An Alliance Learning Management System (Ilias)

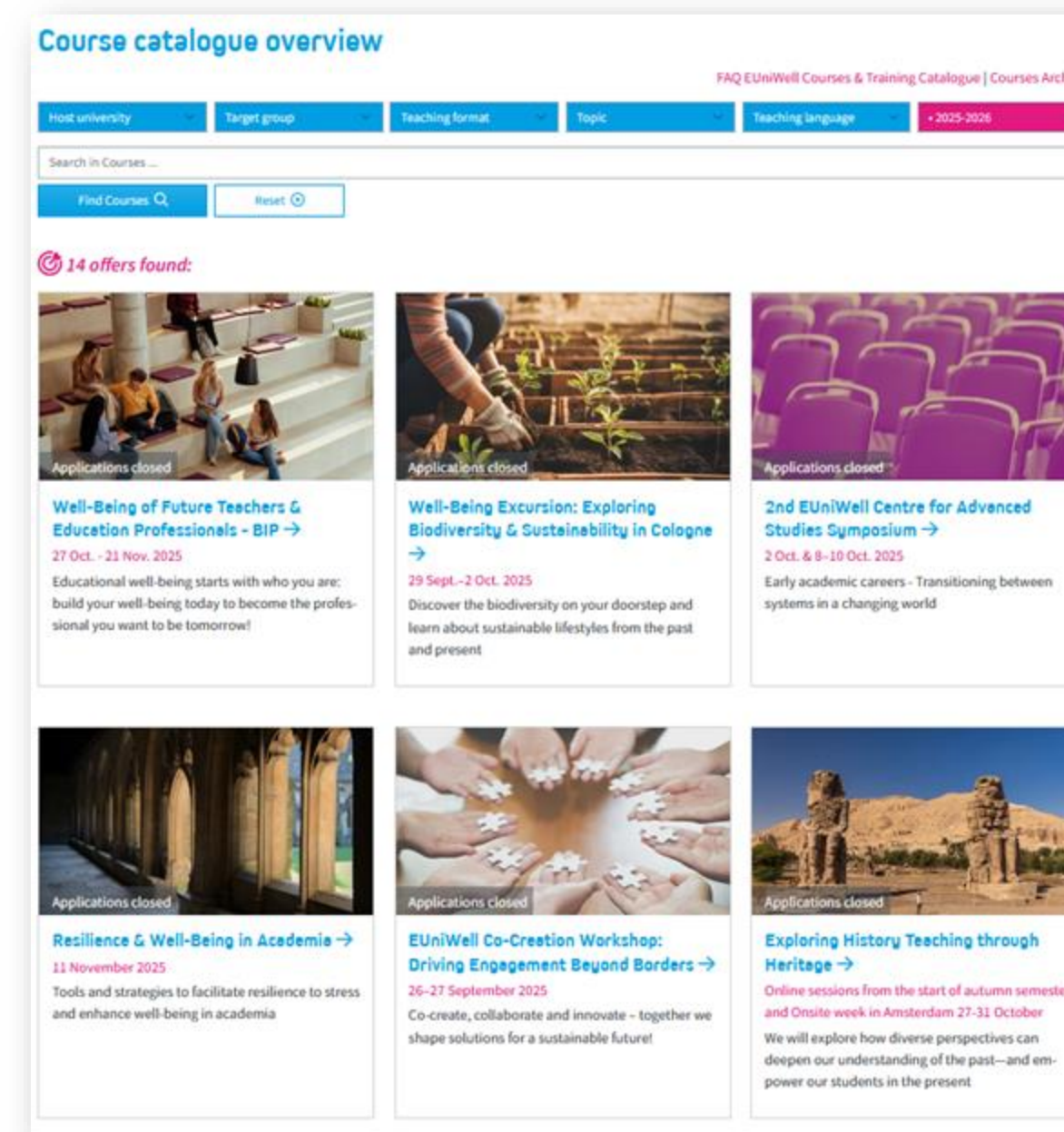
- ✓ **Accessible by all EUniWell academic communities** for online offers

Harmonised certificates

- ✓ **Standardised attendance and completion certificates'** templates used for all offers

Quality assurance

- ✓ **EUniWell satisfaction surveys distributed** to all learners at the end of the semester
- ✓ Results processed according to a joint **Quality Assurance Policy**



How to internationalize? (in the EUniWell Alliance)

3. Achievements: facts and figures (2024/2025, 2nd semester)

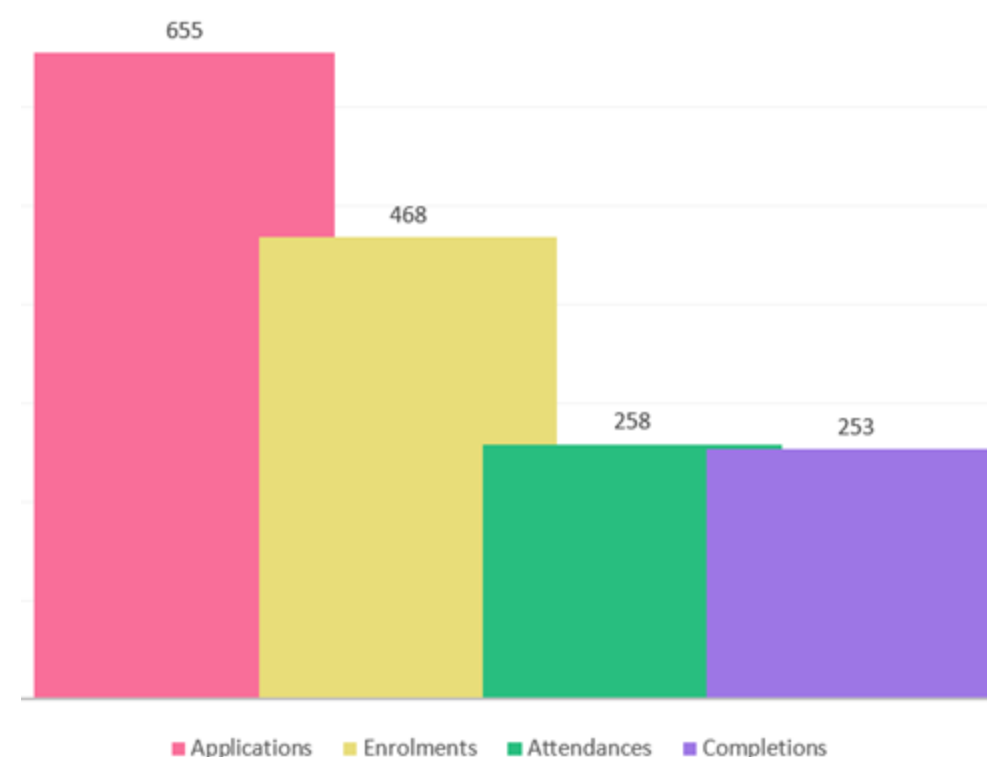
58 educational offers shared

- 35 online
- 23 onsite

1300+ applications

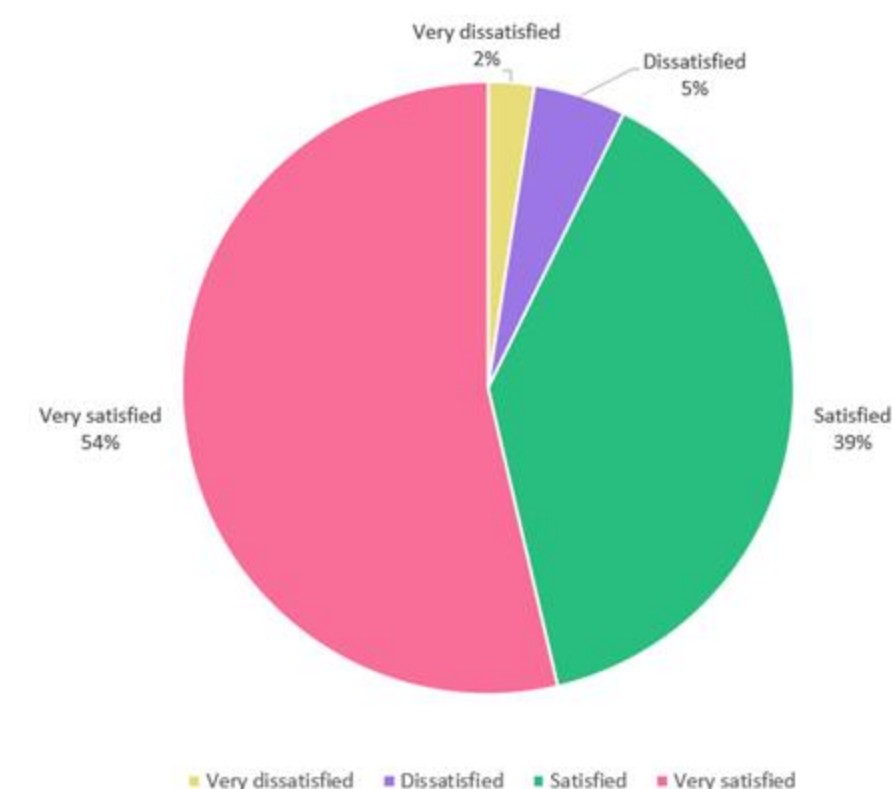
- Bachelor's: ~460
- Master's: ~200
- PhD: ~400
- Academic staff: ~150
- Administrative staff: ~120

Online courses *conversion rates*



- Attendance rate after enrolment: 52%
- Completion Rate after enrolment: 43%

Overall satisfaction rates



The third way at

EuroTeQ



European
Digital
UniverCity

EuroTeQ
Engineering
University



How to internationalize? EuroTeQ Alliance

Building the EuroTeQ campus

Strong focus on scalability by building and automating the virtual campus

Phase 1(2021-2023) : **Displaying courses**

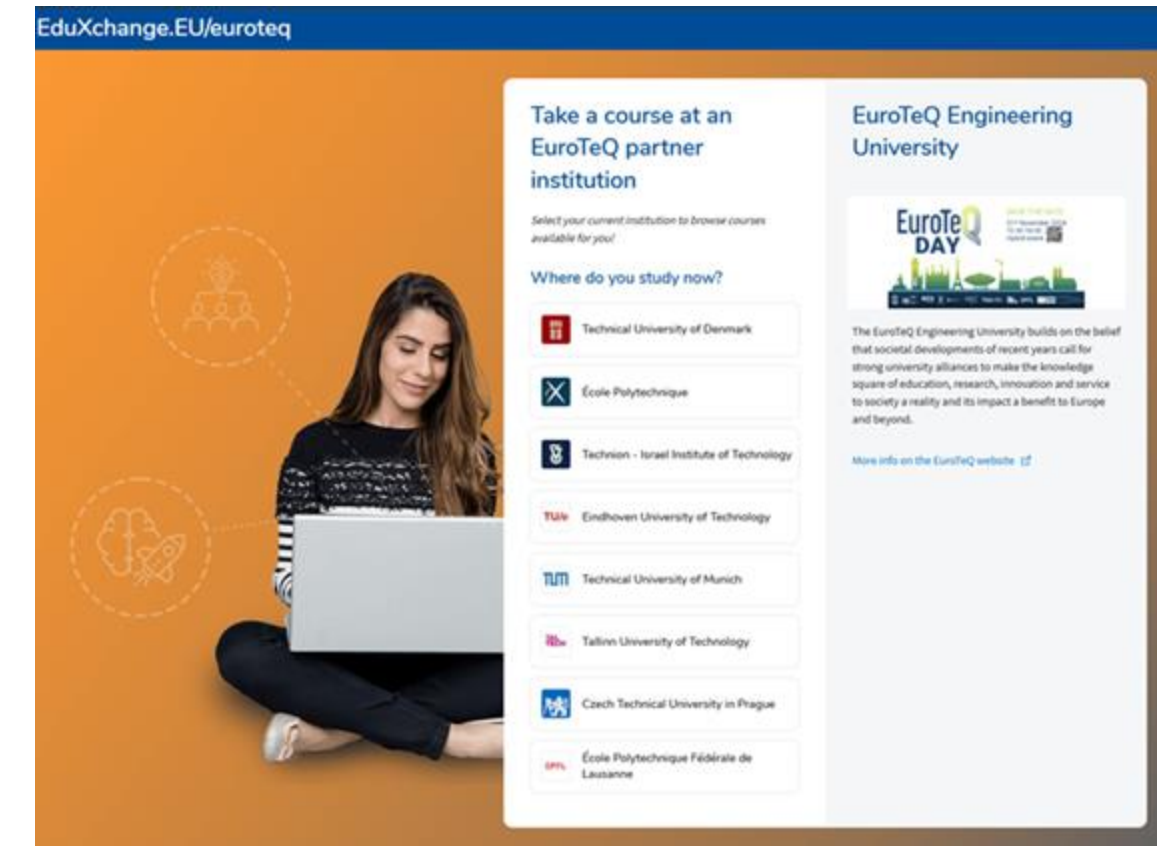
- Top down approach: opening up suitable existing courses to partners via EduXchange

Phase 2(2024-2025): **Enrollment**

- Fixed enrollment periods
- Developed infrastructure (with SURF) for seamless automated enrollment (full pilot Oct 2025)

Phase 3(2025 -2027): **Grade transfer and recognition**

- Recognition and automation of transfer of grades
- Implement certification



Please wait while we enrol you Ben

Minor Modern Drug Discovery		SURF
	3 ECTS	
	Demo 01 host	
	English	
Date & Time		
	2022-2029-en	

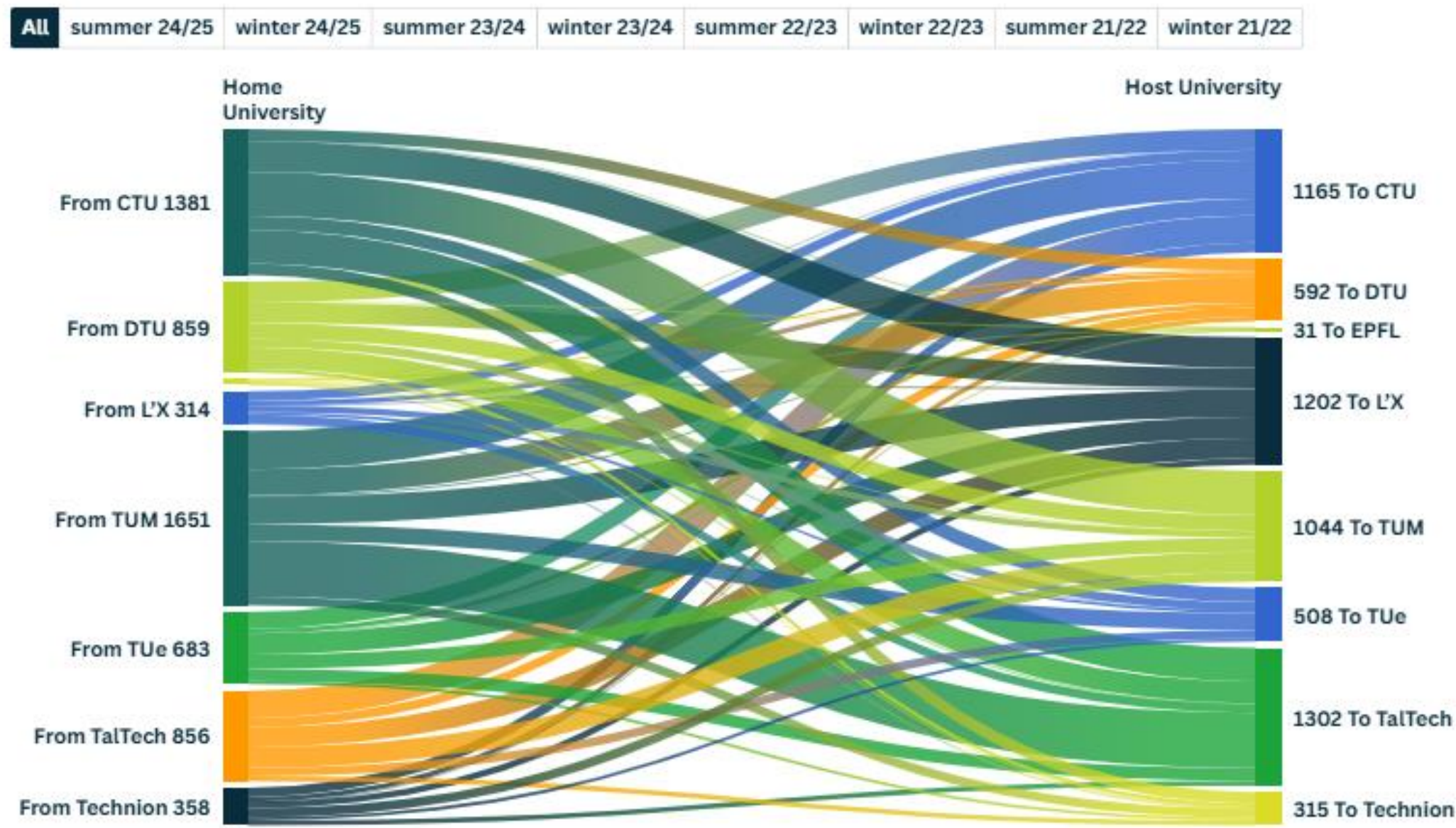


Enrolling, rolling, rolling...

How to internationalize? (in the EuroteQ Alliance)

Application streams between partners

In the 2024/2025 spring/summer semester, the number of student applications was 997.



How to internationalize? (in the EuroteQ Alliance)

Developing Course Offer

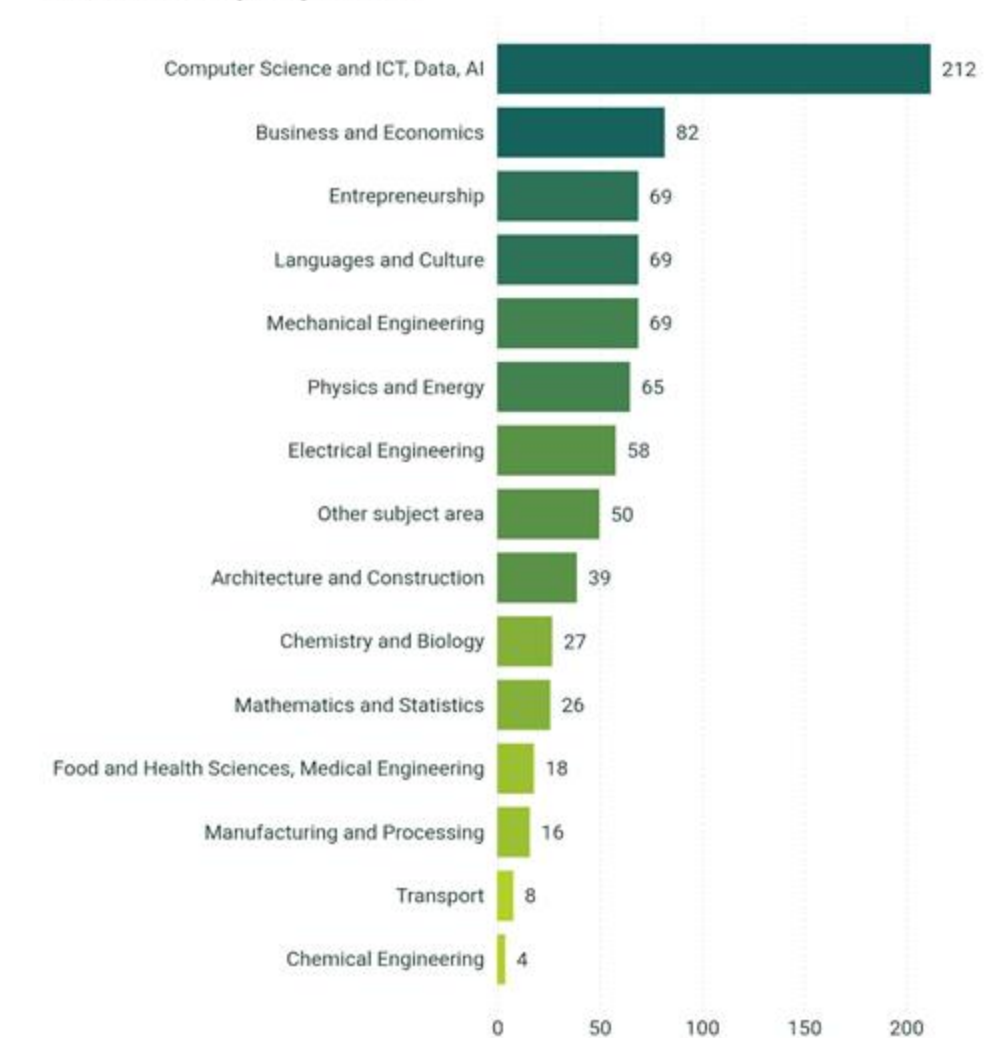
Phase 1 (2021-2024) :

- Quantity over quality- reaching for mobility target
- Focus on internationalization at home and collider (CBL program)
- Focused on flexible learning paths for students to become self-directed learners.

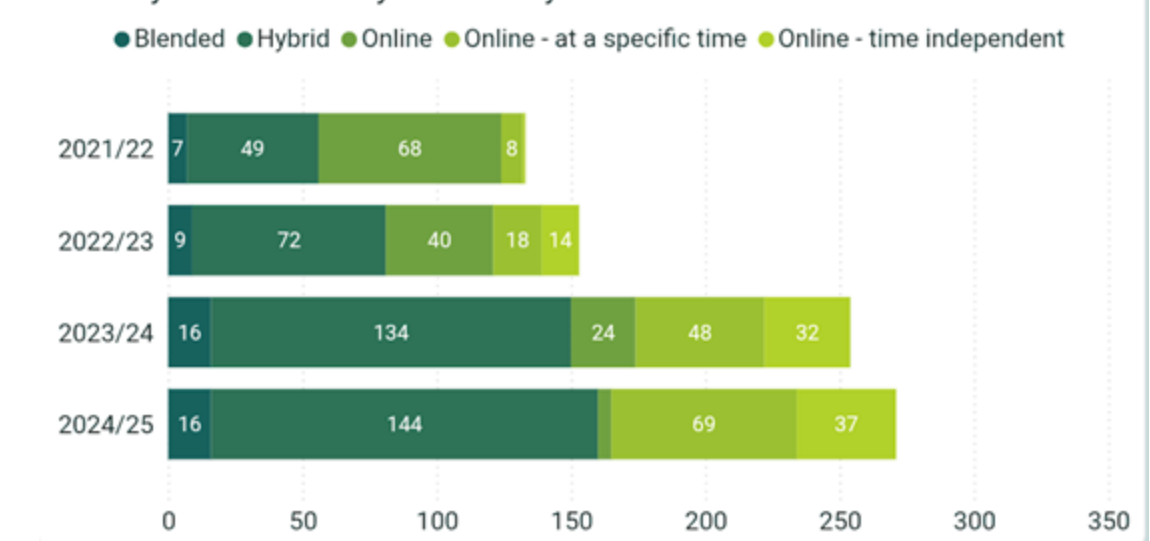
Phase 2 (2025-2027)

- Quality over quantity
- Data gathered in first phase used to curate catalogue offer
- Innovation focus (TU/e call for proposal for course development or redesign)
- Broaden mobility formats
- Teacher mobility (winter and spring schools)

Course offers by subject area



Delivery mode trends by academic year



Takeaways

Perspectives & challenges

Perspectives

- Deepen integration of Alliance courses into universities educational programmes
- Strengthen communities of practice (teachers, staff, alliance members)
- It's all about Change Management

Challenges

- Ensure teachers' Engagement
- Balance bottom-up/top-down
- Align educational offering with needs
- Strategic alignment
- Sustainability of the course catalogue

Institutional & operational takeaways

- **Build inter-institution cooperation, enabling a “Third Way”**, focused on curriculum internationalisation, beyond mobility/joint degrees
- **Strongly involve Management to drive Change**, internationalise admin staff missions, change internal rules, adopt new frameworks, embed Internationalisation of Education in IRO offices
- **Combine physical/virtual/blended mobility in internationalizing curricula**, to keep pathways inclusive, accessible and low-carbon
- **Deploy shared platforms & services** (joint catalogue, LMS, unified calendar & applications) to industrialise and scale delivery in a virtual campus
- **Harmonise courses quality, recognition and credit/grade transfer, adapt administrative processes** for seamless integration into local programmes
- **Enable academic staff**: communities of practice, practical tooling, incentives, and a framework of trust & reciprocity — teacher engagement is key

Policy & strategic perspectives

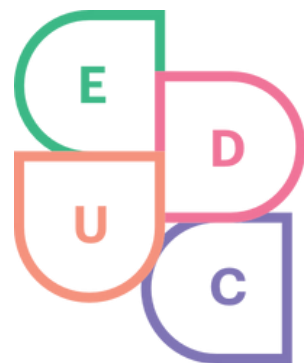
- See **Alliances as European platforms for agile cooperation** and the rapid evolution of the educational offer
 - E.g. leverage Alliances to deploy the **Union of Skills** agenda across institutions
- **Mainstream the “Third Way” as a European standard**: integrated, recognised, scalable internationalisation
 - Move towards a **European labelling/certification of Internationalised Local Programmes**

Want to go further?



**Upscaling Internationalization & Innovation in Education
Topical Group (UIIE)**

<https://www.linkedin.com/company/foreu4all/>



European
Digital
UniverCity

Enabling Internationalisation through meaningful Digitalisation

EDUC Sustainable Virtual Campus

Nils Herman Lien Håre
Giovanni Fonseca



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www.educalliance.eu

EDUC's Sustainable Virtual Campus = Our Digital Commons

New Portal + Collaborative Tools (Nextcloud)
portal.educalliance.eu

Website
educalliance.eu

Up
alliance.eu

The image shows a screenshot of the EDUC Portal and the Nextcloud Assistant interface. The portal has a purple header with various icons and a sidebar with a 'Start here' section. The Nextcloud Assistant window is open, showing a chat interface with a menu of options like 'Generate text', 'Context write', 'Summarize', etc. The assistant's greeting is 'Hello there! What can I help you with today?' and it prompts the user to 'Try sending a message to spark a conversation.' A disclaimer at the bottom states 'Output shown here is generated by AI. Make sure to always double-check.'

Start here

Welcome to the new EDUC Portal!

Make the Dashboard your own

Customize your dashboard widgets

- Scroll down in this section to find the "costume" button.
- Click on it and choose the widgets you want to display.
- Drag and drop the widgets to change their position on the dashboard.

Add your favorite applications to the top menu

- Click on your profile icon in the top right corner.

OpenProject

Nextcloud Assistant

Chat with AI | Work with text | Translate | Work with images | Work with audio | Other

+ New

- Generate text
- Context write
- Summarize
- Generate a headline
- Extract topics
- Reformulate text
- Change Tone
- Proofread

Hello there! What can I help you with today?

Try sending a message to spark a conversation.

Output shown here is generated by AI. Make sure to always double-check.

Type a message...

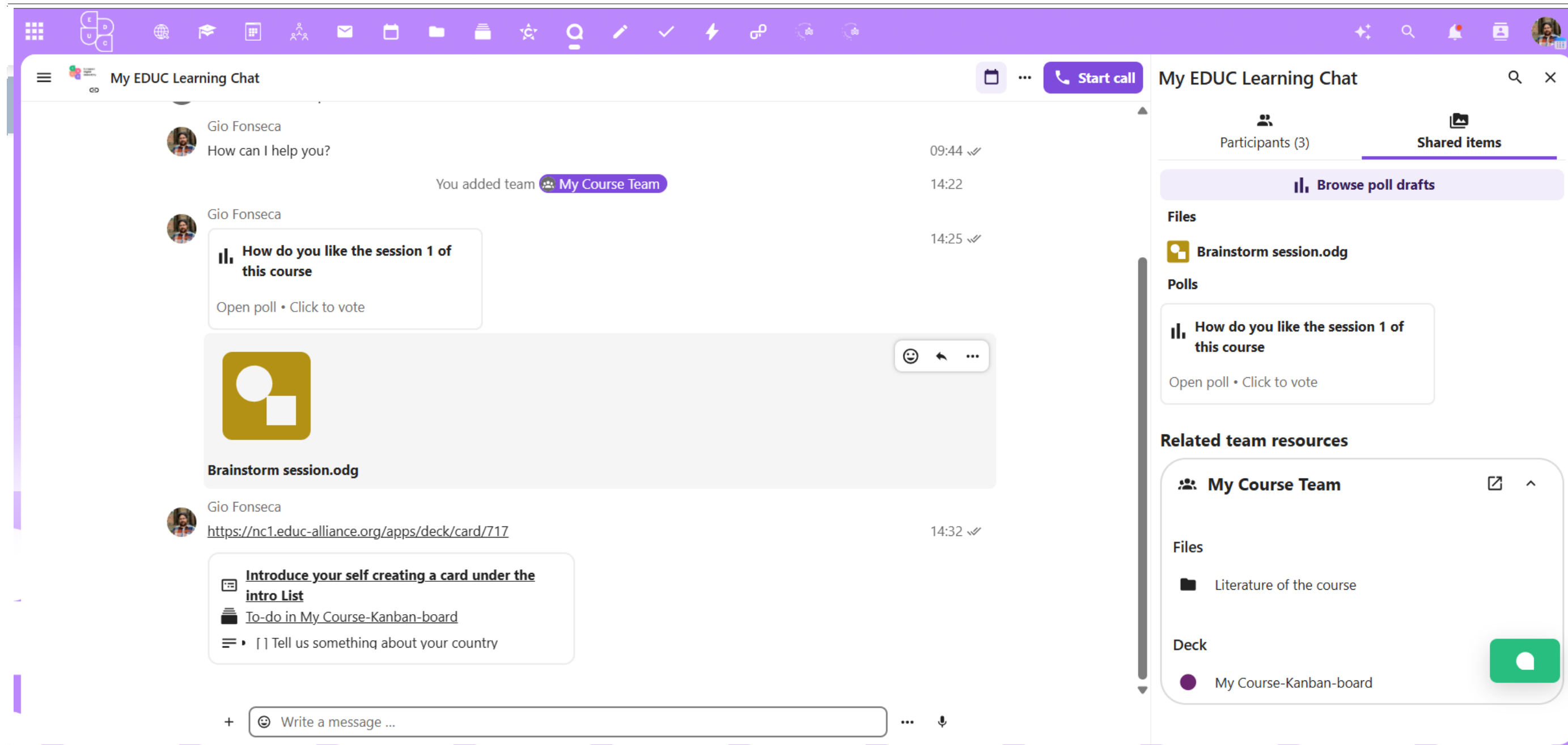
Integrated
Integrated
phase

Collaboration within EDUC Learning (Moodle)

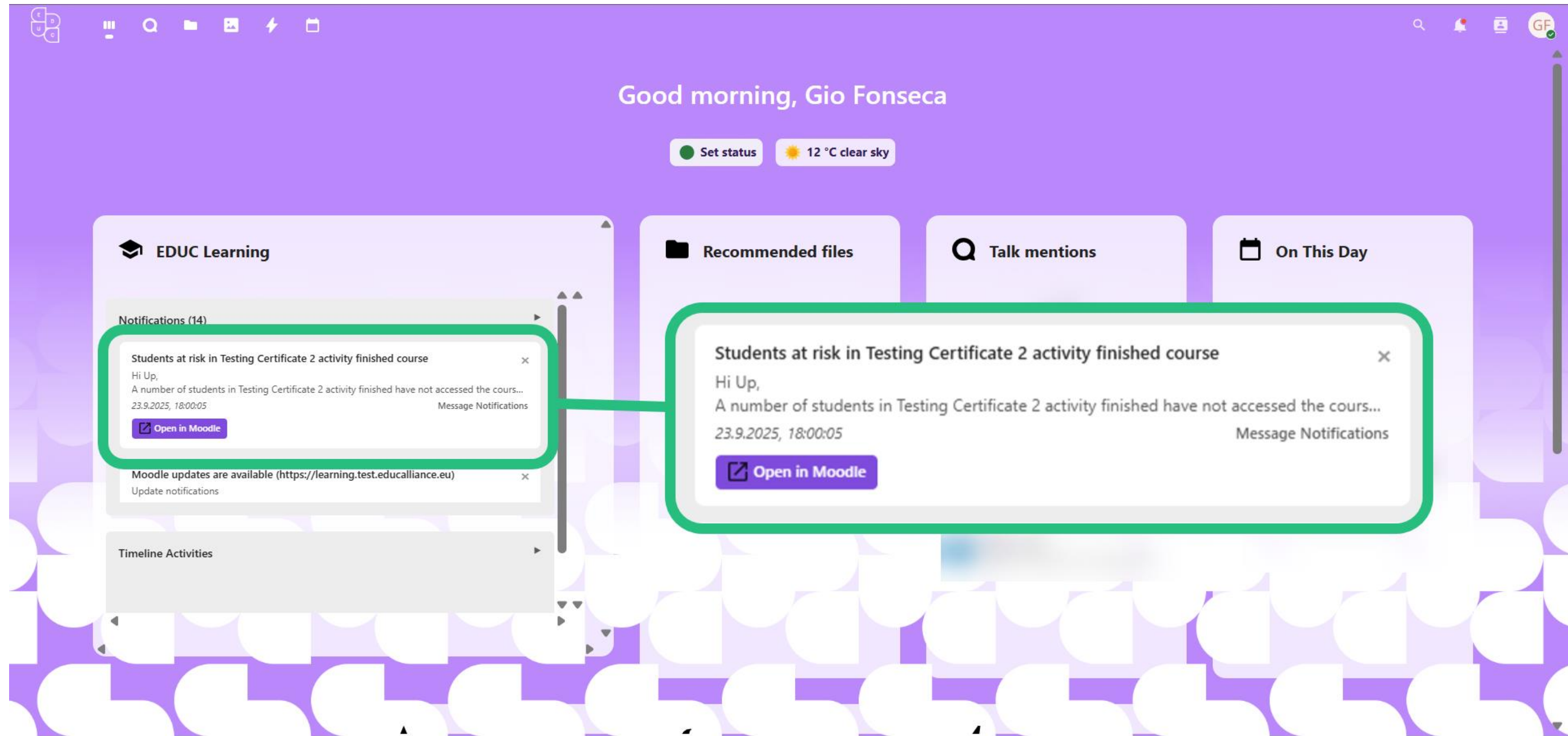
The screenshot shows the Moodle course tool palette. Two 'Wiki' icons are highlighted with green boxes. A green line connects the 'Wiki' icon in the middle row to the 'Wiki' icon in the bottom row, illustrating the collaborative editing feature.

The screenshot shows the 'FRANÇAIS A1' course page. At the top, there is a banner with the Eiffel Tower. Below the banner, there are tabs for 'Course', 'Participants', 'Grades', and 'Question bank'. A 'MESSAGE DE BIENVENUE' (Welcome message) is displayed, followed by a grid of course chapters. The chapters are: 'POUR L'ENSEIGNANT', 'CHAPITRE 1 : PARLER', 'CHAPITRE 2 : RENCONTRER', 'CHAPITRE 3 : FAIRE', 'CHAPITRE 4 : ALLER', 'CHAPITRE 5 : MANGER', 'CHAPITRE 6 : ACHETER', 'CHAPITRE 7 : À LA MAISON', 'CHAPITRE 8 : EN FAMILLE', 'CHAPITRE 9 : À L'UNIVERSITÉ', 'CHAPITRE 10 : DANS UN MAGASIN', 'CHAPITRE 11 : CHEZ LE MÉDECIN', 'CHAPITRE 12 : SUR INTERNET', and 'TOUJOURS PLUS'. An 'Overall progress %' indicator shows 0%.

Collaboration EDUC Learning + New Portal



Integration: EDUC Services in Portal



Collaboration use cases for EDUC Portal

The screenshot displays the EDUC Portal interface, a collaborative workspace for the 'Sustainable Campus Café' collective. The interface is divided into several sections:

- Top Bar:** A purple header bar containing various icons for navigation and collaboration, including a grid, search, calendar, and communication tools.
- Left Sidebar:** A search bar labeled 'Search pages' and a list of pages: 'Sustainable Cam...', 'Meeting Plan', 'Meeting Notes', 'Project plan', and 'Supplier Research'.
- Collective Header:** The title 'Sustainable Campus Café' is prominently displayed, accompanied by an 'Edit' button and a 'Team overview' link.
- Members:** A section showing the collective's members, including a user with the initials 'NF'.
- Recent pages:** A row of five cards representing recently accessed pages: 'Meeting Plan', 'Supplier Research', 'Meeting Notes', 'Project plan', and 'Sustainable Campus Café'. Each card includes a timestamp 'vor 2 Stunden' (2 hours ago).
- Activity Log:** A section indicating the last change was made by 'NF Nils for testing' 'vor 2 Stunden'.
- Welcome Message:** A large section titled 'Welcome to your new collective' with the subtitle 'Come, organize and build shared knowledge!'. It includes three main actions:
 - Invite new people to the collective:** A section explaining how to add members via the 'manage members' link in the left sidebar.
 - Bring life to your collective:** A section encouraging users to create and share meaningful pages, such as a shared knowledge repository or a handbook.
 - Edit this landing page to feel like home:** A section with a pencil icon and a link to edit the page.
- Bottom Bar:** A green button with a white icon, likely for video conferencing or a chat window.

EDUC Think Lab & EDUC AI Bot

The screenshot displays a chat interface for the 'Testing Catalogue Talk Bot'. The chat history shows a user named 'Gio Fonseca' asking 'what about a course to learn German?'. The bot responds with a detailed description of the 'German A1 Starter' course, including its objectives, components, and outcomes. The interface features a purple header bar with various icons, a 'Start call' button, and a message input field at the bottom.

Testing Catalogue Talk Bot

EDUC AI (Bot)

Gio Fonseca
what about a course to learn German?

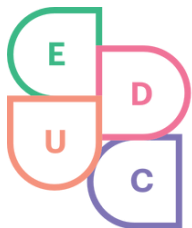
Sure! There are several courses available within the EDUC European German. Here are two options:

Course Title: German A1 Starter

Description:

- **Learning Objectives:**
The course is suitable for learners who have never studied German before and who need a rather flexible setting which they can adjust to their own needs and prospects. By engaging in the first three chapters, learners can achieve the necessary competence level to continue learning in the synchronous German A1 course (with weekly Zoom meetings), which is also available for EDUC universities. If you would like to do the synchronous German A1 course, please allow sufficient time to complete this German A1 Starter course beforehand.
- **Course Components:**
 - Learning objects related to typical areas of communication and basic needs in a German-speaking community.
 - Exercises for understanding, training (vocab and grammar), testing (quizzes), and broadening perspectives with additional materials.
 - Exercises come with either computer feedback or an answer key.
- **Outcomes:**
Upon successfully engaging in this course, learners:

+ Write a message ...



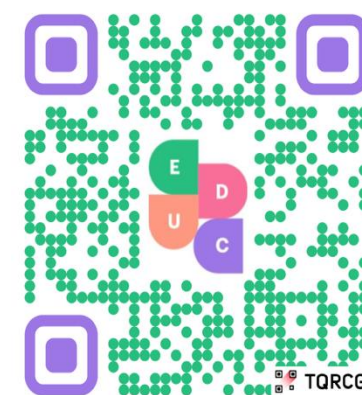
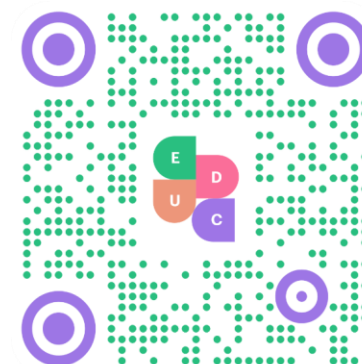
Takeaways

- Why open source?

- Digital sovereignty
- Adaptable and self-hosted
- Interlinked ecosystem
- Beyond Microsoft

- Impact on learning

- Intercultural collaboration
- Student collaboration
- Lecturer collaboration
 - Enhanced Learning Material



Thank you!

We are happy to answer your questions!



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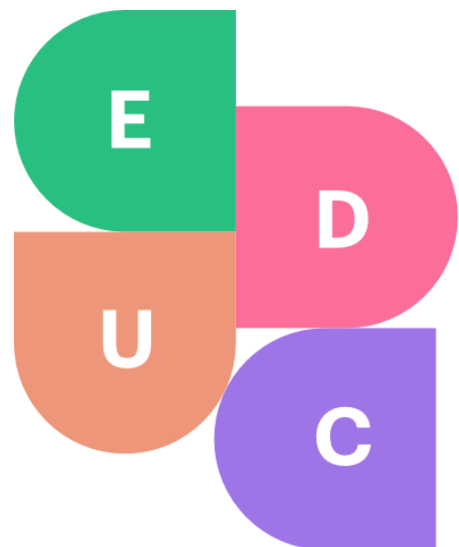
EDUC Online Output Sharing Event

Implementing the **Good Practices Staff Weeks**

Krisztián Simon &
Bianka Szijártó

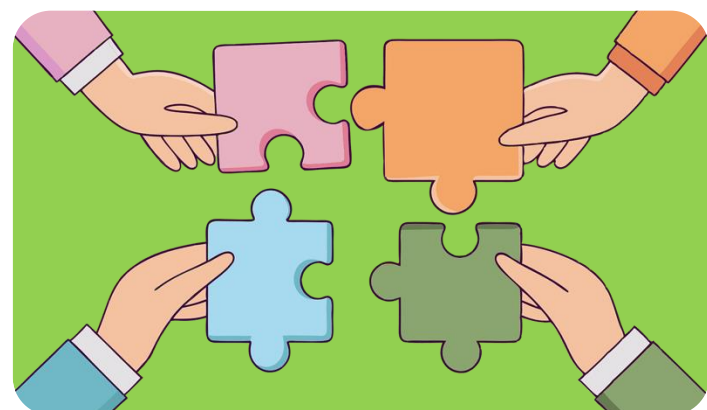
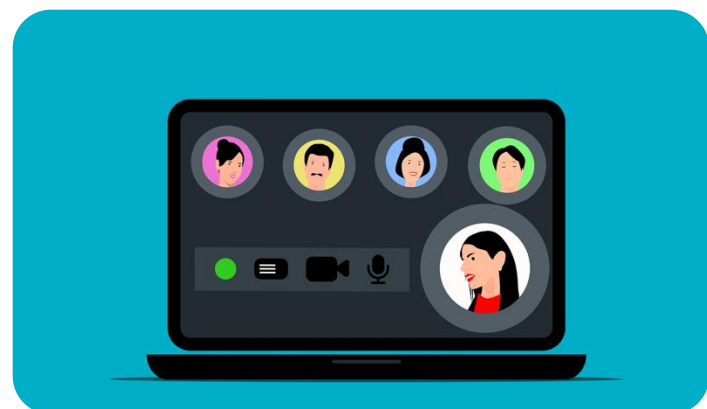


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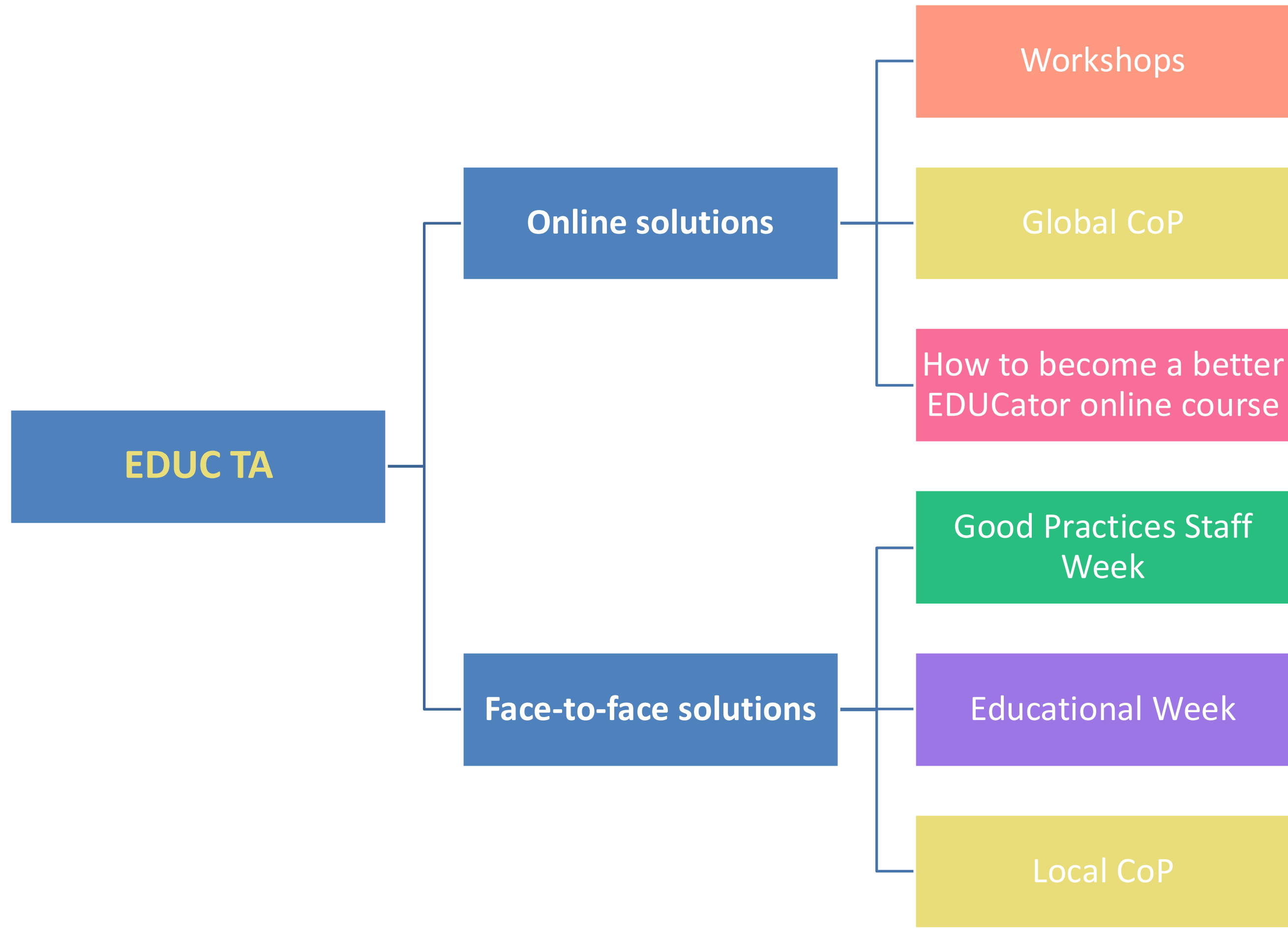


**European
Digital
UniverCity**

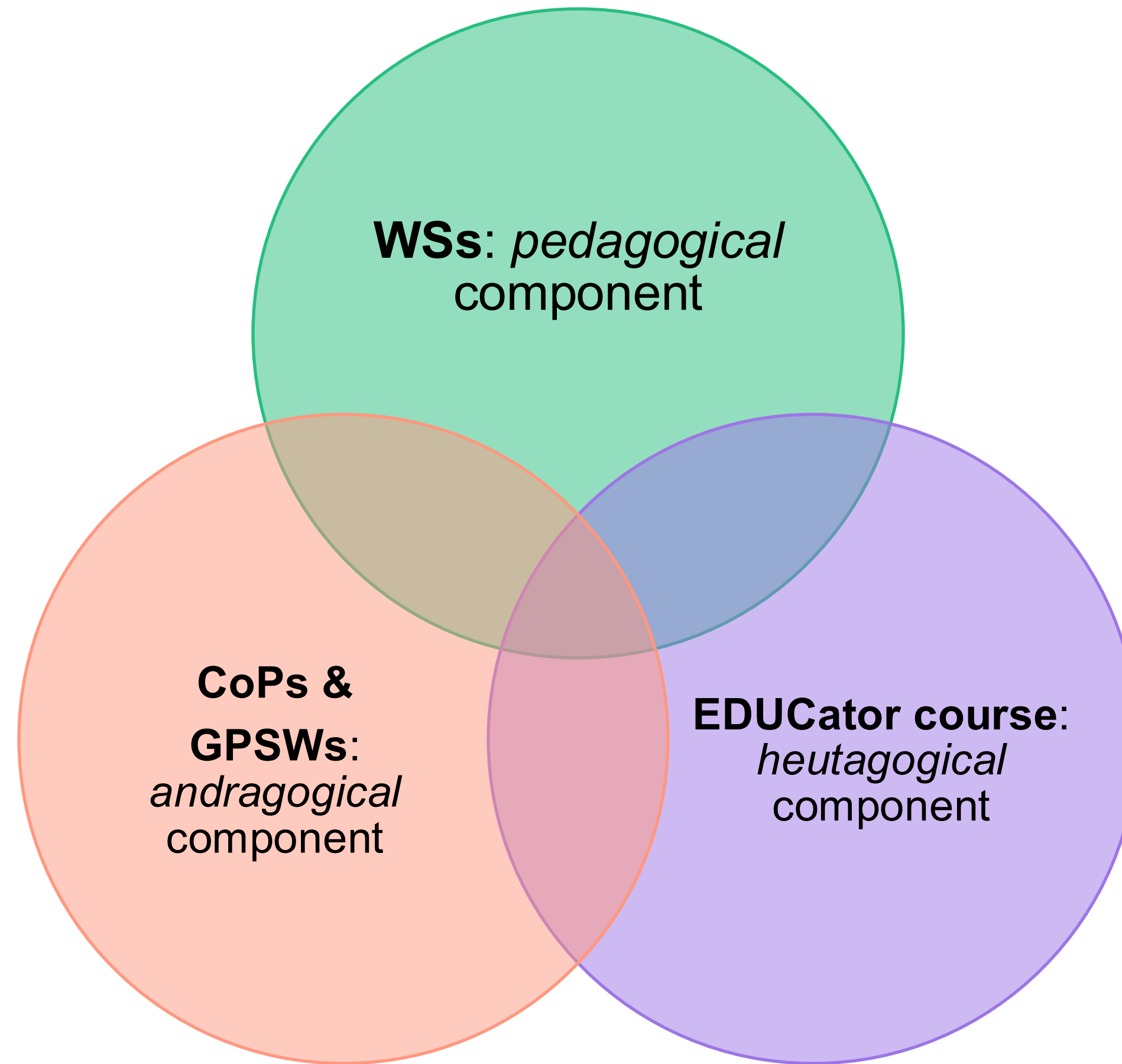
<https://www.educalliance.eu/>



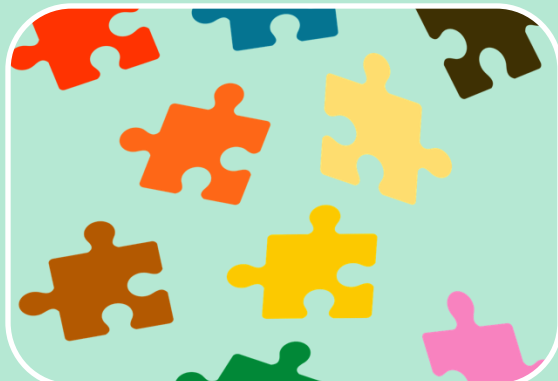
Overview of the **EDUC Teaching Academy** capacity development offers



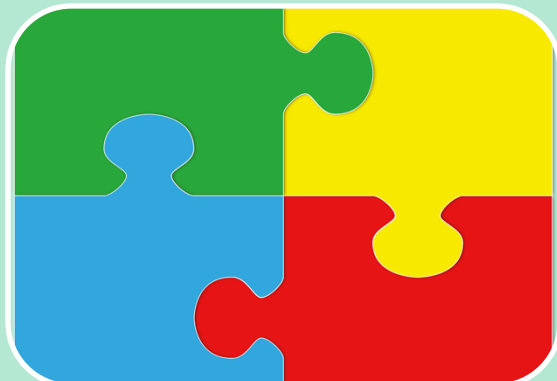
Luckin et al.'s (2010) **PAH continuum** applied to capacity development in the EDUC Teaching Academy context



WSs: targeted digital
teaching methodology
development (*pedagogical*)



Course design



Course
activities

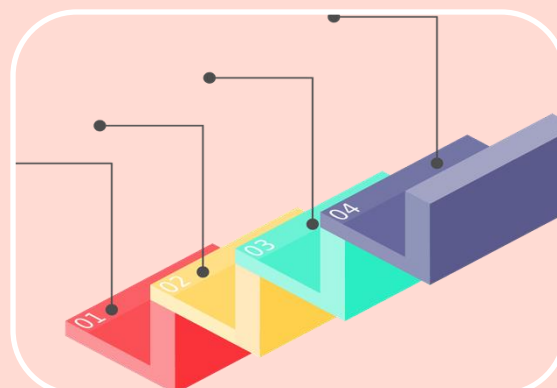


Collaboration



Assessment and
feedback

CoPs & GPSWs: exchange and
application of practices
(*andragogical*)



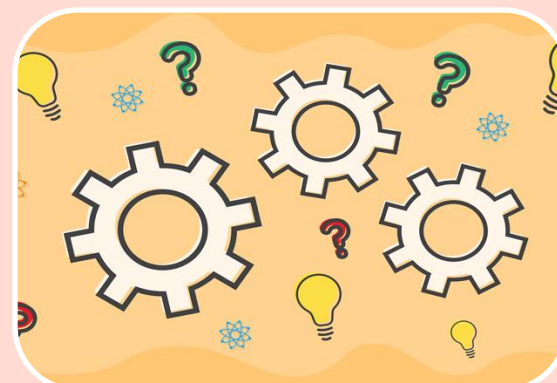
Course structure



Pedagogical use of
materials and activities



Limitations



Troubleshooting



Local needs

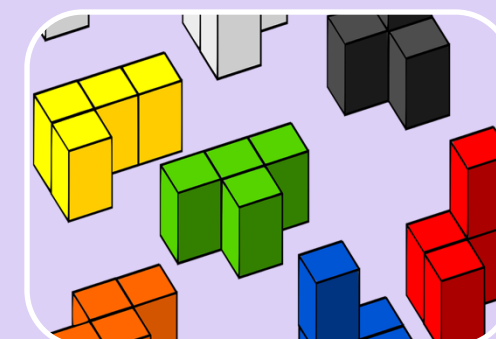
EDUCator course: self-
determined learning
(*heutagogical*)



Introduction to VM
implementation



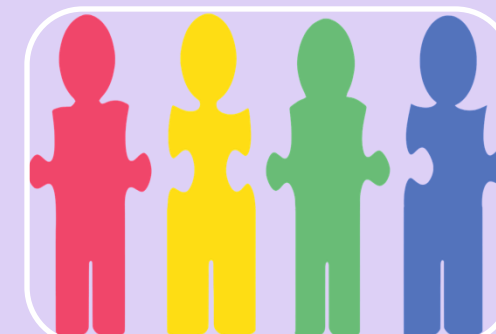
Course planning



Course activities



Assessment and
feedback



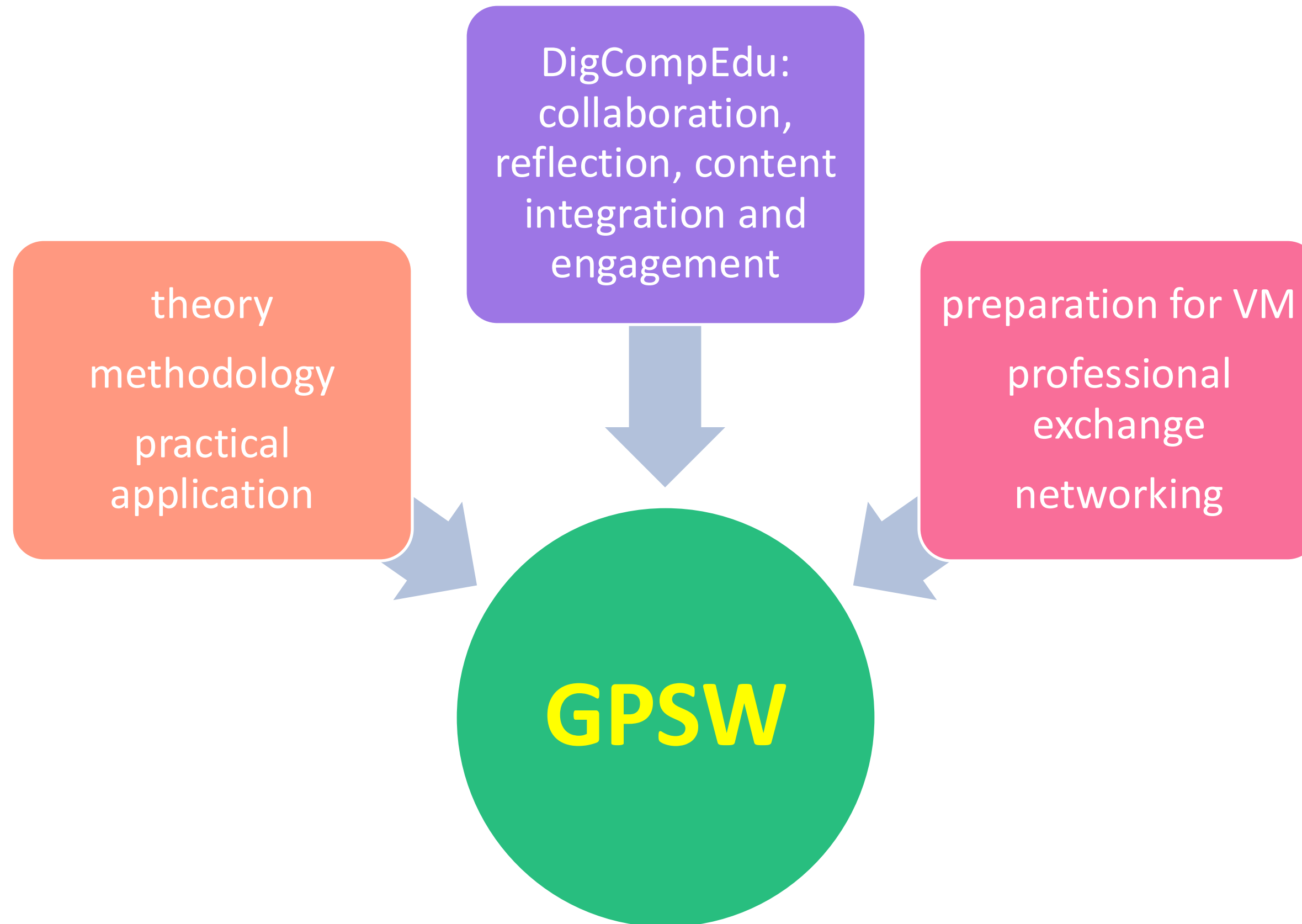
Collaboration



Toolboxes

Luckin et al.'s (2010) *PAH continuum*
applied to capacity development in the
EDUC Teaching Academy context

Good Practices Staff Week



GPSW 1: *Readying courses for Moodle*

1. DigCompEdu

Day 1: morning

experiences with planning,
course design (discussion
based on previously shared
ideas)

familiarization with
DigCompEdu

Day 1: afternoon

self-assessment

2. Bloom's Taxonomy

Day 2: morning

familiarization with
taxonomy and goal
setting

Day 2: afternoon

course activities
(content,
assessment,
collaboration and
design)

3. Course planning

Day 3: morning

completing the
course planners with
sticky notes: a course
sequence
(instructor's choice)

Day 3: afternoon

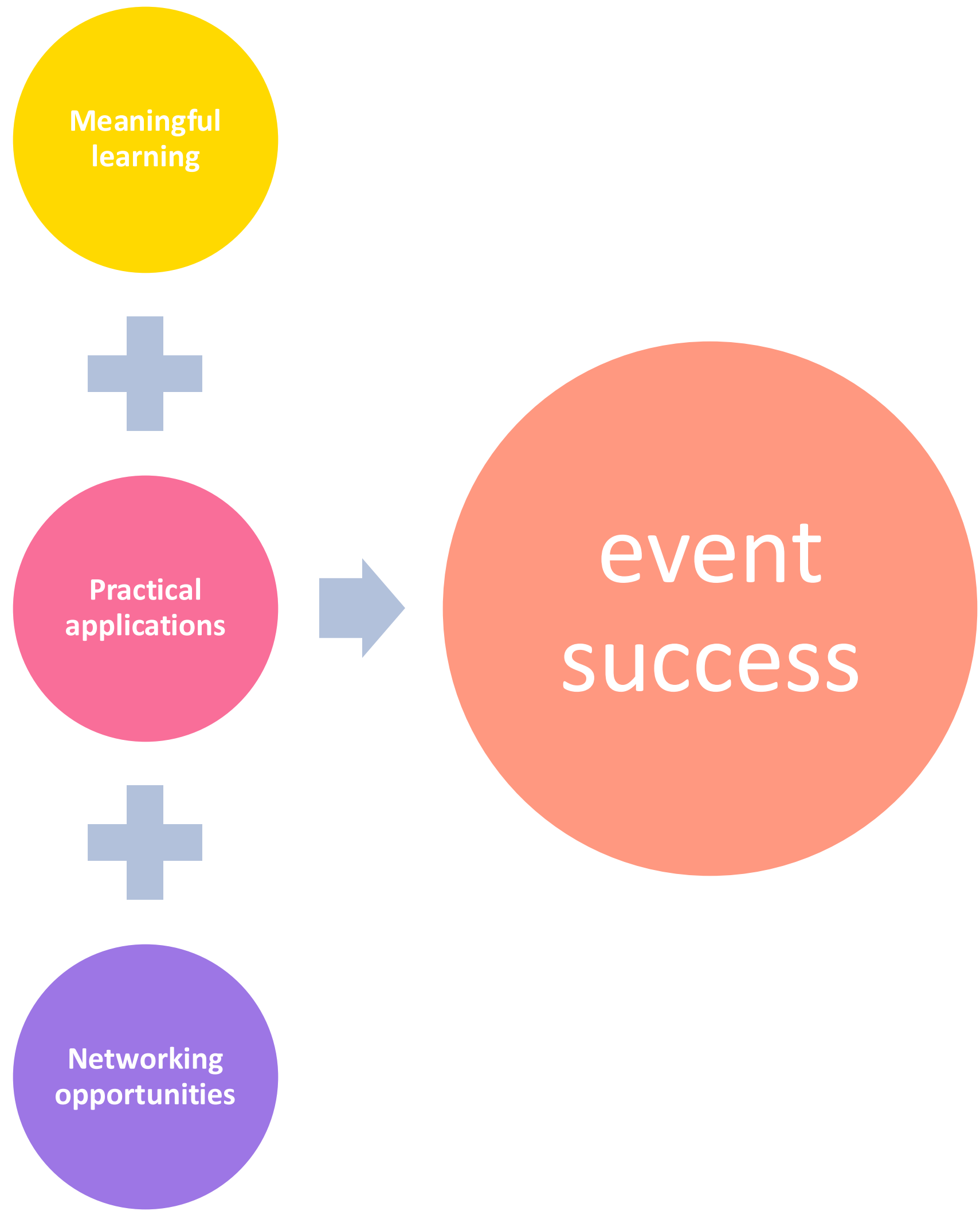
peer feedback and
discussion

4. Networking

Day 4: morning

guest speakers and
networking

Main takeaways



What's next?



References

Luckin, R., Clark, W., Garnett, F., Whitworth, A., Akass, J. & Cook, J. (2010). Learner-generated contexts: A framework to support the effective use of technology for learning. In M. Lee & C. McLoughlin (Eds.), *Web 2.0-based e-learning: Applying social informatics for tertiary teaching* (pp. 70-84). DOI: [10.4018/978-1-60566-294-7.ch004](https://doi.org/10.4018/978-1-60566-294-7.ch004)

Redecker, C. (2017). *European framework for the digital competence of educators: DigCompEdu*. Punie, Y. (ed). Publications Office of the European Union: Luxembourg. doi:10.2760/159770.

Salmon, G. (2006). 80:20 for e-moderators. In I. Mac Labrahinn, L. McDonald, D. Schneckenberg, J. Wild (Eds.), *The challenge of ecompetence in academic staff development* (pp. 145-154). CELT, Nui Galway.

Teaching Academy: Implementing the Good Practices Staff Week

Maria Antonietta De Luca – University of Cagliari
Petr Pytlik – Masaryk University

Why I joined the EDUC training on digital teaching / virtual mobility

Petr Pytlík – Masaryk University

- Previous experience with digital teaching (EDUC)
- Video course with University of Potsdam
 - Topic:* language integration in Germany & Czech Republic and language acquisition of the host-country (migrants, guest workers)
- Wish to meet colleagues from other countries and various disciplines
- Looking for new inspiration and teaching ideas

Digital learning/teaching

Advantages of Digital Teaching

- **Flexibility** – asynchronous access for students
- **Diversity of formats** – video, audio, interactive H5P in EDUC Moodle
- **Supports** individualized learning paths

Disadvantages of Digital Teaching

- Student **laxness & low self-discipline**
- Limited interaction between students
- Teacher has to design interaction very carefully
- Risk of reduced motivation

The outcomes of the staff week

- **Tools & Materials from Training**
- Joint project with colleague from Nanterre
- Interactive course: *The Role of Media Today* (France, Germany, Czech Republic)
- Planned tools:
 - Videos with embedded questions
 - Vocabulary cards & exercises
 - Group work – compare media coverage of controversial topics in Czech, French and German
(migration, US elections, electromobility, etc.)

The outcomes of the staff week

Opinion on EDUC Training

- Very **intensive** week – but rewarding
- Great to meet colleagues from **different disciplines**
- Found a **common language** and shared ideas
- Meet people from different fields and specializations
- Rare and valuable opportunity for professional growth

Thank you for your attention!

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Why I joined the EDUC training on digital teaching / virtual mobility?

Maria Antonietta De Luca – University of Cagliari

- Previous experience with online/synchronous teaching in EDUC
 - *NEPSY (Neuroscience, state of the art and future perspectives: focus on specific neurological diseases and neuropsychopharmacology)*
AY 2021-22-Local Committee and Member of Faculty
 - *PSYCONET (Psychopharmacology of Neuropsychiatric Diseases: focus on gender differences and role of neurodevelopment)*
Ongoing –Main Organiser
- Looking for new teaching methodologies
- Wish to meet colleagues from other countries and various disciplines for a productive comparison

Digital teaching/digital learning/e-learning according to my experience

Advantages

- **Flexibility** – structure the lesson for the digital environment and for the asynchronous access
- **Creating Attracting Lessons** – more dynamic and interactive lessons using a variety of multimedia resources and different learning styles for keeping students interested

Disadvantages

- Limited interaction between teacher and students
- Lack of quick feedback
- Reduced motivation of the students/teachers
- Necessity to design lessons very carefully and with appropriate digital tools

The outcomes of training experience during the Staff Week

- **Joint experience with UniCa group**
- Ongoing/Planned project:
PSYCONET-joint PhD (clinical/preclinical)
- **Tools & Materials from Training**
- Planned tools:
 - Videos with embedded questions
 - Group work by vocabulary cards & exercises
 - Interactive lessons by:
Coogle, Genially, H5P, Slido, Discord



Sabrina Lai (DICAAR)
Maria Antonietta De Luca (DiSB)
Donatella Petretto & Gian Pietro Carrogu
(Department of Pedagogy, Psychology and Philosophy)

Thank you for your attention!

Maria Antonietta De Luca

University of Cagliari, Cagliari, Italy

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Delivering on EU objectives

European Universities alliances

European Universities alliances

Managed by DG EAC/EACEA

➤ **What?** **65 alliances** (of on average 9 universities) from over **570 higher education institutions** in **35 countries** (incl. 27 EU) & **>2k partners** (businesses, cities, regions, RTOs)
EUR 14,4 million per alliance for 4 years

➤ **Why?** To **enhance competitiveness & attractiveness** of **EU higher education sector** & promote **European values** and identity

➤ **How?** ***Fostering collaborative, interdisciplinary education and research to address key societal challenges & drive innovation across Europe.***

Devising **long-term strategy on education, research, innovation** and **service to society**

Establishing **inter-university campuses** with embedded student / staff mobility

Delivering **top-notch joint degrees** at all levels & **micro-credentials** in up-skilling / re-skilling

Pooling **resources, knowledge, courses, data, equipment** for efficiency gains



European Commission: Political Guidelines 2024-2029



18 July 2024

“ It also means attracting new talents and retaining the best and brightest minds here in Europe. To do this, I want to strengthen the collaboration between research departments, higher education and business – notably by **strengthening our University Alliances**.

The study on the Outcomes and transformational potential of the European Universities initiative

- **Objective:** assess progress, achievements, and transformational potential of the European Universities initiative as a whole
- **Scope:** in depth analysis of alliances selected in the pilot phase (Erasmus+ calls 2019 and 2020; statistical info on all 65 alliances)
- **Results:** key outcomes, factors of success, challenges and future orientations to increase outreach and efficiency



Published on 24 January 2025

Download here: [Report aiming to demonstrate the outcomes and transformational potential of the European Universities initiative - Publications Office of the EU](#)



Benefits of cooperation within European Universities alliances



Students

- Widened educational and professional training opportunities
- Supported development of key skills and competencies
- Promoted innovative pedagogies and flexible learning pathways
- Facilitated mobility and internationalisation opportunities
- About half of students in Europe are now studying as part of a European Universities alliance.
- Student-, challenge-, and research-based, and inter-/trans-disciplinary transnational learning.
- Enhanced democratic representation and decision making role



Staff

- Expanded opportunities for pedagogical and professional training
- Facilitated mobility opportunities, especially for administrative staff
- Enhanced internationalisation exposure opportunities
- Widened career perspectives



Partner institutions

- Increased competitiveness, attractiveness for global talent and raised international visibility
- Deep institutional level transnational cooperation and integration at all levels and development of innovative governance structures
- Enhanced capacity for pedagogical innovation and experimentation
- Improved capabilities, raised excellence and innovation, as well as efficiency gains, thanks to pooling resources, knowledge, infrastructure, data and services



External stakeholders and society

- Intensified cooperation with associated partners and local ecosystems, - including industry, public organisations, and civil society
- Strengthened emphasis on challenge-based education and research, in collaboration with stakeholders
- Reinforced commitment to European Values, societal and civic engagement
- Enhanced skill relevance for the local job market needs



Wider higher education system

- Increased quality, attractiveness, visibility and acknowledgement on a worldwide scale
- Boosting the Bologna Tools implementation
- Balanced mobility flows and consolidate brain circulation.
- Increased sharing of good practices and development of open access transferable resources
- Contributed to policy changes that reduced barriers for transnational collaboration in higher education at the national and European level



Commission Communication

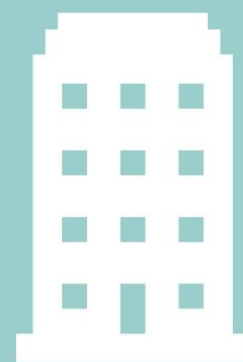
Union of Skills



Our goals



Empower our people by enhancing skills to access quality jobs and navigate transitions



Enhance companies' competitiveness by helping them find the talent they need



Make skills portable across the EU, independently of where or how they were acquired



To achieve this, the Union of Skills sets out a plan to:



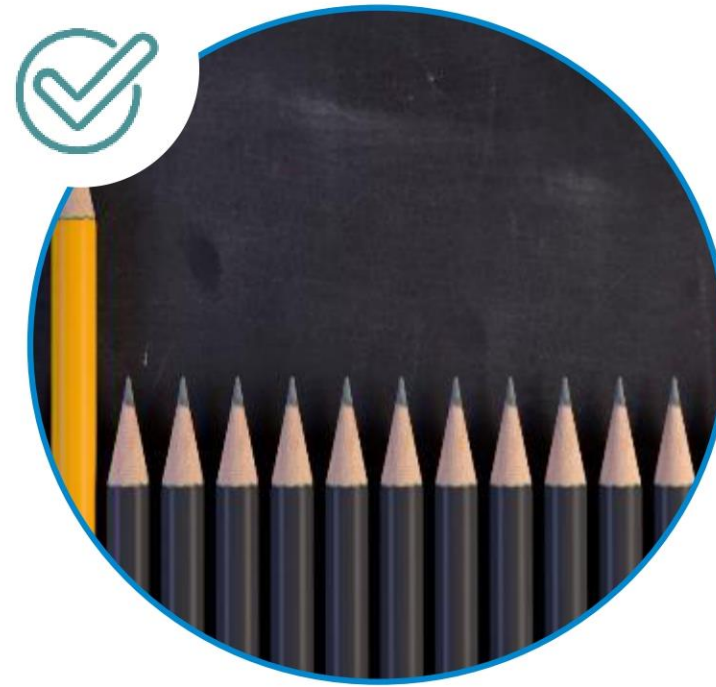


Council Recommendation on attractive and sustainable careers in higher education

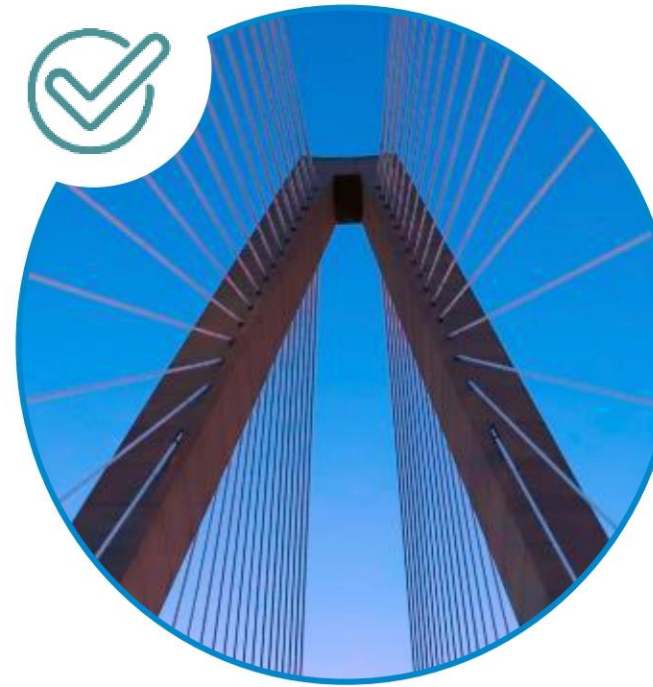
Target group



Staff teaching or researching in institutions offering programmes at EQF levels 5 to 8



Staff working at higher education institutions who do both teaching and research



Staff who do teaching only or mostly



Professional services staff

Recommendations: 3 pillars



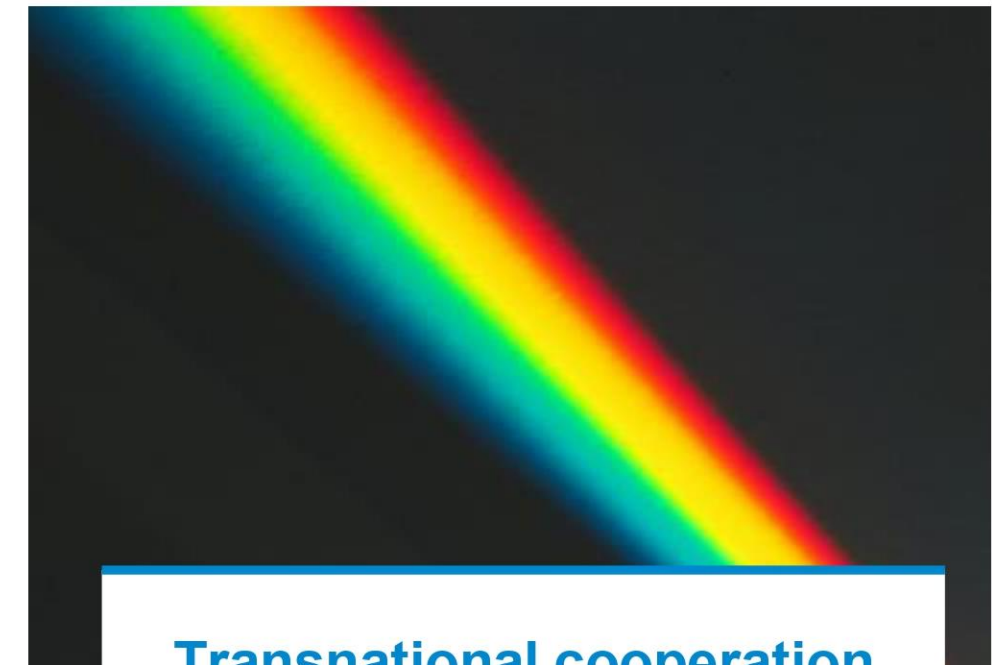
Teaching & learning

Promote, recognise & value
diverse academic roles



Equality, diversity & wellbeing

Promote attractive working
conditions, academic freedom,
diversity & gender equality



Transnational cooperation

Promote, recognise & value
mobility & deep transnational
cooperation

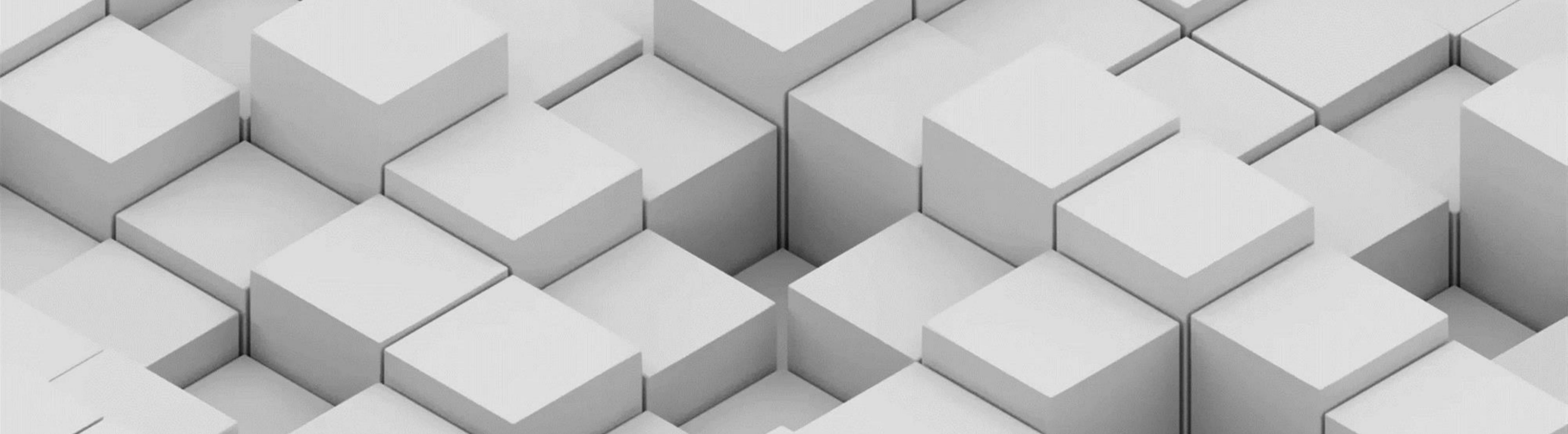


Council Recommendation on a European approach to micro- credentials for lifelong learning and employability

Rationale



The Recommendation sets out a definition and guidance for the design, issuance and description of micro-credentials to facilitate their **quality, transparency and uptake.**



The initiative establishes ‘building blocks’ to develop an EU approach to micro-credentials:

- A common **definition** of micro-credentials
- Union **standard elements** to describe a micro-credential
- Union **principles for design and issuance** of micro-credentials

Thank you



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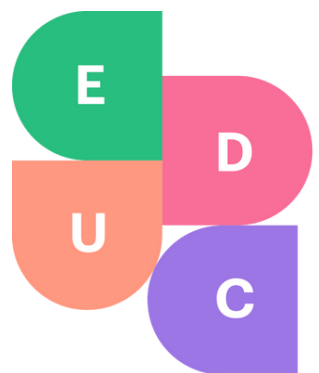
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