INVEST in the European Education of the future

Greek National Forum | 22-23 June 2023 | University of Thessaly, BIOPOLIS Campus, Larissa, Greece



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Topic

New partnerships: Driver for European Education, Research, and Innovation

Quality Assurance in the European Higher Education

Stakeholders' engagement for managing the Water-Energy-Food-Climate NEXUS: Key points and lessons learned from the Pinios River Basin case study (Greece)

European Degree Label: a first step towards a possible Joint European Degree

EPICUR European University Alliance; Best Practices

European Universities alliances as game changers

INVEST Summer/Winter School Participation Experience

Closing remarks



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The Importance of Quality Assurance in the European Higher Education Area

Professor Pericles A. Mitkas

President of HAHE

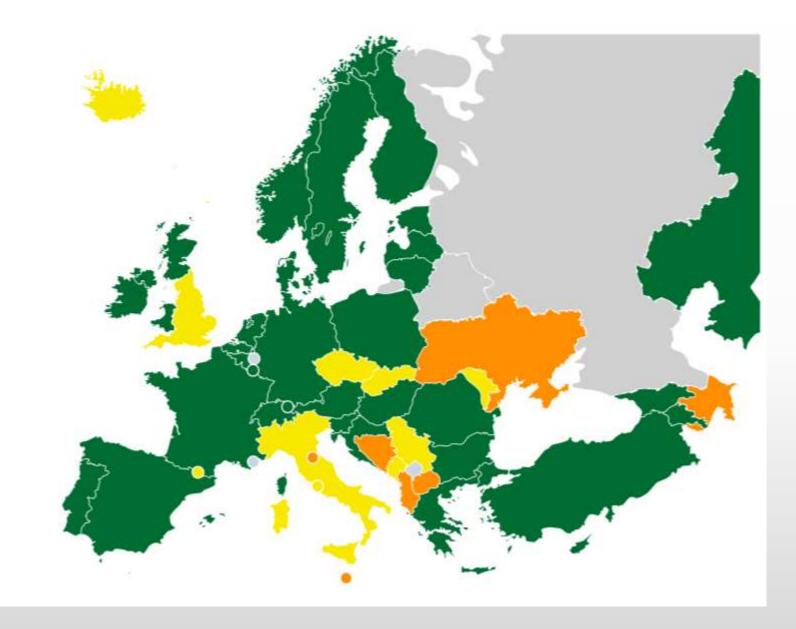




INVEST IN THE EUROPEAN UNIVERSITY OF THE FUTURE Greek National Forum | 22-23 June 2023 University of Thessaly, BIOPOLIS Campus, Larissa, Greece

European Higher Education Area (EHEA)

• 49 countries



University networks

- Diverse purposes
- National, regional, international scope





Same goal:

→ To provide the best educational and research opportunities for their students and their staff

Mobility

- Students
- Faculty
- Staff







Student-centered approach or Seamless Learning

We want to be able to learn

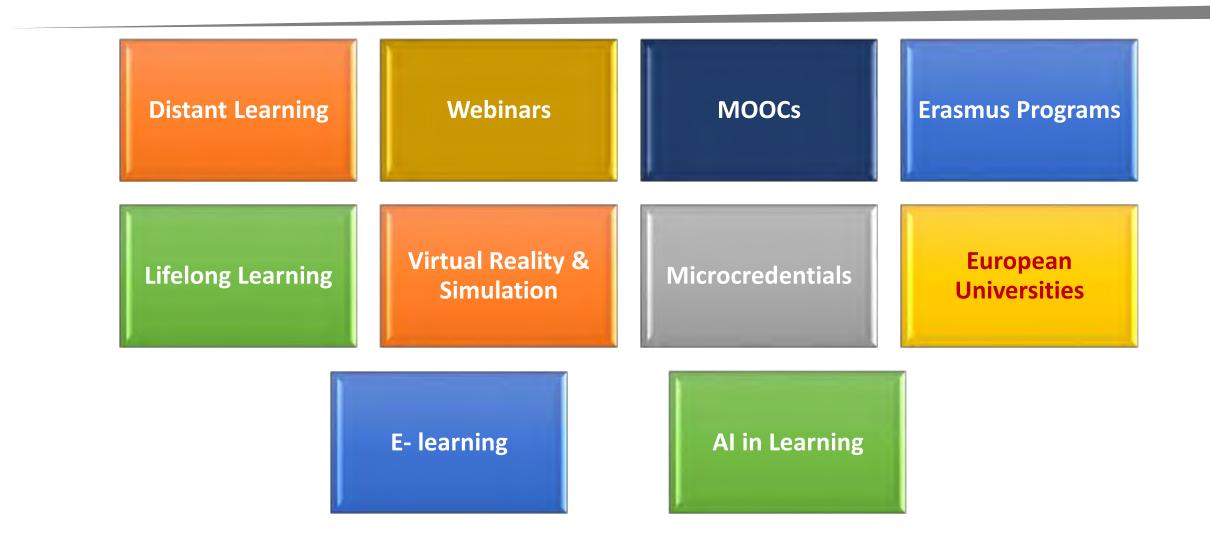
Anything, Anytime, Anywhere. At our pace, at our place.



Anne-Marie IMAFIDON United Kingdom



The many faces of Education



Quality Assurance (1/2)

- Is a continuous and structured evaluation process
- Focuses on improvement and accountability
- Provides information and judgement through a predefined process and criteria
- Can be either internal or external

Quality Assurance (2/2)

- Is based on a suitable institutional system supported by a relevant quality culture.
- Differs from quality accreditation, as it is wider in scope and constitutes a precondition.
- Is part of the institutional quality management system.

Accreditation: A procedure of Quality Assurance based on

Specific, predefined and internationally acceptable published quantitative & qualitative standards and indicators

Α

Aligned with the Principles and Guidelines for Quality Assurance in the European Higher Education Area

B

The Quality Assurance Framework

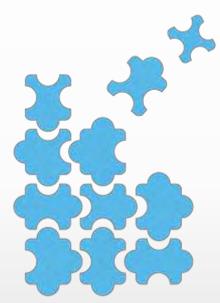
- 1. Independence of Quality Assurance Agency (a precondition)
- 2. Institutional Self-Assessment (internal evaluation)
- 3. External Institutional evaluation Site Visit
- 4. Review Report

Benefits of Quality Assurance

- Internal for university/academic unit/study programme/staff
- External for students/graduates/staff and institutional reputation
- Orientation for continuous improvement (a mean and an outcome)
- Support for accountability and accreditation requirements



Principles of QA in the EHEA



EUROPEAN Higher Education Area

HEIs have primary responsibility for the quality of their provision of education and its assurance

Responds to the diversity of higher education systems, institutions, programmes and students

Supports the development of a quality culture

Takes into account the needs & expectations of students, all other stakeholders and society



ENQA - The European Association for Quality Assurance in Higher Education

- Established in 2000 as a Network to promote European cooperation in the field of quality assurance in higher education.
- Since 2004 ENQA aims to contribute to the maintenance and enhancement of the quality of European higher education and to act as a major driving force for the development of quality assurance across all the Bologna Process signatory countries.
- It represents the interests of quality assurance agencies internationally, supports them nationally, and provides them with comprehensive services and networking opportunities.

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European Association for Quality Assurance in Higher Education

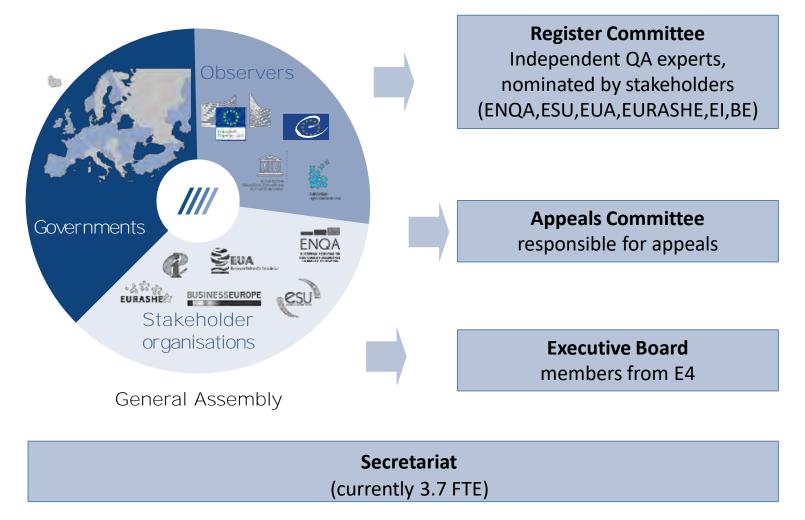
14

eqar////

EQAR - The European Quality Assurance Register for Higher Education

is the EHEA's official register of Quality Assurance Agencies, listing those that substantially comply with the ESG.

47 governmental members





INQAAHE - The International Network for Quality Assurance Agencies in Higher Education

- Established in 1991, INQAAHE was the first-ever international network of QA bodies
- Established as an umbrella organization for QA providers and accreditors worldwide, INQAAHE provides a global quality enhancement platform for both internal and external quality assurance in tertiary education.
- Its primary membership is drawn from QA organizations (EQA agencies and IQA units of higher education institutions), along with regional, subject-specific and other networks.





HAHE - The Hellenic Authority for Higher Education

B. Evaluates and accredits the quality of institutional operation



A. Contributes towards the formation and implementation of the national strategy for higher education and the allocation of funding for HEIS

Membership		
ENQA	EQAR	INQAAHE
2015	2023	2014

The European Standards and Guidelines ESG (2015)

- A set of standards and guidelines for internal and external quality assurance in higher education
- They provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education
- The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery





The ESG serve the following purposes

- They set a common framework for quality assurance systems for learning and teaching at European, national and institutional level.
- They enable the **assurance and improvement of quality** of higher education in the European higher education area.
- They **support mutual trust**, thus facilitating recognition and mobility within and across national borders.
- They **provide information** on quality assurance in the EHEA.





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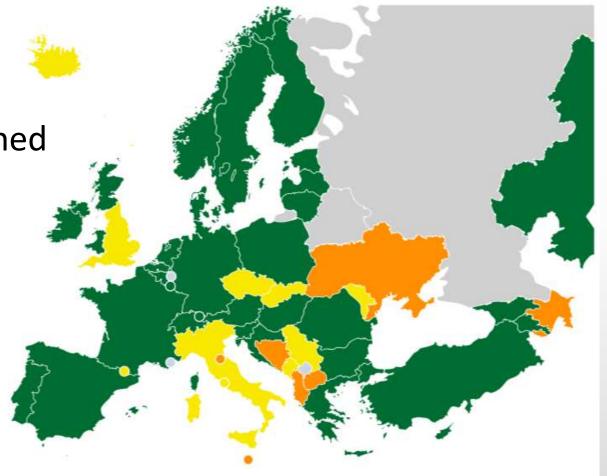
The ESG (2015) (2/2)

Part 1: Internal Quality Assurance	Part 2: External Quality Assurance	Part 3: Quality Assurance Agencies
Policy for quality assurance	Consideration of internal quality assurance	Activities, policy and processes for quality assurance
Design and approval of programmes	Designing methodologies fit for purpose	Official status
Student-centred learning, teaching and assessment	Implementing processes	Independence
Student admission, progression, recognition and certification	Peer-review experts	Thematic Analysis
Teaching staff	Criteria for outcomes	Resources
Learning resources and student support	Reporting	Internal quality assurance and professional conduct
Information Management	Complaints and appeals	Cyclical external review of agencies
Public Information		
On-going monitoring and periodic review of programmes		
Cyclical external quality assurance		



ESG Compliance and Alignment in EHEA

- 34 countries and regions fully aligned
- 10 countries and regions partially aligned
- 7 countries are not aligned



The International Standards & Guidelines - ISG

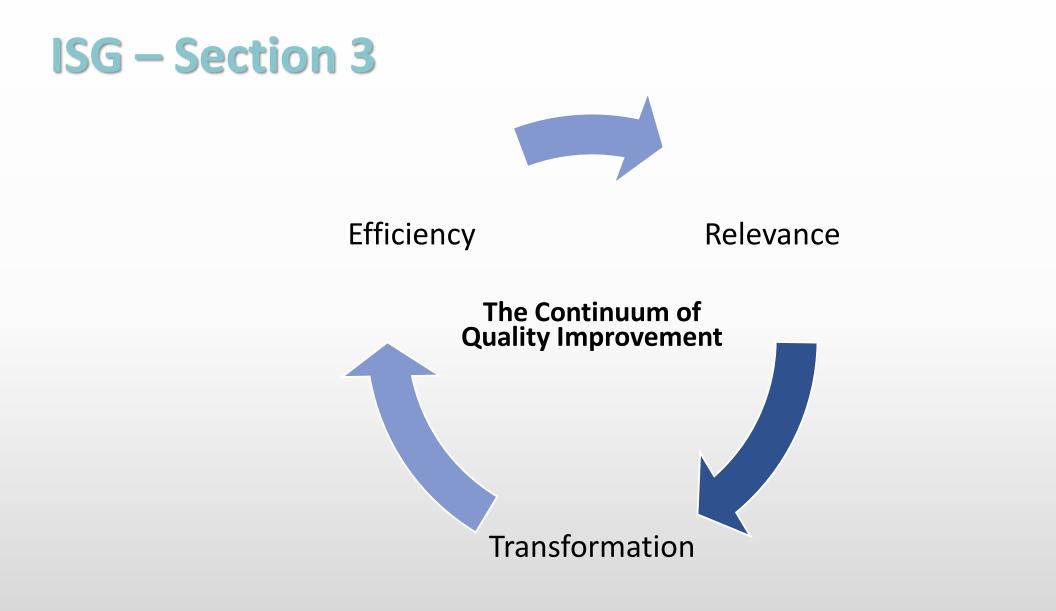
Three sections



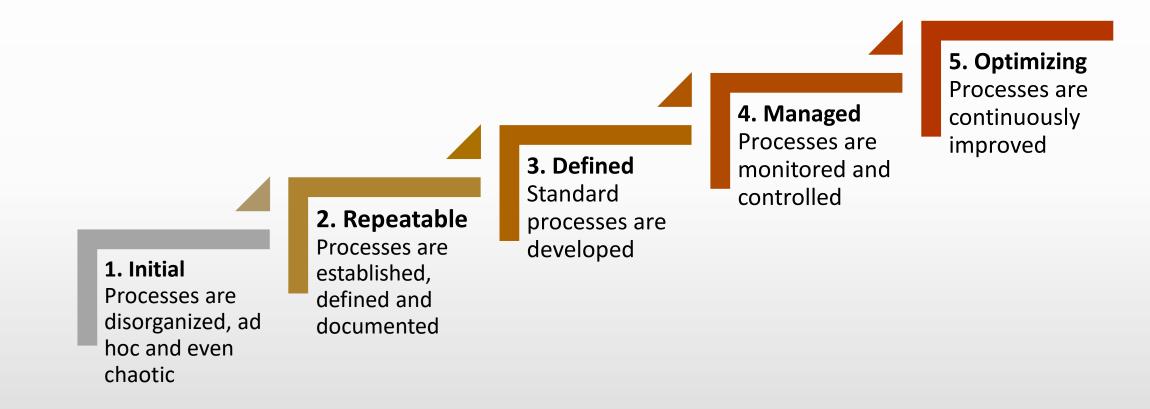
- Section 1: Baseline standards relate to all quality assurance providers and accreditors regardless of their specific field of operations.
- Section 2: Sets of selective modules of standards cater to specific profiles of EQAPs, enabling due recognition of the increasing diversity of tertiary education and QA providers.

Section 3: Guiding principles promote continuous enhancement of EQAPs.





The 5 levels of the Capability Maturity Model (CMM)



Challenges for Quality Assurance

- Cross-border quality assurance e.g. European Universities Joint Study Programmes ^a
- Microcredentials ^b
- Sustainability

- Technology Advances e.g. Al
- EHEA Fundamental Values
- League Tables vs Quality
- Institutional Quality Assurance

a European Approach for Quality Assurance of Joint Programmes

^b <u>Common Microcredential Framework</u>

Thank You

Professor Pericles A. Mitkas

President of HAHE



INVEST in the European Education of the future

Greek National Forum | 22-23 June 2023 | University of Thessaly, BIOPOLIS Campus, Larissa, Greece

Thursday, 22nd of June 2023	
Speaker	Торіс
Assoc. Prof. Ioanna LALIOTOU former Vice Rector of Research and Lifelong Learning, University of Thessaly	Internationalization: Driver for extroversion and development of Greek HEIs

https://www.youtube.com/watch?v=CoroHsKqfhI



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The Competitive University for a Sustainable Society

Co-funded by the Erasmus+ Programme of the European Union



The INVEST Allignce Impact on the European Universities Vision

INVEST in the European University of the Future, Greek National Forum, June 22-23, 2023

Drahoslav Lančarič, SUA Nitra, Slovakia











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European Universities Vision /1

- The Erasmus+ European Universities Initiative encompasses a vision that revolves around fostering cooperation, innovation, and mobility among European universities.
- The vision of the Erasmus+ European university initiative is to create a cohesive European higher education ecosystem that promotes collaboration, mobility, innovation, and excellence.







European Universities Vision /2

- Strengthening European identity and values.
- Promoting excellence and competitiveness.
- Fostering collaboration and cooperation.
- Facilitating student and staff mobility.
- Encouraging innovation in education.
- Enhancing societal impact and addressing global challenges.
- Empowering students and promoting inclusivity.
- Building strategic partnerships.







Expected Impacts

- Collaboration opportunities.
- Increased mobility and exchange opportunities.
- Strengthened academic networks.
- Enhanced visibility and reputation.
- Alignment with European policy priorities.
- Knowledge sharing and dissemination.
- Influencing regional partnerships.





INVEST Alliance Ambision

- In 2025 INVEST will be recognized as inclusive higher education institution, with respect to the individual students' needs (flexible curricula and individual learning paths will also be applicable based on learning outcomes structure).
- After 2025, INVEST will become a model of good practice for the achievement of the policy of the European Education Area.







INVEST Alliance Impacts

- Concept of the Living Labs.
- Winter and summer schools.
- Adaptation and implementation the EDUC8EU digital framework.
- The Virtual INVEST campus.



6





INVEST as a model of good practice in:

- enhancing high quality and accessibility of education;
- strengthening the link between education, research and innovation;
- increasing mobility of students, staff and researchers;
- encouraging key stakeholders' participation and societal engagement of students and staff;
- involvement of local communities and regional development;
- diversity of students and learners' population and making easier access to education and training ensuring participation of under-represented and disadvantaged groups.





Thank You.

drahoslav.lancaric@uniag.sk





June 23, 2022

The Competitive University for a Sustainable Society

A European University Alliance

est

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European University Alliances crucial for regional sustainable life and resilience Jannie van der Luit

The Netherlands





Partners

UNIVERSITY OF

THESSALY





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Elements of this speech

- 1. The crucial roles of European University Alliances/INVEST
- 2. The mutual benefits of the relationship between the regions and the universities.
- 3. Strengthening the connection between the regions and the universities.
- 4. Working together on a European scale: becoming more effective
- 5. Benefits of experiential learning methods in education and research for sustainability an resilience



2



1. The crucial roles of European University Alliances

- Research and Innovation
- Education and Skill Development
- Collaboration and Partnerships
- Policy Advice and Advocacy
- Community Engagement and Outreach



3



2. The mutual benefits of the relationship between the regions and the universities

- Regional Development
- Reputation and Funding
- Applied Research Opportunities
- Student Engagement and Employability





3. Strengthening the connection between the regions and the universities.

- 1. Identify common goals
- 2. Establish a coordinating body
- 3. Form interdisciplinary (research) teams
- 4. Promote knowledge exchange
- 5. Seek funding opportunities
- 6. Develop collaborative research projects and pilot initiatives
- 7. Initiate Community engagement and education
- 8. Monitor and evaluate progress
- 9. Sustain and formalize the partnership





4. Working together on a European scale: becoming more effective

- Shared Resources and Expertise
- Interconnected Challenges
- Scalability and Adaptability
- Transfer of successful practices between regions
- Policy and Governance
- Education and Research
- Collective Impact





S. Benefits of experiential learning methods in education and research for sustainability and resilience

- Active Engagement
- Practical Application
- Holistic Learning
- Skill Development
- Emotional Connection
- Collaboration and Networking
- Long-term Impact





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Conclusion











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> Thank you for your attention











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INVEST4EXCELLENCE

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Invest for Excellence in Regional Sustainability HORIZON 2020 | 101035815

FROM INVEST EU ALLIANCE TO INVEST UNIVERSITY: overcoming obstacles of national policies

INVEST in the European University of the Future, Greek National Forum

22nd of June 2023

Dr Liisa Toivonen Karelia University of Applied Sciences

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Liisa Toivonen

- PhD in Forest Sciences
- Adj. Professor in Energy-wood production
- Senior researcher at Karelia UAS
- 25 years university career teaching, research, project coordination, international cooperation, administration (CBU director, Director of International Relations, secretary General of Bioeconomy forums)
- 10 years experience working at private sector as an entrepreneur (international education, professional training and consultancy in forestry, environment, sustainability, pedagogy, networking with stakeholders and connected areas)





A European Strategy for universities

(European Commission 2022)

Today, our society needs more than ever the contribution of it's universities

We have about 5000 higher education institutions, 17,5 million tertiary education students, 1,35 million people teaching them, and 1,17 million researchers

European Union intends to increase the effectivity of universities to contribute implementing the European Union political agenda.

By mid-2024 the commission proposes to focus on achieving the four key objectives

- 1. Strengthen the European dimension in higher education and research
- 2. Support universities as lighthouses of our European way of life
- 3. Empower universities as actors of change in the twin green and digital transition
- 4. Reinforce universities as drivers of the EU's global role and leadership



Four flagship initiatives will work in synenergy and are boosting the European cooperation in higher education sector

- 1) The Erasmus+ European Universities initiative
- 2) A legal statute for alliances of higher education institutions for European Universities and other type of alliances
- 3) A joint European Degree
- 4) Scaling up the European Student Card Initiative by deploying a unique European Student Identifier



41 university Alliances have been started by now and European Commission is targeting to increase the number to 60 European Universities by mid-2024.

- The Council Recommendation for promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad is under implementation.
- Boost Erasmus+ traineeships abroad
- Mainstream new innovative approaches to learning and teaching, including Living Labs
- ERA Hubs
- Incubators to help student entrepreneurs to develop their ideas to business
- Organize European Talent Fair



UNIVERSITY ALLIANCE CAN SERVE AS LIGHTHOUSES OF EUROPEAN WAY OF LIVING

AS A NEW FRAMEWORK FOR ENHANCING EUROPEAN COOPERATION



INVEST4EXCELLENCE | HORIZON 2020



myALLIANCE



https://docs.google.com/forms/d/1wQoGdSDM_XfepgLKKyk7-931ghID0_yH8KA7R5I4dO0/edit?ts=6492c3c2#responses



INVEST JOINT STRATEGY

The INVEST Competitive University for a Sustainable Society is an alliance committed to developing European higher education to address the sustainability challenges of our time.

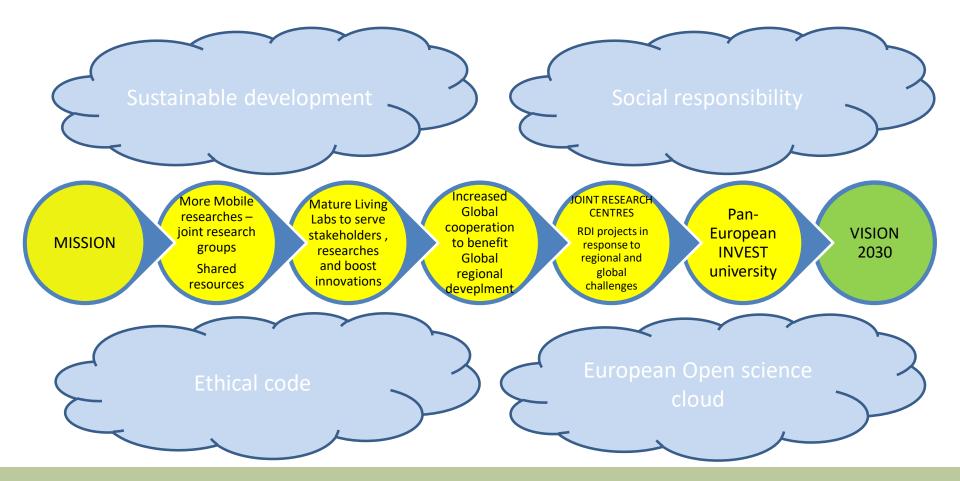
INVEST Phase II targets to three more university partners and more intensive integration including joint institutionalized RDI activities.

Aiming at creating a truly unique European interuniversity campus where students, academics, researchers and staff will move and collaborate as freely as with their institutions of origin. We have committed to design

- undergraduate and graduate programs
- co-creation of mutual services
- development of staff capacities
- digitalization of crucial processes with the aim of developing the European virtual campus.



OUR RDI strategy in INVEST Alliance is strongly developing our Alliance towards true European University, building elements for good foundation for legal entity.





WHY EUROPEAN UNIVERSITIES NEED A EUROPEAN LEGAL STATUTE?

"A Legal statute for European Universities is important to mutualise their strengths together, make common strategic decisions, act together with a legal personality, and facilitate pooling together resources, activities and data.

Such statute would facilitate deeper, long-term and flexible transnational co-operation, allowing sharing of capacities, exchange of staff and the implementation of education programmes, with the aim to award at the level of the alliance a European Degree". (European Commission 2022)



NATIONAL POLICY – WHAT OBSTACLES WE HAVE?

- National funding structure
- National policy for different disciplines, number of graduates etc
- National or regional strategy might set priorities for R&D
- National regulations for structure of degree courses
- Differences in national policies in taxation, pension, social security, insurance etc
- Different career paths at universities
- Current legal body of each university has been set up in accordance with national law
- Etc...



WHAT OTHER OBSTACLES WE MIGHT FACE?

- lack of staff commitment
- Staff's fear for change
- lack of student commitment
- Extra efforts without compensation
- Language barriers
- Facilities and services for incoming staff and
- Fear for university's changing status and autonomy
- Slow procedures to change old university structures how to include the alliance in
- Alliance is only one separate project
- Increasing burocracy
- Academic freedom





WHAT WE CAN ALREADY DO EASILY TOGETHER **IF WE WANT TO**:

RESEARCH

- Research, joint research centers
- Joint projects and funding applications'
- Customized commercial research
- Joint innovation and entrepreneur incubators, virtual (or even physical)
- Shared infrastructures / resources /Living Labs

EDUCATION

- double/multiple degree programs
- Shared pool of study modules and courses
- automatic recognition of courses
- shared teaching staff
- Jointly offered commercial courses
- Continuous education, micro-credentials and professional training courses
- Distance campus outside EU e.g. somewhere in Global South, with staff from each Alliance university – and other outreach activities
- Incubators such as "Design factory" -type in cooperation with industry
- Living-Labs open to be used by all Alliance members



RECOMMENDATIONS

Taking an ACTION-based approach motivates and includes both students and staff

WHAT DO WE NEED

- 1. Well functioning structure to solve the upcoming issues and challenges when we face those
- 2. Management structure to guarantee equality of member universities
- 3. More risk taking ability and resilience management skills
- 4. More enthusiasm
- 5. More ambitious targets
- 6. Starting more real actions in a big way (staff and students mobility, research centers together, annual happenings, student affairs, science festivals etc)

→Showcasing the potential benefits! Provide positive experiences and visions

- 7. More inclusive involvement of whole staff, students and other stakeholders
- 8. Provide proper resources and support



CLOSING REMARKS

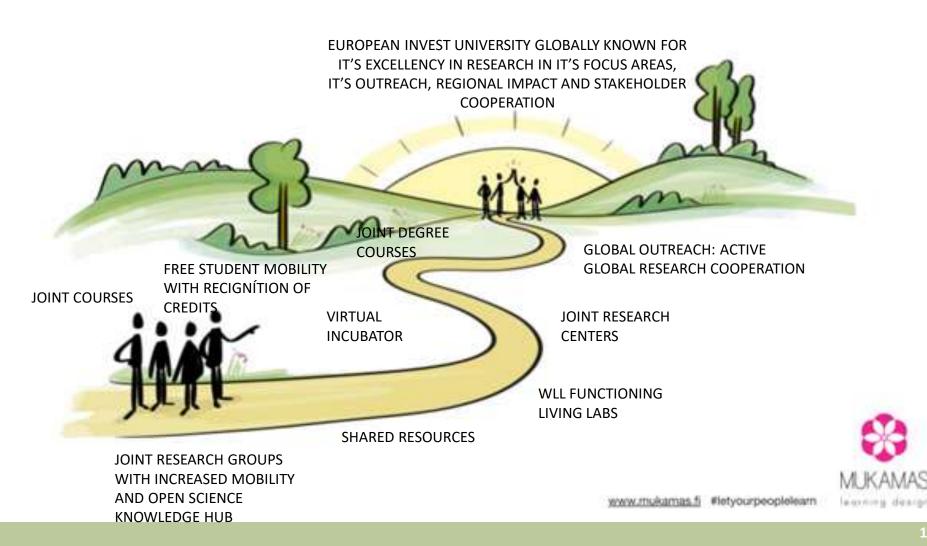
All our Alliance member universities are expected to benefit the collaboration as it should help us to better address our own institutional challenges and strategic goals, as well as fulfill together the EU strategic targets and missions as universities.

Alliance should be strongly visible in our university strategies as a visible tool for transformation.

The obstacles we have need both national and EU level measures – not forgetting universities and alliances themselves. The development work has started in European level, including the ongoing pilots for legal statute for alliances and joint European degree



INVEST EUROPEAN UNIVERSITY REACHING HIGH



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Thank you for your attention! Questions and comments are most welcome

Liisa.toivonen@karelia.fi





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The Competitive University for a Sustainable Society

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INVEST Conference - Larissa, Greece, 2023 INVEST in the future of Higher Education

Disruptive Innovation and Technological Influences on Higher Education

Dr. Omiros latrellis Asst. Professor University of Thessaly



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Disruptive Innovation and Technological Influences on Higher Education

INVEST		
1	EDUC8EU	TRL7
2	RES-Q	TRL4
3	VIRTUAL CAMPUS	TRL7

TECNOLOGY READINESS LEVELS (TRL)

TRL 9	System proven in operational environment	
TRL 8	System complete and qualified	
TRL 7	Integrated pilot system demonstrated	
TRL 6	Prototype system verified	
TRL 5	Laboratory testing of integrated system	
TRL 4	Laboratory testing of prototype component or process	
TRL 3	Critical function, proof of concept established	
TRL 2	Technology concept and/or application formulated	
TRL 1	Basic principles are observed and reported	

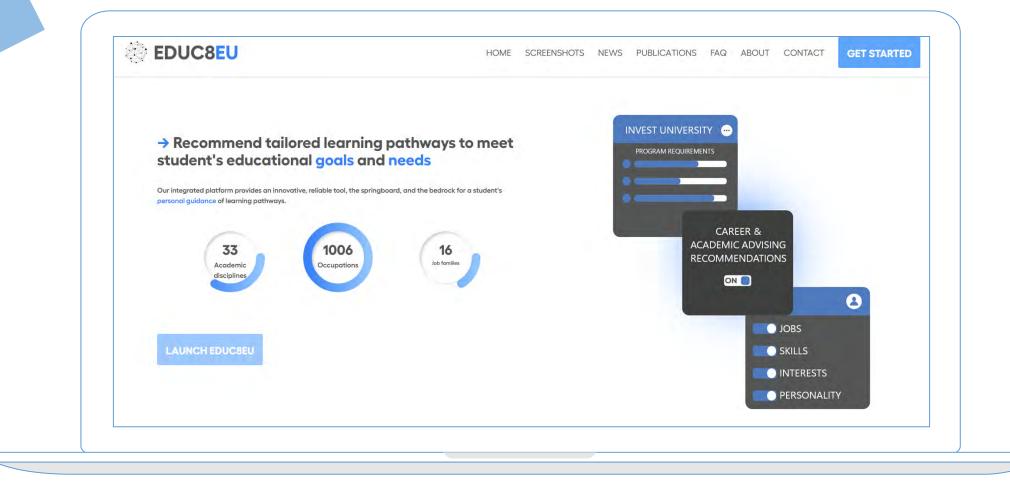
Disruptive innovation is defined as the application of a technology that affects industry functions e.g. the integration of artificial intelligence, fuzzy logic and decision support systems

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EDUC8EU

Intelligent academic advising system

EDUC8EU - intelligent academic advising system



EDUC8EU integrated software environment is an innovative tool that provides sustained, consistent and personalized academic guidance to students based on state-of-the-art technologies and theories

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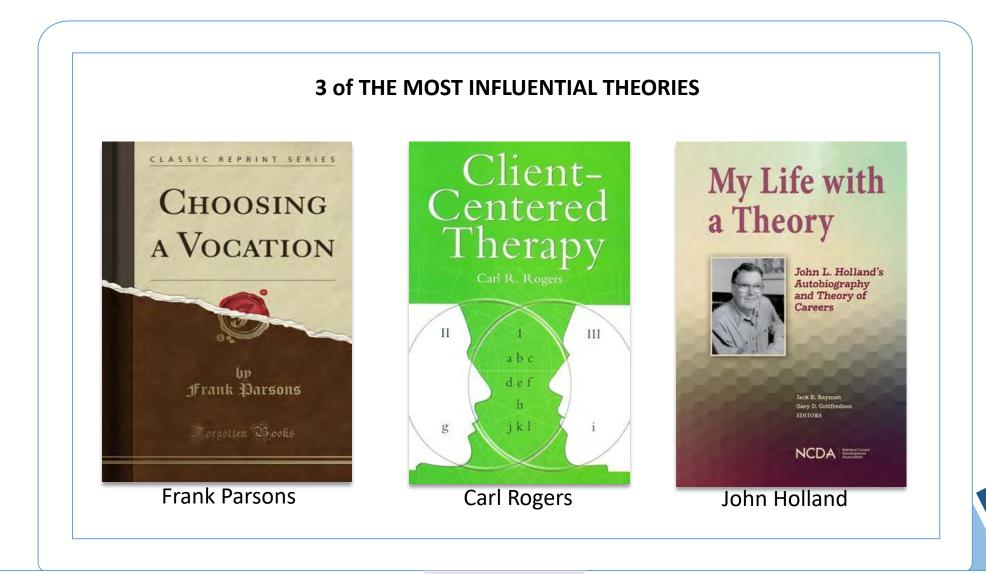
Research questions

RQ1. What leverage can existing theories bring to computeraided academic advising systems?

RQ2. How can we create an ICT-based solution for supporting the academic advising processes of INVEST University?

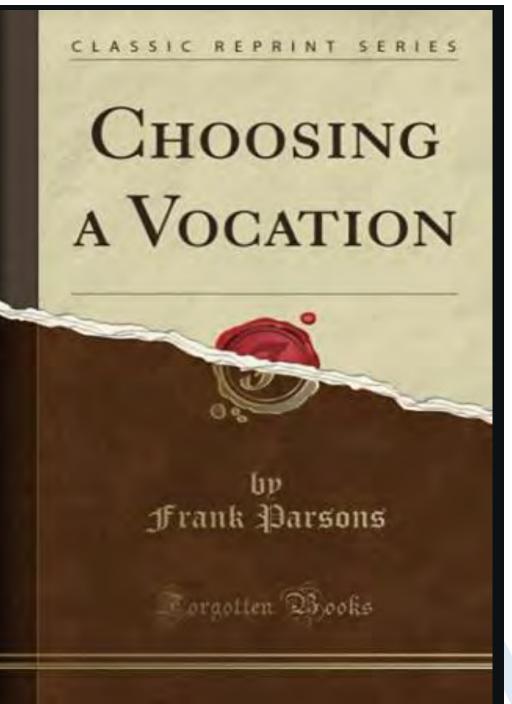


RQ1. What leverage can existing theories bring to computeraided academic advising systems?



1. Parson's theory

The theory's key perspective is that practitioner is the specialist



INTRODUCTORY NOTE

The manuscript of this book was practically ready for publication when Professor Parsons died. For a year prior to his death he had given a large part of his time to Vocation Bureau work. Some of the material here used appeared in articles in The Arena, and a number of the "cases" in Part III have been published in the daily papers of Boston and New York. The appearance of these articles brought hundreds of letters of inquiry from all parts of the United States, expressing interest in the effort to give scientific vocational counsel to the young. That Professor Parsons would have carried the plan to a greater completeness had he lived, there is no doubt; but the work that he did do is of such value that it is believed many will be grateful to get such information about it as can be given in this volume.

Whatever doubts there may be of the practicability of giving expert vocational counsel to young men and women, there are certain simple truths upon which the plan is based, and which I believe no one will deny.

- 1. It is better to choose a vocation than merely to "hunt a job."
- 2. No one should choose a vocation without careful selfanalysis, thorough, honest, and under guidance.
- 3. The youth should have a large survey of the field of

CHOOSING A VOCATION

or no regard to adaptability, and without adequate preparation for it, or any definite aim or well-considered plan to insure success.

The aim of this book is to point out practical steps that can be taken to remedy these conditions through expert counsel and guidance, in the selection of a vocation, the preparation of it, and the transition form school to work. No person may decide for another what occupation he should choose, but it is possible to help him to approach the problem that he shall come to wise conclusions for himself.

THE PRINCIPLES AND METHODS INVOLVED

In the wise choice of a vocation there are three broad factors:

- 1. a clear understanding of the clients, their aptitudes, abilities, interests, ambitions, resources, limitations, and knowledge of their causes;
- 2. a knowledge of the requirements, conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work;
- **3.** true reasoning on the relations of these two groups of facts

Every young person needs help on three of these points. He needs all the information and assistance he can get. He needs counsel. He needs a vocational counselor. He needs. He needs carful and systematic help by experienced minds in making this greatest decision of his life.

The more light he can bring to bear on the problem from his own observation, reading, and experience, the better it will be for the clearness and strength of the co-

CHOOSING A VOCATION

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4

INTRODUCTORY NOTE

its worth and its sanity; and I am convinced that it will be reproduced in other communities, and eventually, in its fundamental principles, in our educational system itself.

RALPH ALBERTSON

BOSTON MAY 1, 1909

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INTRODUCTORY NOTE

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Matching theory (F. Parson)

① EDUC8EU adopts a modern version of Parson's "Matching"

CLASSIC REPRINT SERIES CHOOSING

A VOCATION

hy Frank Parsons

Forgotten Books

Client-centered Theory (Rogers & Patterson)

① EDUC8EU incorporates a knowledge base that models the knowledge and experience of the domain experts in an attempt to facilitate students to start the self-exploration process.

Tube

Facilitative conditions/attitudes:

- 1. Empathic understanding
- 2. Acceptance and unconditional positive regard
- 3. Academic advisor congruence or authenticity
- 4. Specificity or concreteness



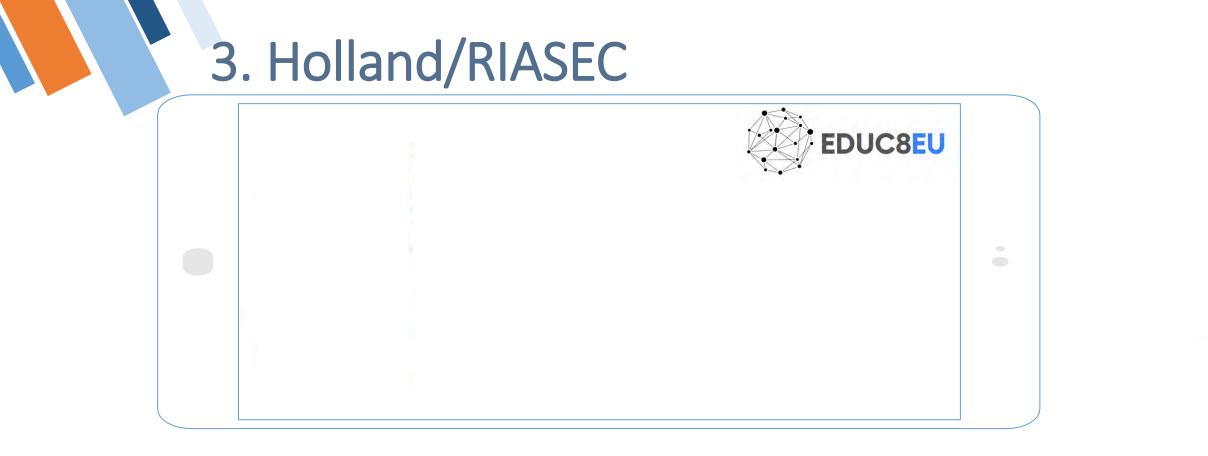
RIASEC (J. Holland)

Holland's theory is a personality based theory



① EDUC8EU takes students personality as input based on "J. Holland's" theory





S: Social (Helpers): People who like to work with 'people' and who 'seem to satisfy their needs in teaching or helping situations'.

Matching work environments: teaching, counseling, nursing, giving information, and solving social problems.



ChatGPT





Despite its widespread use and popularity, Holland's theory has faced criticism on several fronts:

- Limited scope: Holland's theory only focuses on vocational interests and does not take into account other factors that may impact career choices
- Over-simplification: The theory's six personality types may not fully capture the complexity of individual differences, leading to oversimplification and generalization.
- 3 Cultural bias: Holland's theory has been criticized for its potential cultural bias, as it was developed and tested primarily on white, middle-class Americans and may not fully apply to individuals from different backgrounds.
- Limited guidance for career development. While the theory can be useful in identifying potential career paths, it may not provide sufficient guidance for career development and decision-making, especially in the rapidly changing world of work.

🖙 Regenerate response

Send a message

CharGPT Mar.2.3 Version. Free Research Preview, CharGPT may produce inaccurate information about people, places, or bits-



0 7



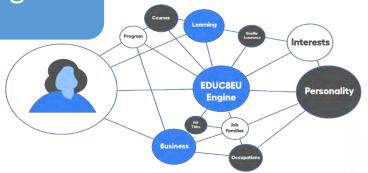
State of the art technologies & algorithms

Personality matching (based on RIASEC)

Artificial Intelligence

Fuzzy logic

Multi-criteria analysis & matching





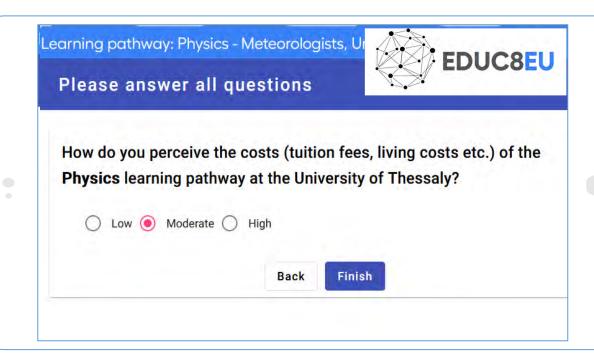
State of the art technologies & algorithms

Personality matching (based on RIASEC)

Artificial Intelligence

Fuzzy logic

Multi-criteria analysis & matching

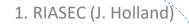






RQ1. What leverage can existing theories bring to computer-aided academic advising systems?

RQ2. How can we create an ICT-based solution for supporting the academic advising processes of INVEST University?



Student's personality

2. Client-centered theory (C. Rogers & Patterson)

Academic advisors' knowledge and experience

3. Matching theory (F. Parson)

Matching (skills, knowledge etc.) based on analyzing ESCO, O*net and ILO profiles

Student's interest level for the learning pathway

Program prerequisites

RQ1



Artificial Intelligence

Fuzzy logic

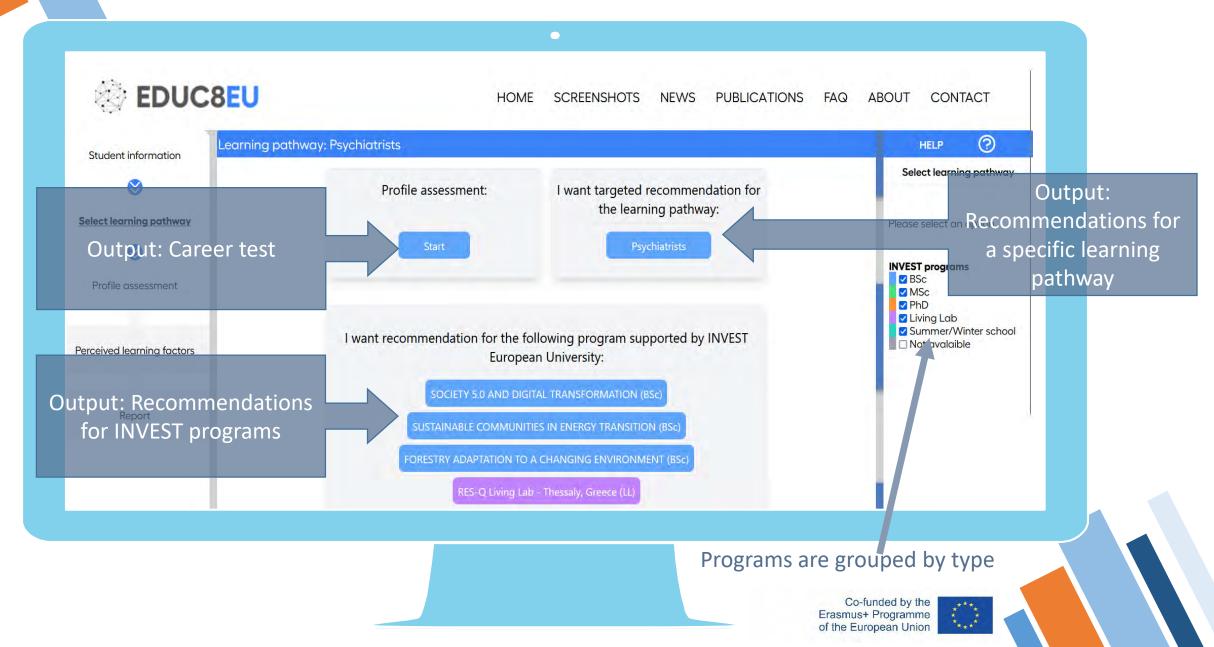
RQ2



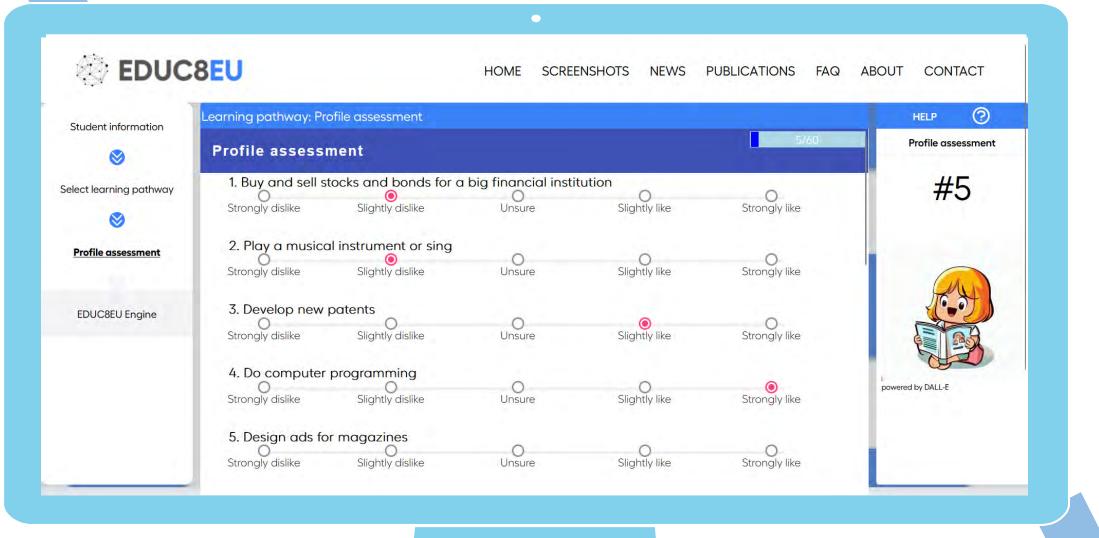
SPRINGER NATURE

Published in Journal of Computers in Education https://doi.org/10.1007/s40692-022-00232-0

EDUC8EU UI



Profile assessment



✓ Lie detector algorithm

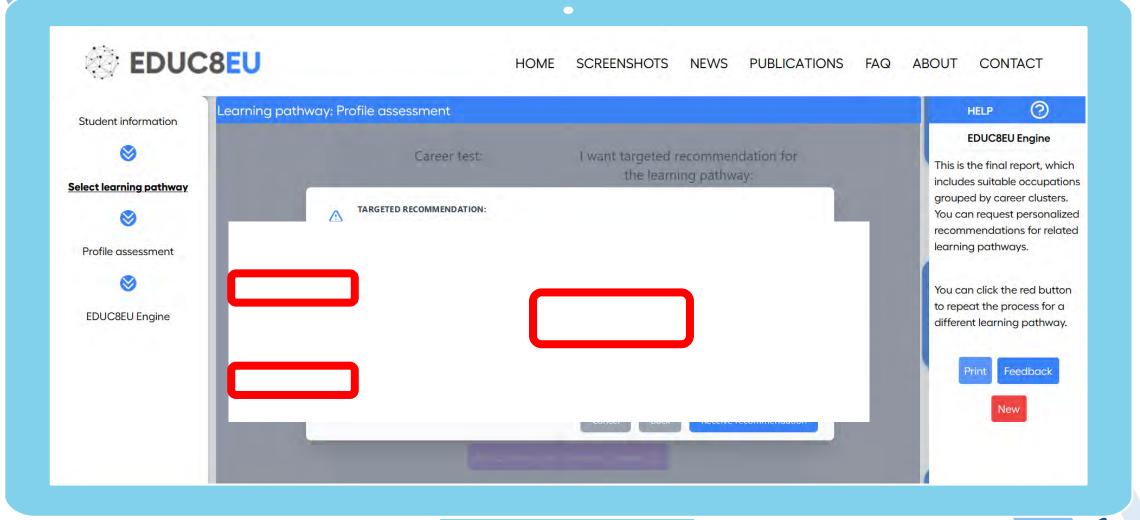


EDUC8EU knowledge base

- Includes information derived from international databases
- Aggregates and analyzes more than 1,000 occupations and their corresponding information (e.g. skills, knowledge, education, interests) from valid sources

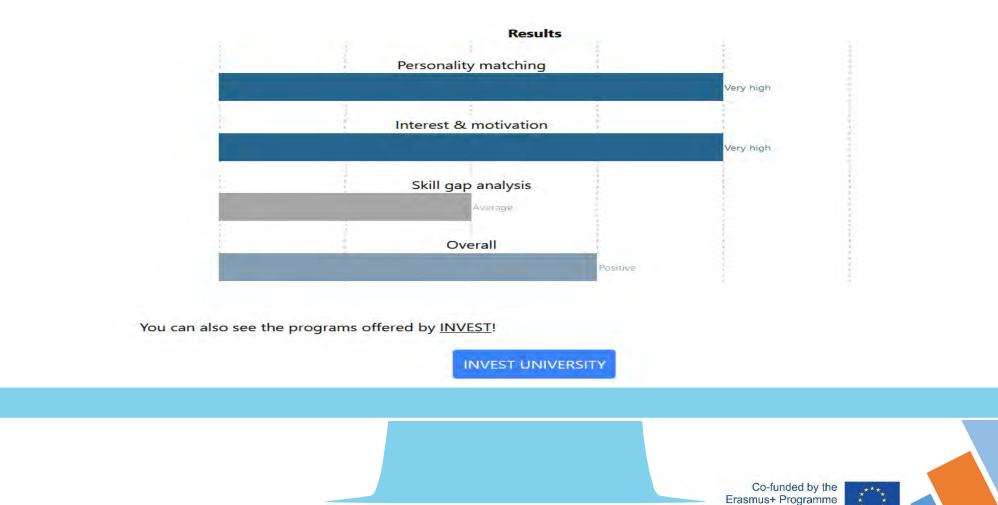


EDUC8EU report



EDUC8EU report

The recommendation of EDUC8EU for Telecommunications - Telecommunications Engineering Specialists, National and Kapodistrian University of Athens (BSc) is:



of the European Union



RQ2. How can we create an ICT-based solution for supporting the academic advising processes of INVEST University?

RES-Q Disaster Risk Management

RES-Q (RESCUE) Living Lab, Larissa, Greece

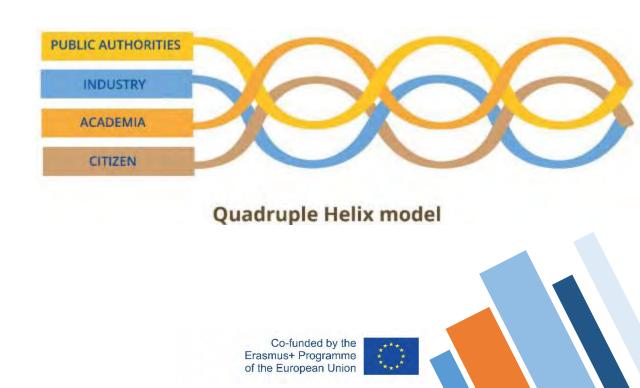
The RES-Q framework (IT system and approach)

Recommendation and orchestration of post-disaster response plans for different disaster types

Challenges

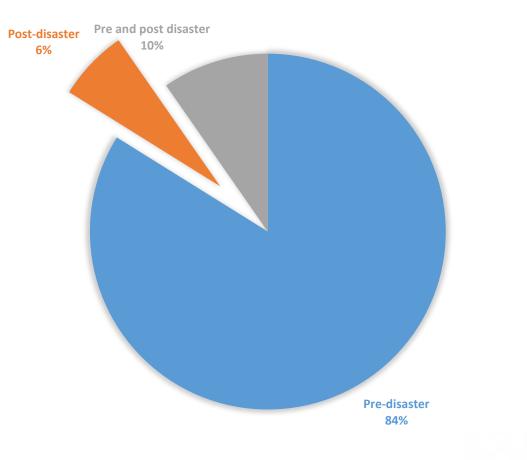
- Semantic inconsistencies
- Lack of data interoperability
- **Proposed technologies**
 - Semantic web technologies





ICTs on Disaster Risk Management

CLASSIFICATION ACCORDING TO THE DISASTER PHASE (2022)





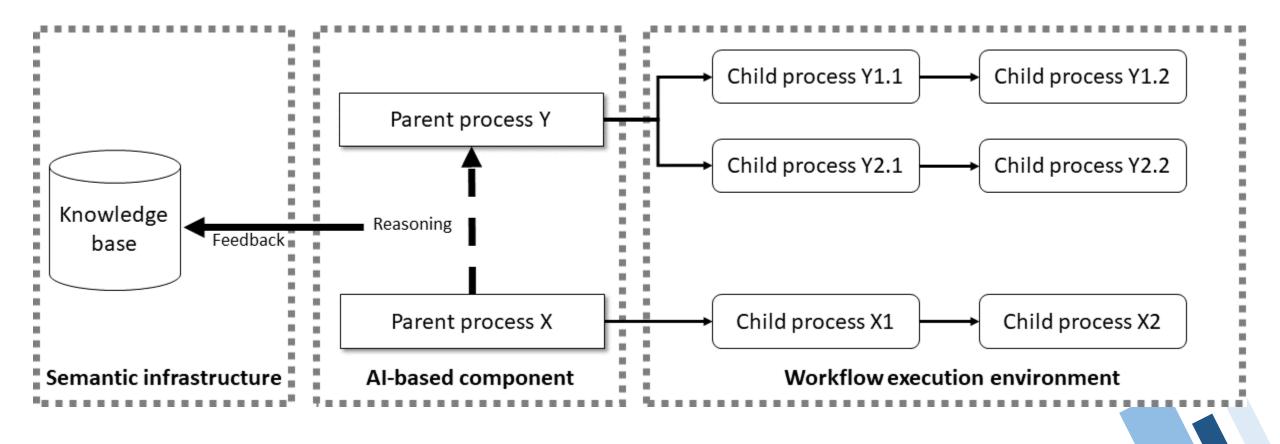


CLASSIFICATION ACCORDING TO THE DISASTER PHASE (2022)

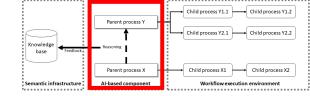
Post-disaster Pre and post disaster 6%

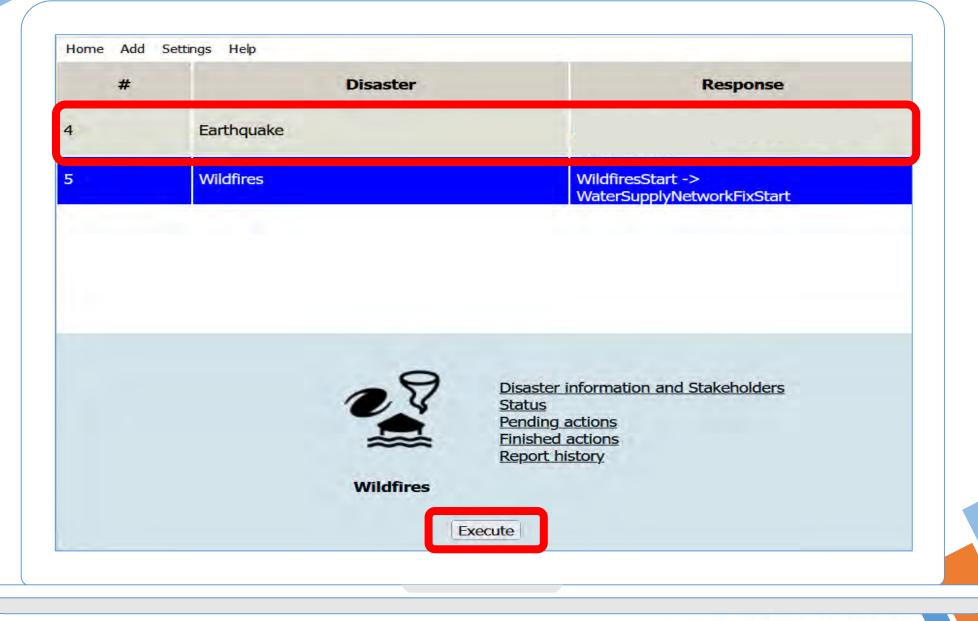
- 1. Dynamic composition of post-disaster response plans
- 2. RES-Q ontology
- 3. Establishment of post-disaster meta-models





RES-Q implemented prototype





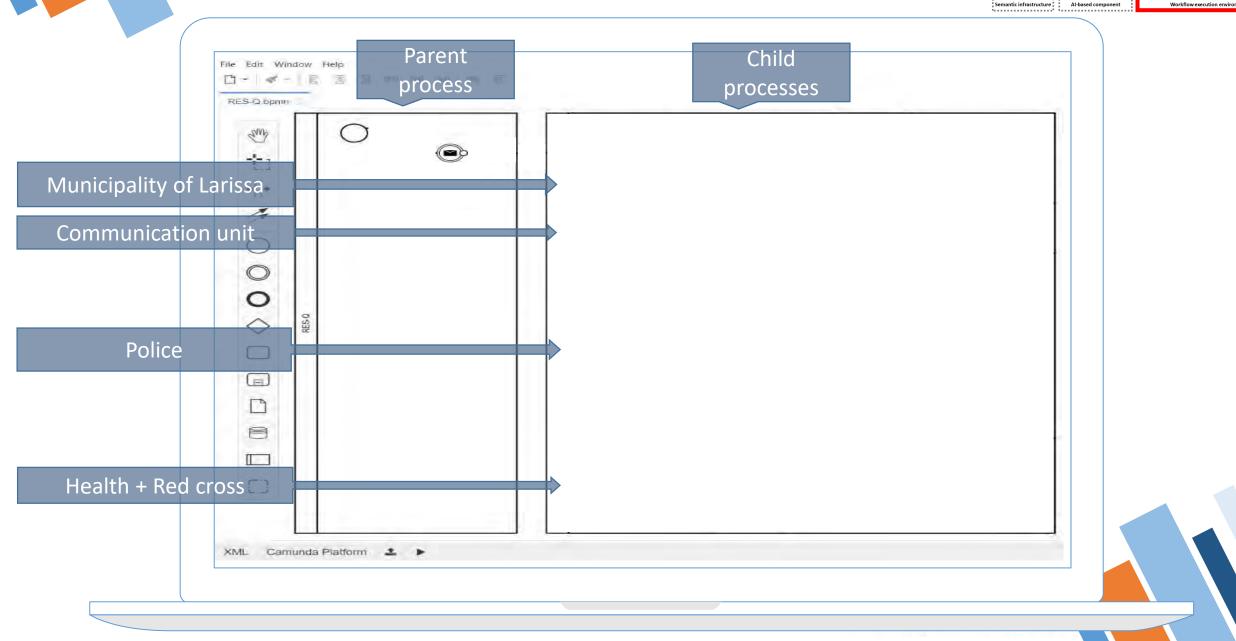
Cynamic composition of response plans

Child process Y1.1 Child process Y1.2

Child process Y2.1 ----- Child process Y2.2

Parent process Y

Parent process X



RES-Q Living Lab team – future steps

- Finalize the RES-Q software (BSc, MSc & PhD students are already engaged)
- Perform real-life tests



VIRTUAL CAMPUS Student Information Management System

Virtual Campus Site

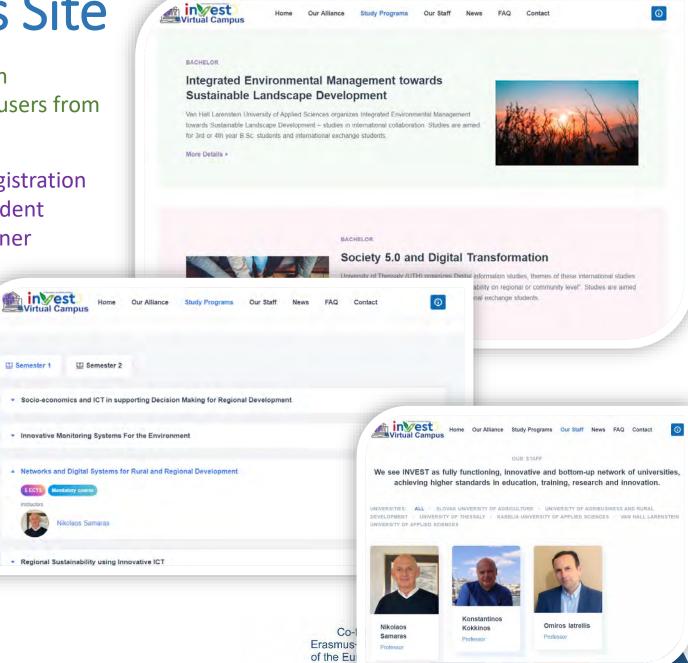
I Semester

What is Virtual campus? is a secure, scalable and modern application that acts as a central gateway for supporting users from all universities of our alliance.

What is our aim? The platform aims at digitalizing the registration and admission procedures that will help and increase student mobilities and minimize administrative efforts for all partner universities in a harmonized way.

Virtual campus website will delivery content and functionalities to guest – public users regarding:

- The universities that participate in Invest initiative
- Our Programs (List of available bachelors and Masters and courses)
- Staff (instructors for each university with profile pages)
- News and Events regarding Virtual campus
- **Registration and Login Services for users**
- Online repository
- Faqs and Contact pages



Virtual Campus Modules

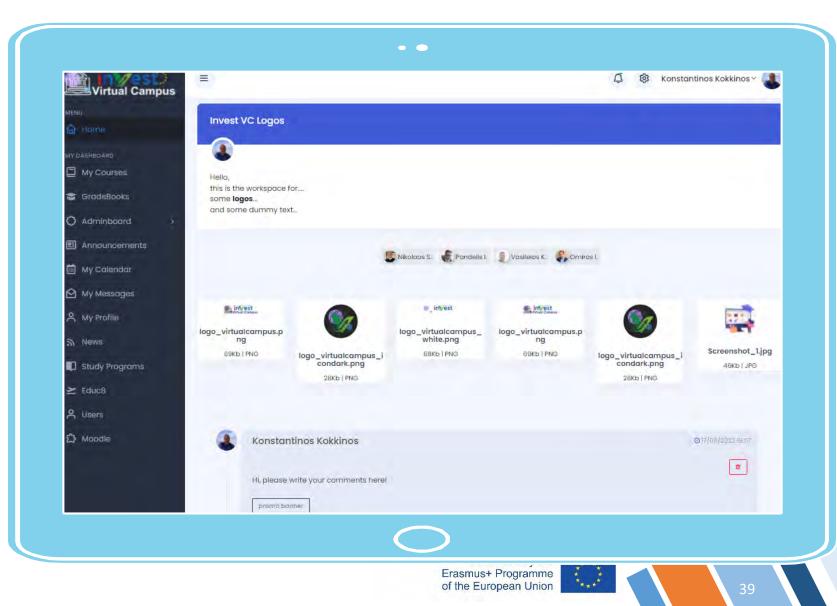
Virtual campus consists of several built-in modules that help our team to collaborate, manage processes, and reach new productivity peaks.

- **Platform management**: Administrative area
- Workspace: collaboration area where users can share documents, discuss and increase productivity
- Calendar: schedule appointments and events
- Notifications: stay tuned with everything that happens on VC network
- **Task scheduler**: make lists of work that needs to get done, assign items, set due dates, and discuss
- Email services: daily email reports, direct email messaging
- Study Registrations: online process for review and admission
- Gradings
- Online Repository: area for documents upload along with EOSC services integration
- OpenId Services: provide identity verification to external services based on local identity system
- **Support Tickets** mechanism: capture service requests and incidents from users



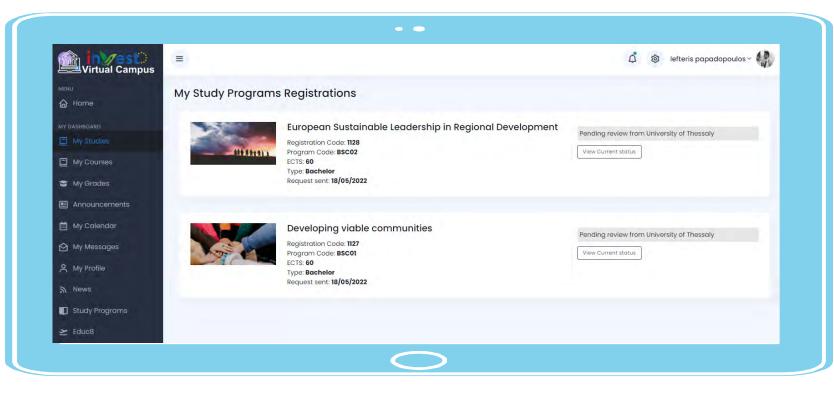
Virtual Campus - Workspace

- Available to all user groups
- Add specific users with access privileges.
- Create workspaces to share documents, files, and images with simple file upload.
- Users can comment, share documents and collaborate.
- On every new comment users can be notified (if enabled based on their preferences for the specific workspace)



Virtual Campus – Study Program Reg.

- Available to students
- Create requests for study programs
- Stay updated by monitoring the review progress
- Receive notifications for status updated

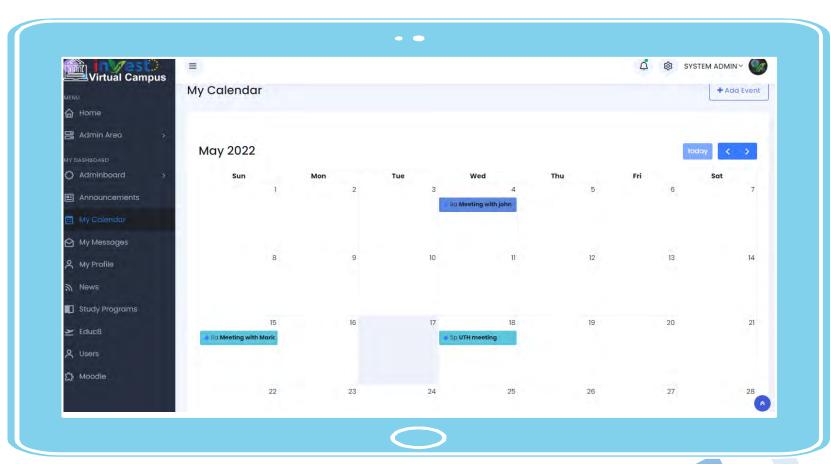




Virtual Campus - Calendar

Main functionalities

- Available to all user groups
- Easy-to-use interface
- Add events with dates, times, location and comments
- Subscribe with Google or Outlook Calendar to quickly embed / attach your events
- See an agenda of everything you've got coming
- Get notified with daily reports when an event is about to take place



Virtual Campus - Messages

Main functionalities

- Available to all user groups
- Send direct messages to multiple users with file attachments
- You'll get a notification every time someone messages you, along with an email message
- You can message one person or a group of people, and the message is only visible to the people you select
- You can archive or delete your messages, view unread items or mark them as starred

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			pngl69.357421875Kb TESTDOCUMENT.pdf	8
			pdf)128.1279296875kb	•
				Cancel Send Message

of the European Union

Virtual Campus - Account

- Each user can manage his personal account
- Teachers can also update their public profile page by entering corresponding information such as teaching experience, scientific research, publications etc
- Update current passwords
- Enable daily email reports
- Enable two factor authentication during login process

Virtual Campus		🛕 🔞 Konstantinos Kokkinos 🗸 🌉				
My Profile		@ Preview				
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	Master Infos					

Virtual Campus – Task Scheduler

- Available to all users (students cannot create tasks)
- Assign tasks with due dates to group of users
- Monitor completion progress
- Allow communication and file uploads in comments
- You'll get a notification every time someone completes the task

Virtual Campus	-							<u>с</u> е	SYSTEM ADMIN	V
<u>u</u>	Preparation	for TOT meeting								
Home										
Admin Area >										
Adminboard	galley of type ar popularised in th	nd scrambled it to make he 1960s with the release	a type specimen boo	atting industry. Lorem Ipsur ok. It has survived not only ontaining Lorem Ipsum pas	five centuries, but also th	ne leap into electroni	c typesetting, remain	ing essen	tially unchanged. It w	35
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Virtual Campus – User notes

- Available to all user groups
- Create quick personal notes
- Easily edit them or mark them as completed

Virtual Campus	8				A Note creat	ed successfully! *
ENU J. Home:	My Notes					+ Create Note
NY DASHBOARD	Book tickets	0 0 0	Contact univ. erasmus officer	000	Call Nikos	000
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My Calendar	Send them at lefteris1029@hotm	ail.com				
A My Messages						
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News						
Study Programs						
≿ Educ8						



Virtual Campus – Account 2FA

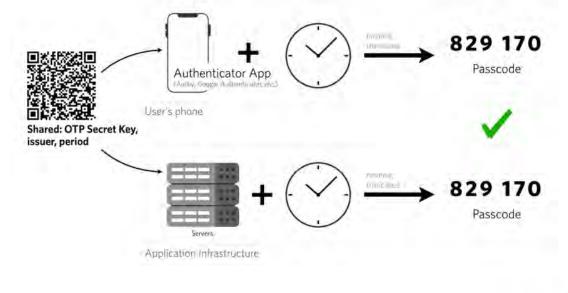
Two factor authentication adds an extra layer of account protection by requiring two types of authentication. This can be something a user knows, like a password, and something the user has, like a phone or an extra secret token.

TOTP: Time-Based One-Time Password Algorithm

The TOTP algorithm follows an open standard documented in <u>RFC 6238</u>. The inputs include a shared secret key and the system time.

Email Verification

Verification is being made through a system auto-generated code which is being sent to user's personal email.





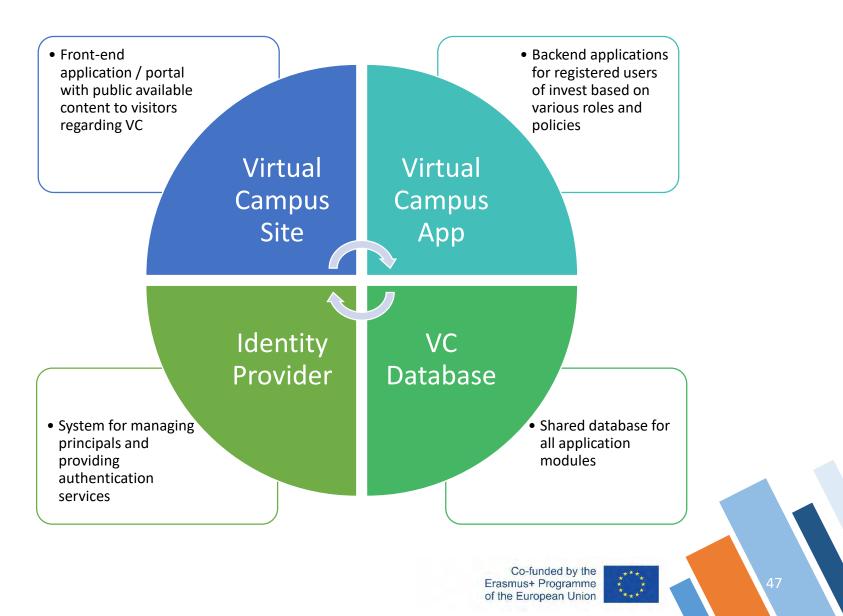
Co-funded by the Erasmus+ Programme of the European Union

Description

Virtual campus

Virtual Campus is an inter university digital ecosystem that consists of several modules and offers applications that support the following groups of users:

- Public users / Visitors
- Teachers
- Administrative Staff
- Students
- Prospective Students





www.invest-alliance.eu

Disruptive Innovation and Technological Influences on Higher Education

Thank you!



Omiros latrellis

https://ds.uth.gr

iatrellis@uth.gr

Dept. of Digital Systems, University of Thessaly, Larissa, Greece

Co-funded by the Erasmus+ Programme of the European Union



New Partnerships : A Driver for European Education, Research, and Innovation

More partners for more challenges

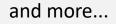
Essaid AIT BARKA Reims University





Some key aspects that may shape the future of European universities





Introduction



Importance of collaborations and partnerships in driving progress and innovation



Focus on the role of European universities in fostering education, research, and innovation



Exploration of new partnerships as catalysts for European advancement

European Education Landscape



The European education landscape displays a diverse array of universities renowned for their academic excellence.



Collaborative partnerships among European universities play a pivotal role in driving European education, research, and innovation, using the region's collective expertise, resources, and cultural diversity.





From five Higher Education Institutions

Slovak University of Agriculture in Nitra (SK)

University of Agribusiness and Rural Development (BG),

University of Thessaly (EL),

Karelia University of Applied Sciences (FI),

Van Hall Larenstein University of Applied

- 60680, Students
- 4244 Administrative staff, Teachers/Researchers
- 23 Faculties
- 269 Research/Centers and groups





Seven Higher Education Institutions, one INVEST vision

Slovak University of Agriculture in Nitra (SK)

University of Agribusiness and Rural Development (BG),

University of Thessaly (EL),

Karelia University of Applied Sciences (FI),

University of Cordoba (ES),

University of Reims Champagne-Ardenne (FR),

University of Milano-Bicocca (IT),

- 137400 Students
- 11671 Administrative staff, Teachers/Researchers
- 56 Faculties
- 448 Research/Centers and groups



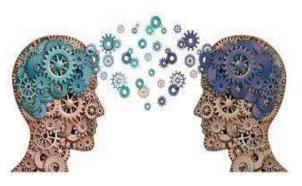




- + 230 % of students
- + 275 % of Administrative staff, Teachers/Researchers
- + 245 % of Faculties
- + 170 % of Research/Centers and groups

Benefits of Partnerships

- Enhanced exchange of knowledge and expertise
- Increased access to resources and funding opportunities
- Enriched educational experiences for students through international programs and joint degrees



Knowledge Exchange



1. Faculty and Student Mobility: Partnerships facilitate the exchange of faculty members and students, promoting the sharing of expertise, experiences, and cultural perspectives.



2. Joint Research Projects: Collaborations enable universities to conduct research projects collectively, fostering cross-pollination of ideas and interdisciplinary approaches.



3. Curriculum Development: Partnerships promote the development of joint curricula and programs, offering students a broader range of educational opportunities and fostering cross-disciplinary knowledge.



Research and Innovation

1. Collaborative Research Projects

Partnerships enable universities to collaborate on research projects, leveraging their collective expertise, resources, and facilities.

2. Access to Funding

CollaborationsincreasetheopportunitiesforsecuringresearchfundingfromEuropeanandinternational sources.

3. Technology Transfer

Partnerships facilitate the transfer of knowledge and technology, enabling the commercialization of research outcomes and fostering innovation.

Innovation Ecosystem

timovation capability building Ecosystems thinking and design

Sustainability pathway and approach

University-Industry Collaboration

Partnerships bridge the gap between academia and industry, fostering knowledge transfer, entrepreneurship, and innovation.

Start-up Incubation

Collaborations provide support for start-ups and entrepreneurial activities, facilitating the development and commercialization of innovative ideas.

Innovation Hubs

Partnerships establish innovation hubs that bring together academia, industry, and government, fostering collaboration, research, and development.

New partnerships = New challenges

BRIE

UARI

- Language and cultural issues
- Limited resources

VERSI

- Consistency and quality
- Increased competition

I firmly trust in the transformative capabilities and unlimited vigor of this consortium, driven by the remarkable complementarity among its partners and their exceptional approach to work.



INVEST in the European Education of the future

Greek National Forum | 22-23 June 2023 | University of Thessaly, BIOPOLIS Campus, Larissa, Greece

Friday, 23rd of June 2023	
Speaker	Торіс

Prof. Gabriella PASI

Vice Rector for Internationalization, Università degli Studi di Milano-Bicocca, Italy New partnerships: Driver for European Education, Research, and Innovation

https://www.youtube.com/watch?v=cJIW-Zh597g



Co-funded by the Erasmus+ Programme of the European Union



The Competitive University for a Sustainable Society

A European University Alliance

Co-funded by the Erasmus+ Programme of the European Union



INVEST: Innovations of Regional Sustainability: European University Alliance Quality Assurance in the European Higher

Quality Assurance in the European Higher Education

Greek National Forum: INVEST in the European Education of the future 22 – 23 June, 2023 - Larissa, Greece











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Outlines of the presentation

The points that will be addressed:

- □ A general view on the main aspects related to the quality assurance in EHEA
- Standards and Guidelines for Quality Assurance in the European Higher Education Area
- Cross-Border Quality Assurance in the EHEA
- **u** European Approach for Quality Assurance of Joint Programmes
- The European Approach for Comprehensive QA of (European) Universities developed within the EUniQ project
- □ INVEST challenges regarding the Quality Assurance





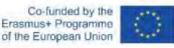


European Higher Education Area (EHEA)



Europe is home to:

- ✓ about 5,000 higher education institutions
- ✓ 17.5 million tertiary education students
- ✓ 1.35 million people teaching in tertiary education and
- ✓ 1.17 million researchers.







Europe needs to take important actions towards achieving four objectives:

1. Strengthen the European dimension in higher education and research

Bringing transnational cooperation to a higher level contributes to a culture of excellence and inclusion, a true European identity, and global competitiveness and attractiveness



3. Empower universities as key actors of change in the twin green and digital transition

Universities are key actors for the green transition and for a more sustainable world. We need to make "connected universities" a reality

2. Consolidate universities as lighthouses of our European way of life with supporting actions focusing on:

- Strengthen quality and relevance for future-proof skills In a fast-changing environment, universities need to strengthen their capacities to equip young people, lifelong learners and researchers with the right competences and skills
- **Foster diversity and inclusion** More institutional changes are needed for universities to become places of truly equal opportunities
- **Promote and protect European democratic values** Universities need to be places of freedom for speech, thought, learning, research

4. Reinforce universities as drivers of Europe'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.





- To prepare students for active citizens for their future careers (by contributing for their suitability for employment;
- To support students' personal development;
- To create a broad base of up-to-date knowledge;
- To stimulate scientific research and innovations.



The growing demand for skills and competencies requires a peculiar reaction from the higher education.

In that sense, quality assurance has a crucial importance in supporting higher education systems and institutions of higher education to the abovementioned challenges.



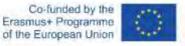


Definitions of quality assurance in higher education

Quality assurance (QA) is any systematic process of determining whether a product or service meets specified requirements.

Alexander S. Gillis

- Quality Assurance is an ongoing process that ensures the delivery of agreed standards.
- These agreed standards should make sure every educational institution, of which the quality is assured, has the **potential ability to achieve a high quality of content**.
- Quality Assurance must not to be confused with accreditation.
- The goal of Quality Assurance is to improve education and therefore it should take place on all levels (course, programme, and institution and its sub-divisions) and be a continuous process.





Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) (1)

- The Standards and guidelines for quality assurance in the European Higher Education Area (ESG) provide the framework for internal and external quality assurance.
- They were adopted at the EHEA Ministerial Conference in 2015.
- The European Association for Quality Assurance in Higher Education (ENQA) worked in partnership with the rest of the E4 Group (EUA European University Association, EURASHE European Association of Institutions in Higher Education, ESU European Students' Union as well as other stakeholder organisations Education International, Business Europe, etc., and with the European Quality Register in Higher Education EQAR to draft the ESG 2015.
- Implementing quality assurance in line with the ESG is one of the key commitments of the Bologna Process.
- As such, the ESG provide the basis for enhancing trust, mobility and recognition.







Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESGs) (2)

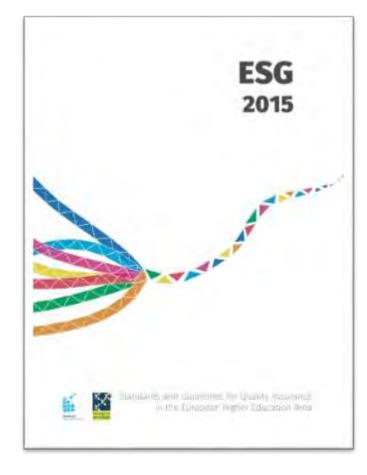
The ESG are designed to be applied to all higher education, regardless of place or mode of delivery.

The Standards set out the agreed and accepted practice, while the Guidelines describe how the standards might be implemented, however this will vary depending on the context.

The ESG are divided into three parts:

- Part 1: internal quality assurance
- Part 2: external quality assurance
- Part 3: quality assurance agencies

For European Association for Quality Assurance in Higher Education (ENQA), the ESG are of particular importance as **ENQA membership is only open to quality assurance agencies that demonstrate their compliance with the ESG.**







Overview of the standards in the European Standards and Guidelines

- (1) Policy for quality assurance
- (2) Design and approval of programmes
- (3) Student-centred learning, teaching and assessment
- (4) Student admission, progression, recognition and certification
- (5) Teaching staff
- (6) Learning resources and student support
- (7) Information management
- (8) Public information
- (9) On-going monitoring and periodic review of programmes
- (10) Cyclical external quality assurance





The ESG are based on the four principles for quality assurance in the EHEA:

 higher education institutions have primary responsibility for the quality of their provision and its assurance;

• quality assurance responds to the diversity of higher education systems, institutions, programmes and students;

 quality assurance takes into account the needs and expectations of students, all other stakeholders and society;

• quality assurance supports the development of a quality culture.

26/06/2023







EQAR - The European Quality Assurance Register for Higher Education



https://www.eqar.eu/register/agencies/

EQAR is a register of agencies, that provide regular external review of higher education institutions or study programmes listing those agencies that have demonstrated their substantial compliance with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).

EQAR aims to provide the public with clear and reliable information on quality assurance agencies operating in Europe, and the register is therefore web-based and freely accessible.

Agencies from the INVEST partner countries member of EQAR

- Bulgarian National Accreditation and Evaluation Agency (NAEA)
- Hellenic Authority for Higher Education (HAHE)
- Finish Educational Evaluation Center (FINEEC)
- Accreditation Organisation of the Netherlands and Flanders (NVAO)







DEQAR – EQAR's Database of External Quality Assurance Results

In 2018, EQAR launched **a new database** that can be found directly on the EQAR website.

DEQAR is the Database of External Quality Assurance Results on activities performed by EQAR-registered quality assurance agencies.

The wider **benefits** of DEQAR are manifold:

- Faster and more efficient **recognition** process, thanks to the easy access to QA results and reports.
- Increase of trust and transparency in QA of higher education.
- Foster student and HEI-staff mobility and employability.

https://www.eqar.eu/about/annual-reports/2019-2/databaseof-external-qa-results-deqar/







Cross-Border Quality Assurance in the EHEA

- The ESG are the basis for all quality assurance activities (i.e. evaluation, audit, accreditation, certification) in the EHEA, and thus also for cross-border quality assurance.
- Allowing higher education institutions to work with a suitable quality assurance agency that best fits their needs may help strengthen the institution's own responsibility for quality, ensure a better engagement of institutional actors and foster self-reflection.



The recognition of accreditation, evaluation or audit procedures by a foreign QA agency working in compliance with the ESG (as demonstrated through EQAR-registration) would avoid the often unproductive duplication of efforts, or even fatigue, where both a national and a foreign agency review the same programme or institution, asking sometimes the same questions, even if for a different purpose





The road towards a European degree



- European Universities an expansion of crossboarder cooperation in higher education
- Proposed vision to create a globally recognised degree that will be synonymous for innovative and transformative higher education from multiple institutions in multiple European countries.

For quality assurance the goal of the European dimension should be to achieve transparency, comparability and compatibility of quality assurance systems, not to replace them, recognising that there is a variation in the background of the higher education systems in Europe and on the national perspective on quality assurance and accreditation.

With the emergence of the European Universities initiative, the issue of the internationalization of the QA in European higher education acquires a new context.

26/06/2023



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INVEST Background information

- **Definition of Accreditation** (Set within INVEST WP3, Team 3.1): the formal recognition (process) of the new jointly develop study programs by the INVEST European university alliance and the respective responsible national authorities.
- Each partner has its **own (legally authorized) accreditation system**, with given standards and procedures.
- The joint programmes (Bachelor's, Master's and PhD's) of INVEST European University alliance need to be accredited before they start.







European Approach for Quality Assurance of Joint Programmes (1)

Objectives

The European Approach for Quality Assurance of Joint Programmes has been developed **to ease external quality assurance of these programmes**: it defines standards that are based on the agreed tools of the EHEA, without applying additional national criteria. This is expected to facilitate integrated approaches to quality assurance of joint programmes, which genuinely reflect and mirror their joint character.





European Approach for Quality Assurance of Joint Programmes (2)

European standards and procedure	 Standards and procedure according to ESG, taking "jointness" into account
Decision/result	 By EQAR-listed agency Accepted in other EHEA countries by other agencies
No additional national criteria!	 "Setting standards based on the agreed tools of the EHEA, without applying additional national criteria"





Standards for Quality Assurance of Joint Programmes (3)

Eligibility - Status - Joint design and delivery - Consortium agreement	Learning outcomes - Level - Disciplinary field - Achievement - Regulated professions	Study Programmes - Curriculum - Credits - Workload	Admission and Recognition		
Learning, Teaching and Assessment	Student support	Resources - Staff - Facility	Transparency and Documentation		
Quality Assurance					
6/26/2023	Greek National Forum: INVEST in the European	Education of the future	Co-funded by the Erasmus+ Programme 18		





Procedures for external Quality Assurance of Joint Programmes (4)

Self-Evaluation Report	Review Panel	Site Visit	Review Report
Formal Outcomes and Decisions	Appeals	Reporting	Follow-up
6/26/2023	Perio Greek National Forum: INVEST in the European	dicity	Co-funded by the Erasmus+ Programme

6/26/2023

Greek National Forum: INVEST in the European Education of the future 22 – 23 June, 2023 - Larissa, Greece



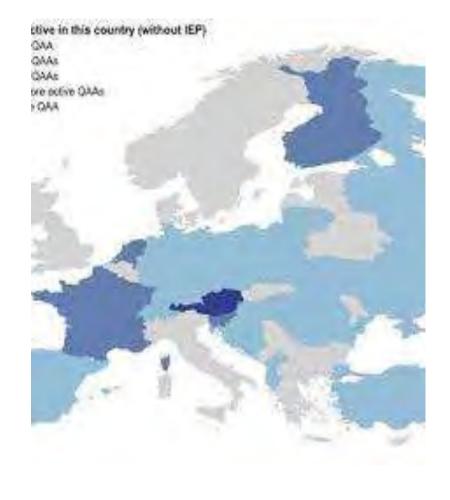


National implementation of the European Approach

The European Approach was adopted by EHEA ministers in 2015. As a political commitment made in the Bologna Process, and not a legally binding agreement or treaty, it requires implementation at the national level. Depending on the country, legislative changes at different levels may thus be required to make the European Approach effectively available to higher education institutions.

The map shows the EHEA countries in which the European Approach for Quality Assurance of Joint Programmes can be used by some or all higher education institutions.

European Approach not available to higher education institutions in Bulgaria, Greece and Slovakia.







The European Approach for Comprehensive QA of (European) Universities developed within the EUniQ project (2019-2021)

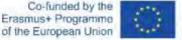


The QA agencies, ministries, European universities and European stakeholders organisations worked together to develop a QA methodology for European Universities.

The purpose of the Framework is:

- To contribute to the enhancement of the internal QA of the European university alliances;
- To support the **fulfilment of national QA requirements**.

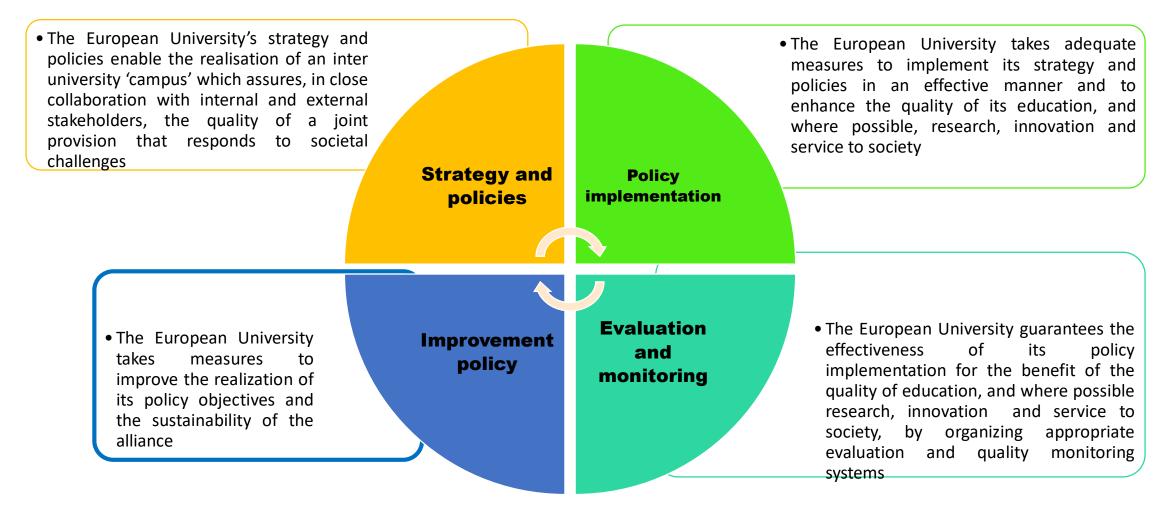




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Developing a EUniQ Approach – 4 criteria



By Axel Aerden, NVAO

Greek National Forum: INVEST in the European Education of the future 22 – 23 June, 2023 - Larissa, Greece





Procedure based on the European Approach for Comprehensive QA of (European) Universities

Preliminary meeting

Information provided to the panel

Composition of the evaluation panel

Site visit Evaluation Report





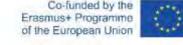




INVEST challenges regarding the Quality Assurance (1)

The accreditation of the joint programs developed within INVEST project could be carried out based on:

- European Approach to Quality Assurance of Joint Programmes. /EQAR provides most up-to date information on the availability of the European Approach across EHAE/.
- European Approach for Comprehensive QA of (European) Universities.
- Accreditation of the joint programs could be performed by already existing agencies listed in the EQAR.
- The vision of our team is that the accreditation could also be done by a newly established agency specialised to perform quality assurance evaluation and accreditation in particular to the established European Universities' alliances.
- A task as formulated in the project proposal within WP 2 is: **To develop a Plan for establishment of an International Agency for Quality Assurance in Higher Education (IAQAHE)**
- The draft plan for establishment of International Agency for Quality Assurance in Higher Education (IAQAHE) was presented at the end of April 2023 during the national event organized by the UARD in Plovdiv, Bulgaria.
- Another challenge is the development of INVEST Quality Assurance System which main objective is the development and maintenance of the quality within INVEST.





est INVEST challenges regarding the Quality Assurance (2)

The main objective of the Quality Assurance System is the maintenance and development of the quality within INVEST.



The **engagement of the students** in the quality assurance process will be an essential part of the actions taken on that issue.

INVEST QAS consists of the following documents:

- Quality policy
- Quality assurance manual
- Operative documents /templates,
- INVEST Quality Policy,
- Quality Goals and Plans and
- Quality Assurance Guidelines

INVEST QAS elaborated in compliance with ESG and the European Framework for the Comprehensive Quality Assurance of European Universities.





Some useful links

- ESG 2015
- European Approach for Quality Assurance of Joint Programmes
- Key considerations for cross-border QA
- <u>www.enqa.eu</u> (external QA)
- <u>www.eqar.eu</u> (external QA, Register, DEQAR)
- <u>www.eua.eu</u> (internal QA, quality culture, etc.)
- <u>www.eurashe.eu</u> i(internal QA with focus on professional HE)
- <a>www.esu-online.org (student participation in QA)









THANK YOU FOR YOUR ATTENTION!

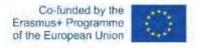
Prof. Mariana Ivanova, PhD

4003 Plovdiv

78 Dunav Blvd.

Tel. +359 32 960 356; +359 885849953

e-mail: mivanova@uard.bg





The Competitive University for a Sustainable Society





Co-funded by the Erasmus+ Programme of the European Union

Stakeholder engagement for managing the Water-Energy-Food-Climate NEXUS: Key points and lessons learnt from the Pinios River Basin case study (Greece)

Vassilios Pisinaras

Environmental Engineer Ph.D. Soil and Water Resources Institute Hellenic Agricultural Organization "DEMETER" Tel: +30 2310798790 (ext. 220) Email: v.pisinaras@swri.gr

June, 2023

Description of SWRI



SWRI Activities



2017-2022



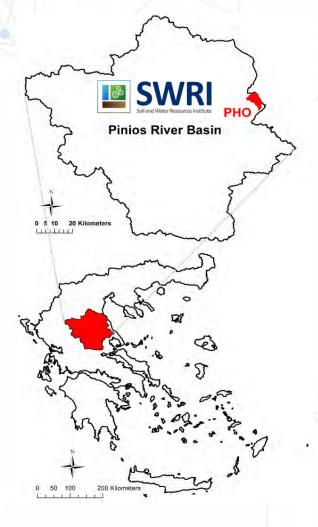
Funded by the European Union

Over 40 R&D projects & consultancy projects Projects' budget ca 11M€ - Investments in infrastructure 1.6M€ Currently runs on 17 permanent staff members & 31 highly trained scientists

Over 170 published scientific works as SWRI

REXUS

Pinios Hydrologic Observatory (PHO)





Funded by the European Union

One of the 9 observatories in Greece

- Incorporated in Greek and International Long-Term Ecosystem Research (LTER) site
- Established in 2015 and covers an area of about 55 km²
- About 1.1 M€ invested in instrumentation

Other activities

- 10 Research Projects (water and soil resources management, irrigation)
- Several PhD and Master theses



The REXUS project

Managing Resilient <u>Nexus</u> Systems Through **Participatory** Systems Dynamics Modelling

The LENSES project

LEarning and action alliances

for <u>NexuS</u> EnvironmentS in an uncertain future

Stakeholders' participation is a key process for both project !!!

BUT

With different scales and tools

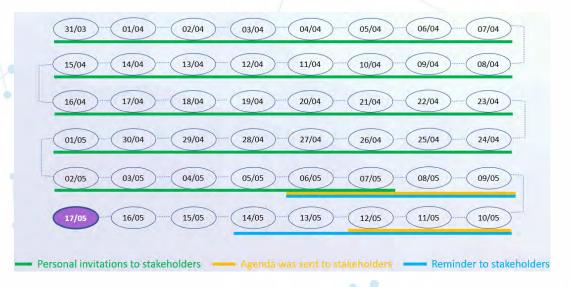
Pinios River Basin



Funded by the European Union



Preparation of the 1st Technical Pinios Workshop



Stakeholders' engagement is not an easy task!!! Take care to assign enough resources!!!

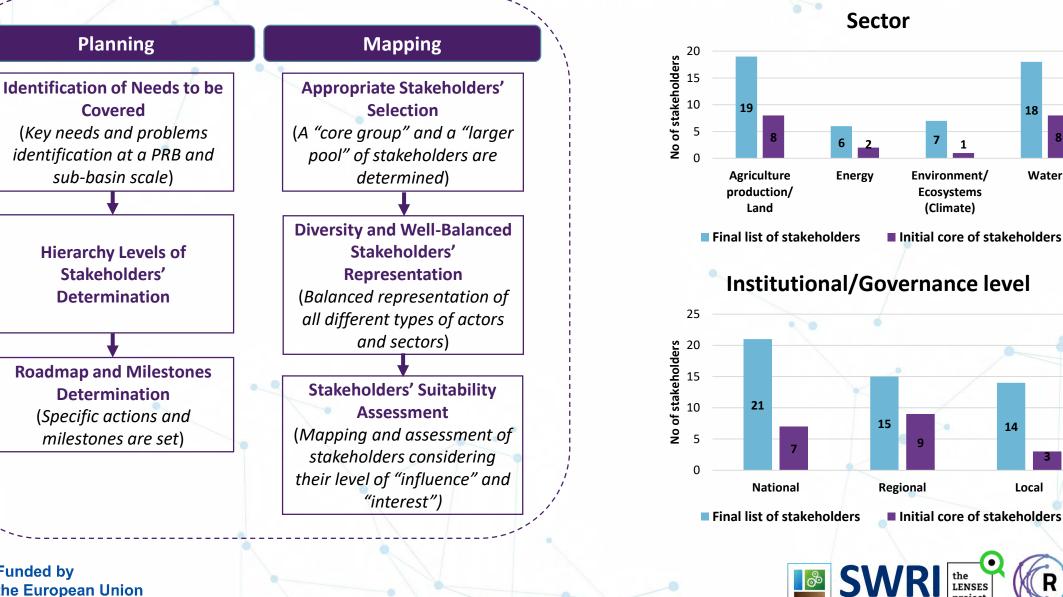


Funded by the European Union Key points of the preparation phase:

- \circ **47 days** of preparation.
- $\circ~$ 2 visits in Larissa for identifying the workshop venue.
- **1 visit** for organizing the workshop rooms, catering etc.
- At least 1 day before the meeting is needed to organize the details.
- **Phone calls & Personal invitation emails** were started sending at about 1.5 month prior to the "big date".
- A **reminder** to all stakeholders through phone calls & personal emails was sent during the last 10 days.
- All the expenses of stakeholders who travelled away from Larissa were covered.



Planning and mapping processes



Water

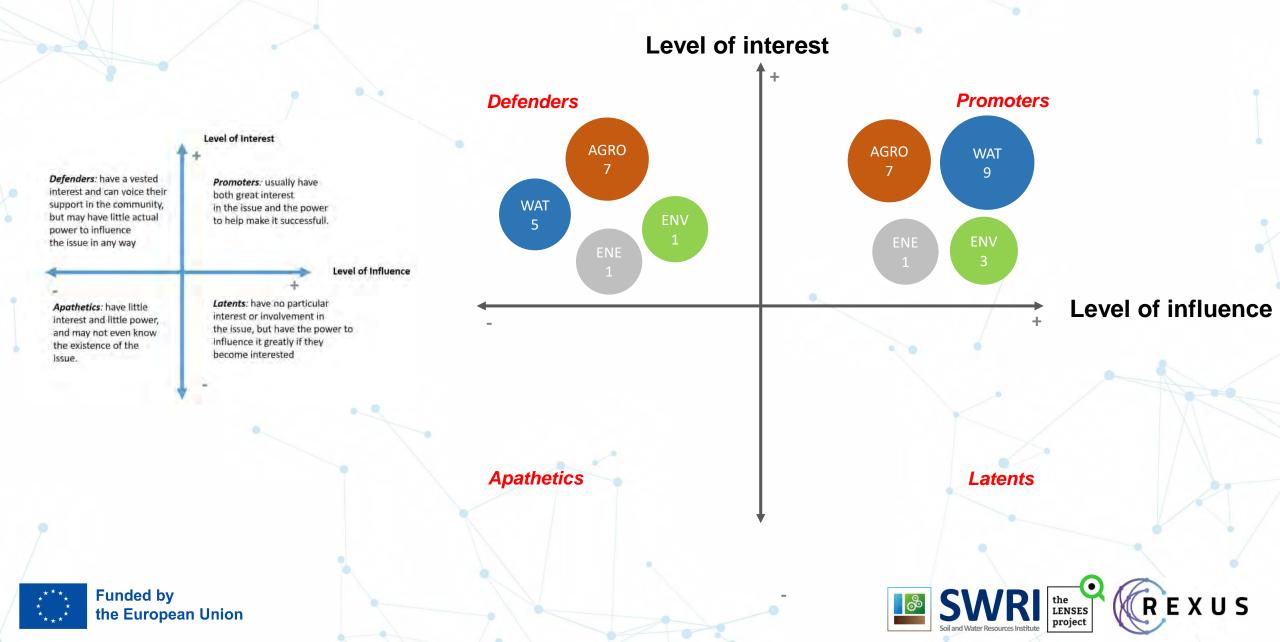
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Local

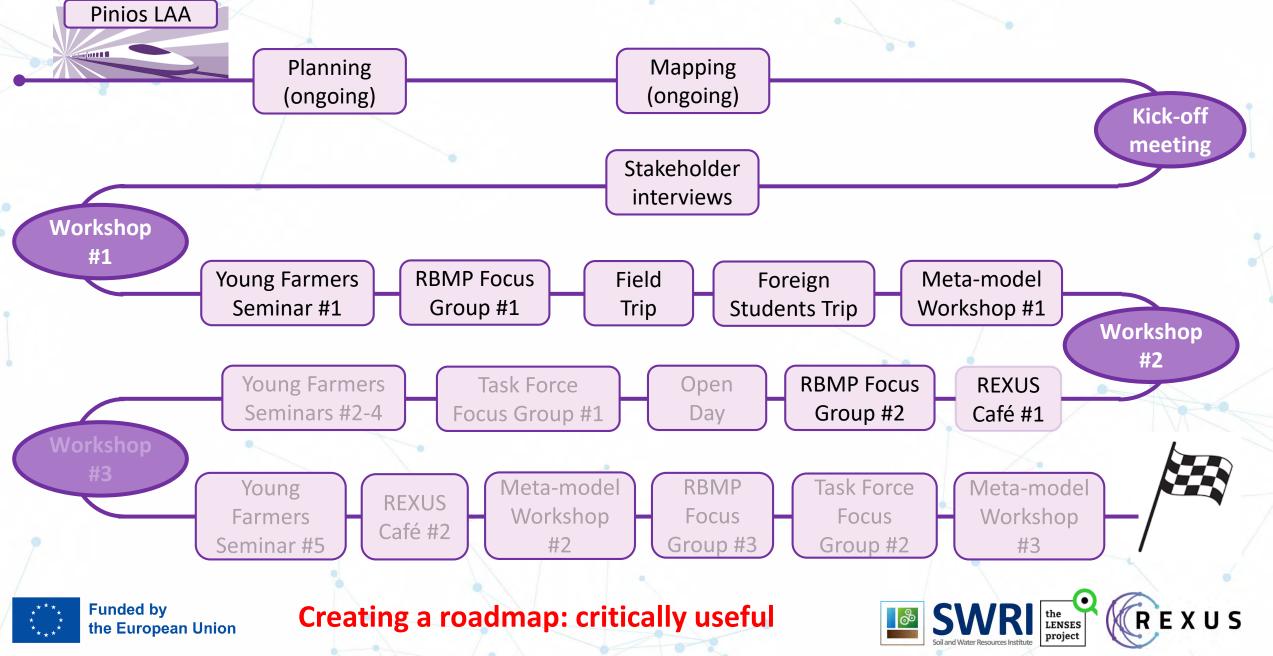
REXUS



Planning and mapping processes

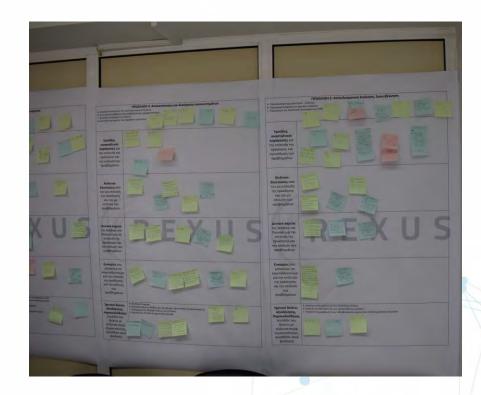


Pinios Participatory Activities Roadmap



Try innovative or not so business-as-usual-engagement methods...







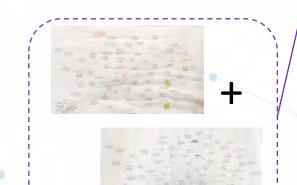




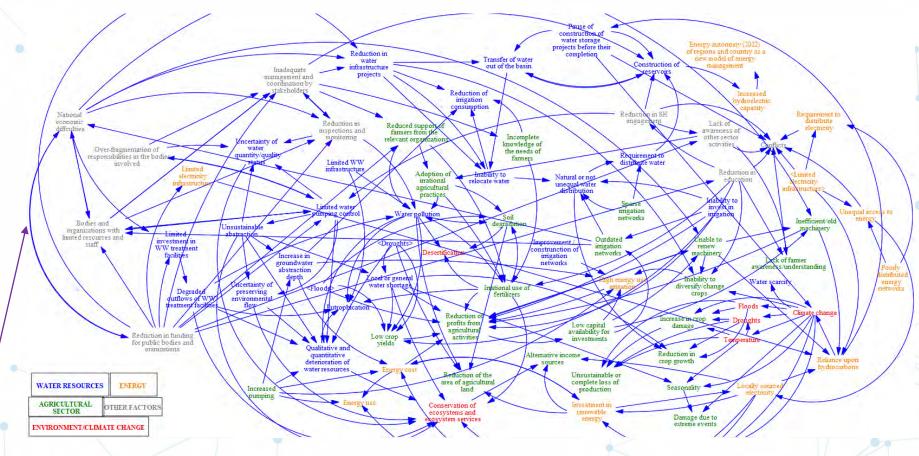
Hard work for the stakeholders but not for too long...









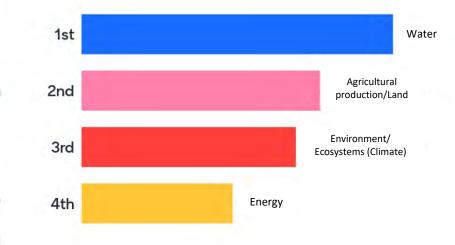


Up to 5 hours, including some breaks is the proposed duration of the workshops



Implementation of crowdsourcing tools really helps...

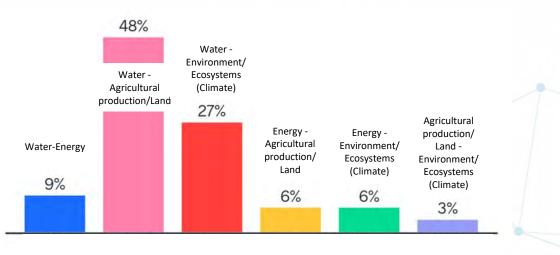
Prioritization of the sectors for regional development



Visioning: Keywords for the future of basin... λέξεις που μου έρχονται στο μυαλό όταν σκέφτομαι για το μέλλον της ΛΑΠ...



Which sectors demonstrate the strongest interactions?



Visioning: Key players for the future... στο εγγύς μέλλον οι βασικοί "παίκτες" (φορείςχρήστες-δραστηριότητες) θα είναι...



ี ม ร

Lessons learnt, hints and tips...

While contacting/mapping

Use your networking: Previous personal contacts of the team or other colleagues help stakeholders to trust

Contacting other colleagues from the case study area helps in

mapping the stakeholders. They know the appropriate persons.



2

Only email does not work for most of stakeholders. Phone calls and personal visits/short telcos really helped.



Do not lose your trust from the first try. Communicate with the stakeholders multiple times.



Patiently clarify it is not about data provision but actual participation







While organizing

Lessons learnt, hints and tips...

Rehearsing the participatory exercises help a lot

Pay attention to the proper selection of the venue, ensure good internet connection

Configuration of rooms can contribute to the efficient facilitation of stakeholders

Configuration of working groups should be made on equal terms

Confirm of stakeholders' participation about 2-3 days before workshops





During workshop

! Openness and good regulation avoids frictions over conflicts

! Maintaining neutral position from the side of facilitators is absolutely essential



Lessons learnt, hints and tips...

Respect time limits









Repetitive reminders of the objectives of the workshop



Some stakeholders can act as motivators



Extra care needed for stakeholders that tend to monopolize the meeting





Andreas Panagopoulos



Konstantinos Bampakos



Funded by the European Union



Evangelos Hatzigiannakis



Dimitris Malamataris



Anna Chatzi



Parchalis Dalampakis



The SWRI team...





Thank you!



Soil and Water Resources Institute



Environmental Engineer Ph.D. Soil and Water Resources Institute Hellenic Agricultural Organization "DEMETER" Tel: +30 2310798790 (ext. 220) Email: v.pisinaras@swri.gr

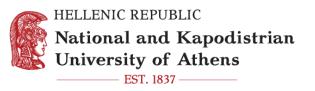


This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 101003632.



Screening, Mapping, Analysing, Recommending, Transferring, and Transforming HE international programmes





Ilias ANTONIOU NKUA CIVIS Institutional Coordinator civis@uoa.gr



Agenda

- Overview of SMARTT (WPs, deliverables & milestones, timeline, budget)
- Clusters & Core Experts
- Selecting CIVIS International Programs: A Guide
- Exploring Obstacles in the Design of Joint Programs
- Questions





Overview of SMARTT (WPs, deliverables & milestones, timeline, budget)



ED-AFFICHE

European Degree - Advancing, Facilitating and Fostering International Collaboration in Higher Education (ES, BE, SE, IT, ES, CZ)

EDLab

European Degree Label institutional laboratory (FR, ES, PT, IT, FR, BE)

FOCI

SMARTT

Future-proof Criteria for Innovative European Education (NL, BE, FR, HR, PL, LT, EL)

(BE PT, NL, EE, IE, FI, IE)

FilmEU Degree label

ETIKETA

JEDI

Joint European Degree label in engineering Toward a European framework for engineering education (HU, SE, FR, DE, TR, LV, BG, CY, ES, RO) Screening, mapping, analyzing, recommending, transferring and transforming HE international programmes (DE, EL, AT, SE, ES, IT, RO, FR, BE)

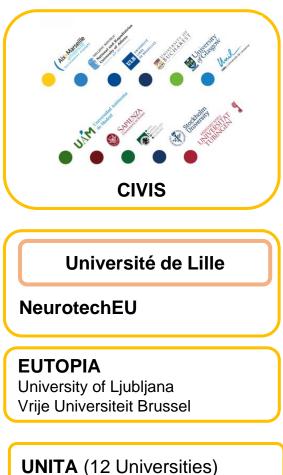
4EU+, Arqus, CHARM-EU, CIVIS, EC2U, ECIU, EELISA, ENHANCE, ENLIGHT, EPICUR, EU-CONEXUS, EUt+, EUTOPIA, EUTOPIA, Film-EU, NEUROTECH EU, SEA-EU, UNA Europa, UNITA, ¡Unite!, YUFE

PILOT A JOINT EUROPEAN DEGREE LABEL

Results of the Erasmus + call for proposals European policy experimentation in higher education



European Universities Alliances in SMARTT



U. Hassan II Casablanca



ASSOCIATED Partners

Students Networks

Federation of Erasmus Student Network Greece

CIVIS Global Student Council

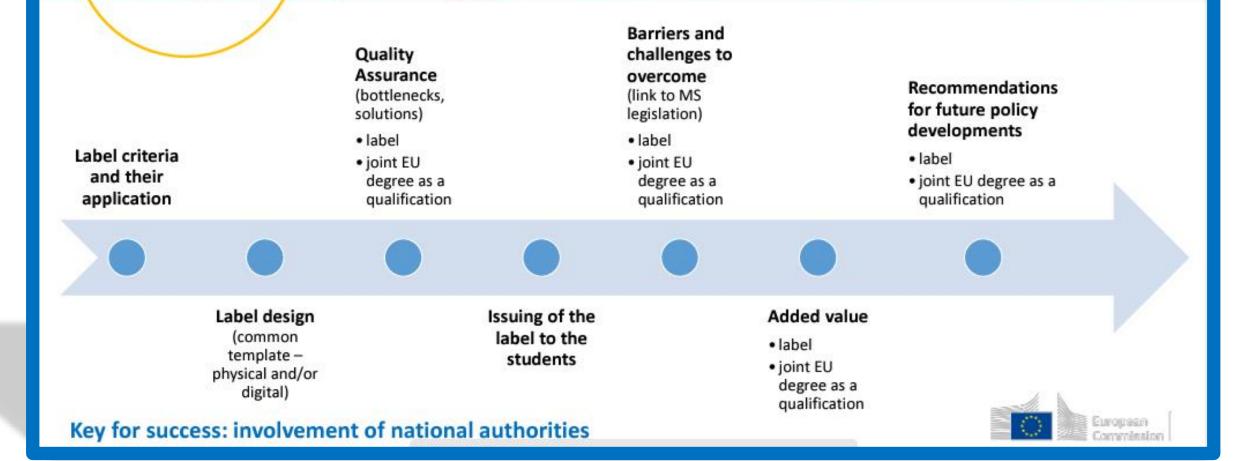
ÖH Uni Salzburg

ANECA - National Agency for Quality Assessment and Accreditation (Spain) **ANVUR** – Italian National Agency (Italy) ARES - Académie de recherche et d'enseignement supérieur (Belgium) AQ Austria - Agency for Quality Assurance and Accreditation (Austria) AQ Glasgow University (Scotland) AQ Stockholm University (Sweden) MESRI- Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation(France) Fundación madri+d - Fundación para el Conocimiento Madrimasd (Spain) General Secretariat for Higher Education of the Minister of Education and Religious Affairs (Greece) HAHE - Hellenic Authority of Higher Education (Greece) Hcéres- Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur (France) MUR- Italian Ministry of Universities and Research (Italy) Romanian Agency for QA in Higher Education (Romania) SERI-Swiss State Secretariat for Education, Research and Innovation (Switzerland) **MEFP**- Spanish Ministry of Education (Spain)

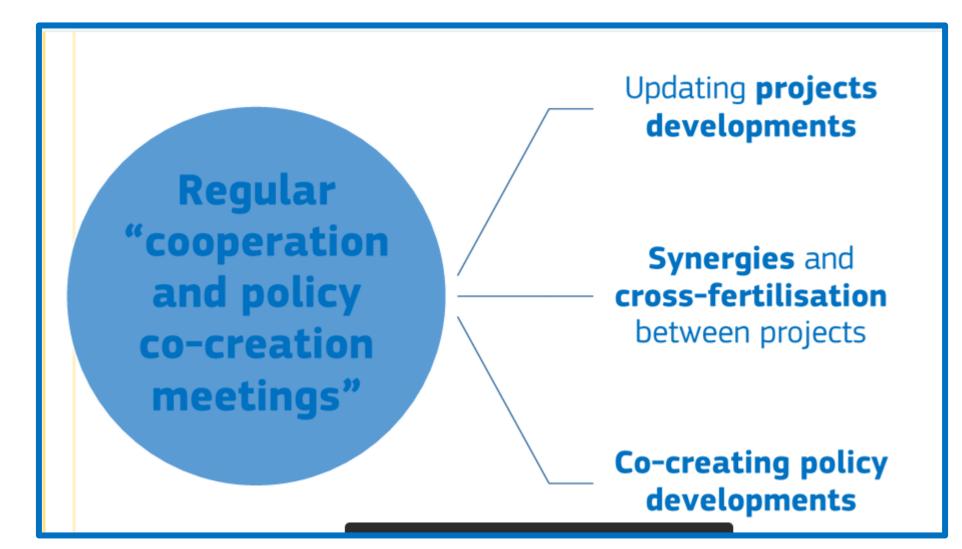
Cámara de Comercio - Commerce Chamber (Spain) ELIX – Conservation Volunteers Greece (Greece) UNICEF Greece Country Office (Greece)

Joint European degree: co-creation policy developments

a.



KICK-OFF MEETING WITH EC (31/03/2023)





Close monitoring vs EC contacts:



Project Officer: Ana Sofia Cutinho



Policy Officer: Yann-Maël Bideau



Policy Officer: Pauline Ravinet



Policy Officer: Agnieszka Jelnicka

Key deliverables - 6 European degree label projects (1/2)

Legal and procedural aspects :

- Reflection on existing barriers to issuing the label
- Analysis of the legal and procedural requirements for issuing the label
- Recommendations for improving the process for issuing the label
- Road towards a true joint European degree

Lessons learned:

- Lessons learned from testing the joint European Degree Label criteria
- In-depth analysis of the relevance and impact of the criteria
- Lessons learned for the development of true joint European degree

Key deliverables - 6 European degree label projects (2/2)

Findings about the Potential Added Value of a joint European Degree Label:

- Analysis of the attractiveness of joint European degrees at EQF 6, 7, and 8 levels
- Benefits of the label for students, employers, and universities
- Comparison with other international degree labels and their impact

Qualitative Analysis of the Screening and Sustainability of the Criteria:

- Identification of barriers to implementing the joint European Degree Label criteria and recommendations for overcoming them
- Analysis of the sustainability of the criteria over time: towards a true joint European degree

Template for the European Degree Label Certificate:

Guidelines for creating a stand-alone European Degree Label certificate



Specific objectives of this project are:



- Mapping the different regulations and goals at the national and European levels.
- Establishing a catalog of indicators for European criteria.
 - ✓ **Testing** the relevance of these criteria
 - ✓ Conducting a joint reflection on possible scenarios for the delivery of a joint degree at all levels, based on these co-created European criteria
 - Exploring and recommending possible optimization of the proposed set of criteria
 - ✓ Sharing good practices at all levels
 - ✓ Propose an approach that could be commonly agreed on for the delivery of joint degrees based on co-created European criteria by European countries at all education levels.
 - ✓ Organizing a large dissemination event and elaborating materials

RIT

- Higher education institutions involved
- Transnational joint degree delivery
- Transparency of the learning outcomes
- Quality assurance arrangements
- Joint policies for the joint programme
- Transnational campus access to services
- Flexible and embedded student mobility arrangements
- Multilingualism
- Innovative learning approaches
- Graduate outcomes
- Inclusiveness and sustainability

- Additional formats of transnational learning activities with partner higher education institutions
- Enhance the command of multiple
 European languages
- Environmental sustainability

k

- Development of high-level digital skills of students
- Promoting democratic values and addressing societal needs
- Support future labour market needs
- International professional internships/workbased learning recognised through the award of ECTS
- Career development plan
- To ensure visibility of the joint programme

Management DELIVERABLES & MILESTONES





EUROSUD

Screening the criteria Design the indicators Co-create the template with the Commission Collet & analyse the data

South European Studies (EUROSUD) Erasmus Mundus Joint Master's Degree Programme, delivered since 2019 by 4 CIVIS partners (UofG, NKUA, UAM and AMU)



50 Programmes

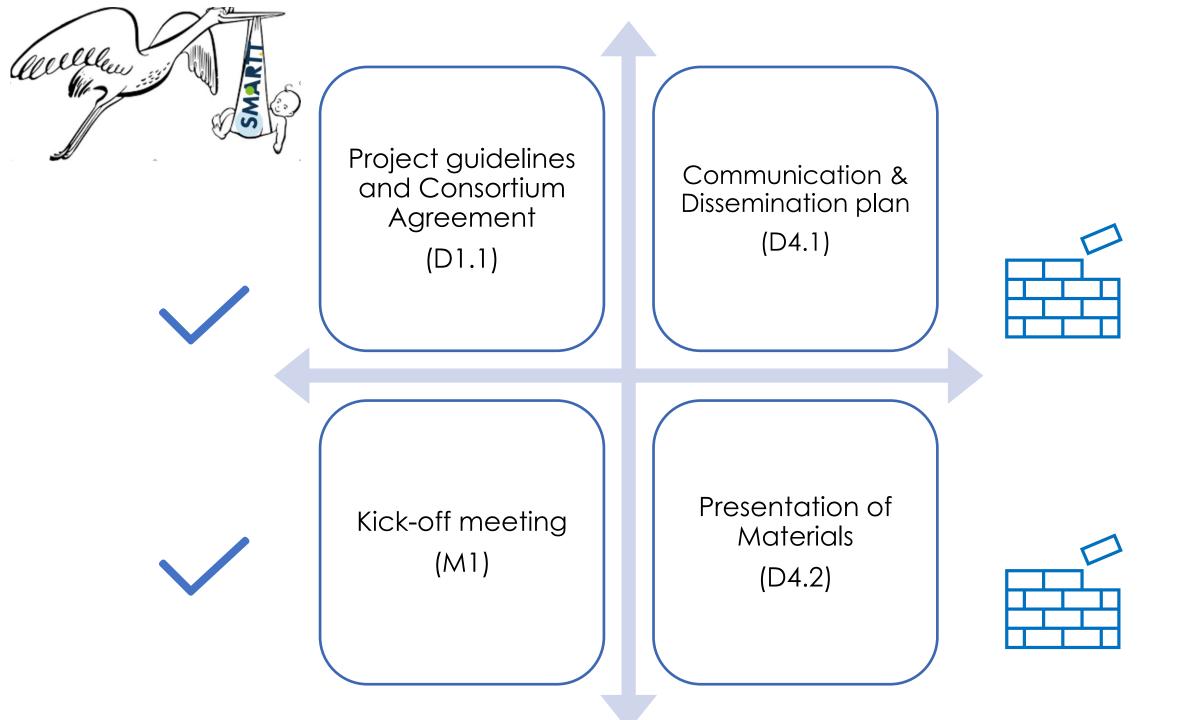
Map & Select Test the criteria

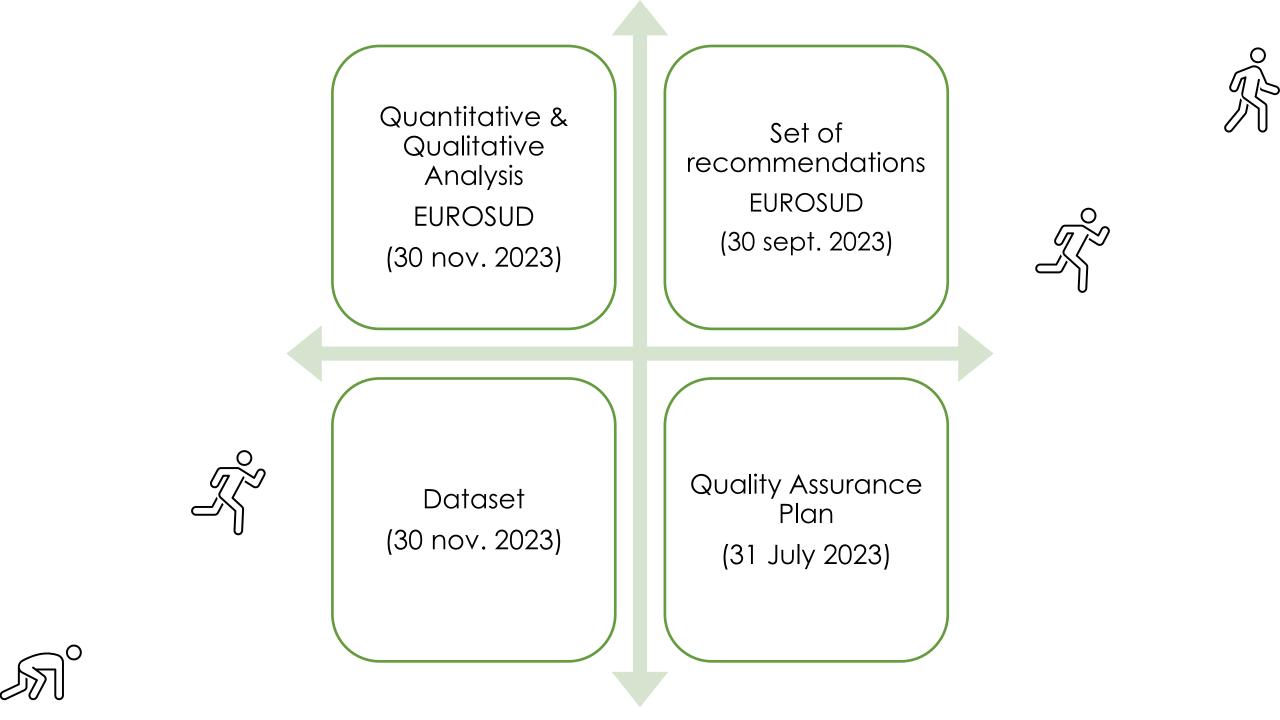
Compare results and set recommendations

Map and select **50** international programmes and educational activities developed by involved member universities, covering different areas and levels (bachelor, master).

	WP1	UAM / UB	Management & Governance
		Coordination & Management	
STREAM 3	WP2	UOG / UAM EUROSUD Joint Programme &	Screening the criteria Design the indicators Co-create the template with the Commission Collet & analyse the data
Ц		the European Degree Label	Collet & allalyse the uata
STR	WP3	SUR / UAM Transferability and improvement of European criteria	Mapping & selecting the 50 programmes and test the criteria Compare results and set
			recommendations
	WP4		
	VVP4	NKUA / UAM	Communication & Dissemination

Communication & dissemination







Bodies

UAM coordinator Project Manager Stream 3 (NKUA,UB, SUR) University of Glasgow

Coordination Management Committee

Governance



Educational Advisory Board

CIVIS Educational Committee Global Educational Committee

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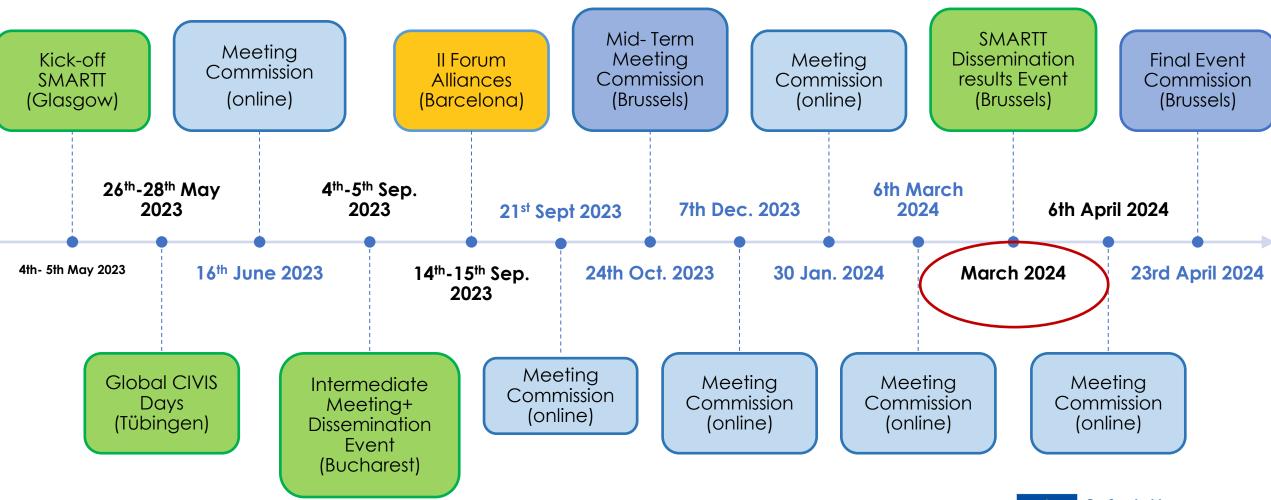
Educa Adv Bo

ational	CIVIS Educational Committee	Vice Rectors of Academic Affairs (CIVIS Education Council)
ard		HEI Associate Partners
	Global Educational Committee	Stakeholders
		Student Unions





Possible joint closing event for all projects





Agenda



Clusters & Core Experts



Methodology: clusters & experts

- 1. **Share common vision** of the criteria through the creation of **expert groups** and creation of consultation experts group among HEI's and stakeholders.
- 2. Expert groups will decide the tools/indicators more appropriate for each criterion/cluster and design surveys, questionnaires, focus groups ...
- 3. Each beneficiary will select the persons who will be responsible for:
 - Conducting the interviews and focus groups (staff costs)
 - Ensure response to surveys, questionnaires and focus groups.
 - Contact stakeholders, program coordinators, etc.
- 4. Data analyse
- 5. Reporting and Recommendations

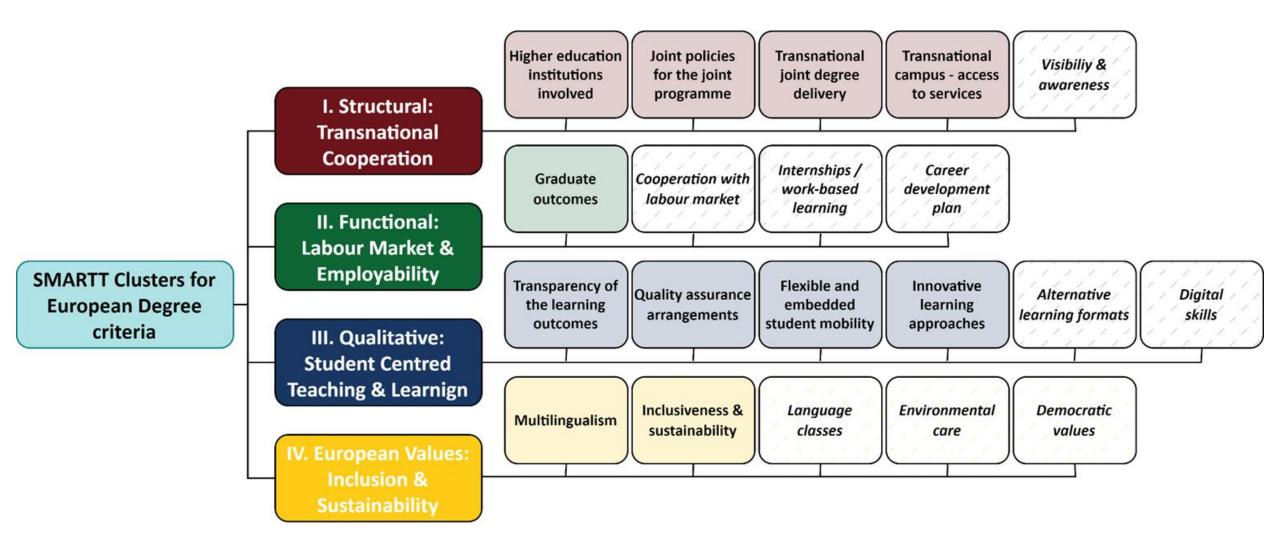


Experts Groups

"Each HEI will designate experts within the given criteria (quality, mobility, IT, administration, innovative pedagogies, multilingualism, inclusiveness, and sustainability) attending to their role in their institution and CIVIS. These experts are the ones who will elaborate the surveys and focus groups questionnaires, participate in discussions, and make recommendations "

(CIVIS + HEI's involved in SMARTT)

SMARTT Criteria & clusters



ENLARGED EXPERT GROUP

(at least 1 member for each HEI's)

CIVIS + other HEI's

SMARTT CLUSTERS EUROPEAN DEGREE LABEL CRITERIA

I. Structural:	II. Functional: Labour		
Transnational	Market &		
Cooperation	Employability		
III. Qualitative:	IV. European Values:		
Student Centred	Inclusion &		

Teaching & Learning

CORE EXPERT GROUP

UB, NKUA, SUR, AMU, UofG, UAM

Working Procedures



- 1. Define the criteria: clearly define the criteria
- 2. Identify the key dimensions: areas to be measured

3. Determine the data sources:

-Program coordinator (determine the data sources that will provide the information needed to measure the criteria. For example, assessments, surveys, or observations to gather data) -SMARTT questionnaire (Draft specific item for relevant indicators)

4. Develop indicators: develop indicators that will measure the criteria (indicators should be specific, measurable, and relevant to the criteria being measured)

5. Test and refine:

-test and refine the indicators to ensure that they accurately measure the criteria.

-pilot testing the indicators on the EUROSUD program

-integrate feedback from the pilot test

-finalize:

o criteria

o key dimensions

o data sources

o specific items for questionnaire and indicators

6. Usefulness:

- Identify what valuable information could be provided by the indicators and identify their usefulness.



EUROSUD

Screening the criteria Design the indicators Co-create the template with the Commission Collet & analyse the data

South European Studies (**EUROSUD**) Erasmus Mundus Joint Master's Degree Programme, delivered since 2019 by 4 CIVIS partners (UofG, NKUA, UAM and AMU)



50 Programmes Map & Select Test the criteria

Compare results and set recommendations

Map and select **50 international programmes and educational activities** developed by involved member universities, covering different areas and levels (bachelor, master, PhD, microprogrammes ...).

Selection of 50 PROGRAMMES:

The core Expert Group will provide guidelines to the CIVIS Educational Committee (CEC) to select in each CIVIS university the programmes

	JOINT DEGREE	DOUBLE DEGREE	MULTIPLE DEGREE	JOINT & MULTIPLE DEGREES	
STEM	22	27	12	1	
SSCC and Humanities	14	62	14	14	
ARTS	3	2	1	0	
TOTAL	39	91	27	15	

The Survey launched by Stream 3 will add the link to the Excel to update the programmes and the contact coordinator.

8th June 2023: Stakeholders (Ministries & QA)		22nd June 2023: Criteria for selecting programmes			10 th -15 th July: Focus group EUROSUD students			Jluly 2023: Survey draft	
20 June-15th July: Pre-testing survey on EUROSUD		Mid July: Stakeholders (Ministries & QA)			31 July 2023: Final version of criteria and indicators			31st July 2023 Final list of the 50 programmes	
Sept-Nov 2023: Survey to the 50 programmes		4 th - 5 th September 2023: Stakeholders (Ministries & QA)			30 th November 2023: Dataset		20th December 2023: Gathering of the survey Programmed focus groups and interviews. Extended screening		
Decemb Stakeho (Ministrie		olders	20th Feb Final Report obtain in th pro	t on	the results 0 selected	Marc Final recommer and	l Se nd	et of ation WP2	

Meeting with AP: Ministries and Quality agencies 8th June 2023

Yann-Maël Bideau

Policy Officer of European Commission DG EAC Erasmus+ Higher Education

Romita lucu

Chair of European Degree Subgroup, FOR EU Coordinator of UNICA EduLAB Member of EUA L&T Steering Committee



ANECA - National Agency for Quality Assessment and Accreditation (Spain) **ANVUR** – Italian National Agency (Italy) **ARES** - Académie de recherche et d'enseignement supérieur (Belgium) **AQ Austria** - Agency for Quality Assurance and Accreditation (Austria) AQ Glasgow University (Scotland) AQ Stockholm University (Sweden) Cámara de Comercio - Commerce Chamber (Spain) **ELIX** – Conservation Volunteers Greece (Greece) **MESRI-** Ministère de l'Enseignement supérieur, de la Recherche et de l'Innovation(France) Fundación madri+d - Fundación para el Conocimiento Madrimasd (Spain) General Secretariat for Higher Education of the Minister of Education and Religious Affairs (Greece) HAHE - Hellenic Authority of Higher Education (Greece) Hcéres-Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur (France) MUR- Italian Ministry of Universities and Research (Italy) Romanian Agency for QA in Higher Education (Romania) **SERI**-Swiss State Secretariat for Education, Research and Innovation (Switzerland) **MEFP**- Spanish Ministry of Education (Spain) **UNICEF** Greece Country Office (Greece)

Key aspects

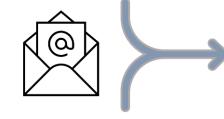
- Legal and procedural aspects:
 - Reflection on existing barriers to issuing the label
 - Analysis of legal and procedural requirements for issuing the label
 - Recommendations for improving the process for issuing the label
 - Road towards a true joint European degree
- Template for the European Degree Label Certificate:
 - Guidelines for creating a stand-alone European Degree Label Certificate
 - Comparison with other international degree label and their impact
 - Identification of barriers to implementing the JEDL criteria
 - Recommendations for overcoming barriers





There are various ways in which to contribute to the project:

- Expert groups
- Dissemination
- Recommendations
- Identifying barriers
- Participating in Focus groups



Please choose in which parts of the project you would like to be involved. The involvement is up to the availability of your institution/organisation (you can select more than one option)

	Criteria	

- Testing of programmes
- Barriers & solutions
- Interviews & focus-groups
- Recommendations & proposals
- Events & meetings

Nominate Expert(s)

If you want to nominate experts for the work on the criteria, please provide email address and name (you can nominate for all clusters or for some for reference please see the powerpoint presentation)

Tu respuesta

Would you be interested in taking part in the public dissemination events of the * project?

Yes

O No

Do you collaborate with any of the other 5 projects on EU Degree? * If YES then in the option "Other" you can write which one/s? (only if you can/want to share this information)

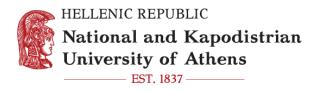
- No
- Yes
- Otro:



Thank you very much!

Ilias ANTONIOU, NKUA CIVIS Institutional Coordinator





civis@uoa.gr smartt@lists.civis.eu



Co-funded by the European Union



EUROPEAN UNIVERSITY

EUROPEAN PARTNERSHIP FOR AN INNOVATIVE CAMPUS UNIFYING REGIONS

European Universities: A Great Initiative, AUTH's participation in the European University EPICUR

Dimitris Koveos Rector and Vice rector for Student and Academic Affairs Aristotle University of Thessaloniki









Initial Idea: a European Education Area by 2025

- **Inspired** by the President Emmanuel Macron, Paris, Sept. 2017
- Endorsed by the European Council that called for the emergence of at least 20 European Universities by 2024, Dec. 2017



03/07/2023







European Universities A new European initiative

Pilot phase

2 calls for Erasmus+ projects for European universities (3-year pilot phase) :

2019: selection of 17 European alliances (including EPICUR) involving 114 higher education institutions from 24 Member States

2020: selection of 24 new European alliances involving 166 additional higher education institutions

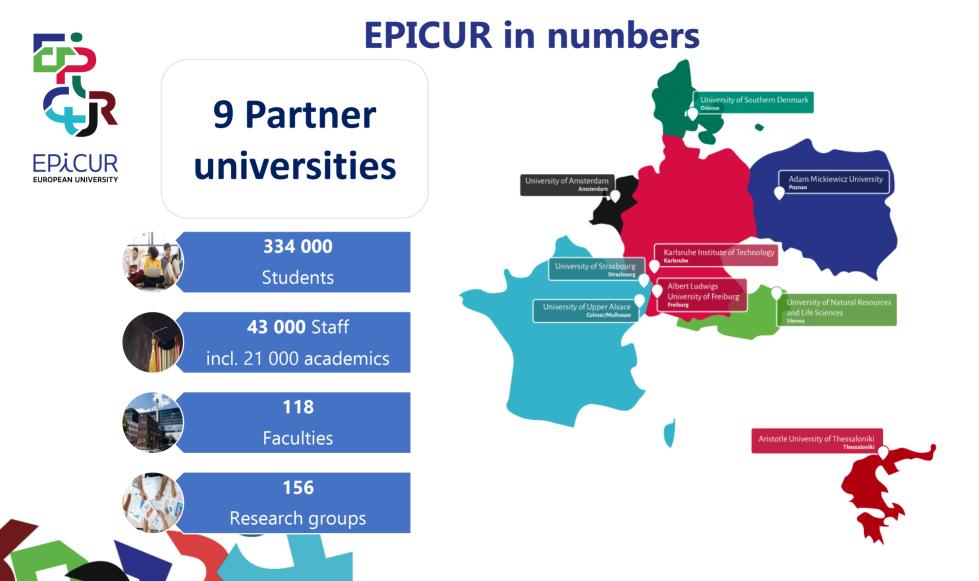


The EPICUR Alliance

- EPICUR belongs to the first generation of European university alliances, co-funded by the European Commission in November 2019.
- Epicur is composed of **9** higher education institutions from **7** different European countries.
- EPICUR is a place where all students, teachers, staff and researchers can acquire a broad, unlimited and **interdisciplinary** academic perspective strongly rooted in **European traditions**, **regardless** of their nationality, mother tongue, cultural or socio-economic **background**.









The 3 phases of EPICUR's development roadmap

	Phase 1 - ESTABLISH (2019-2022)	Phase 2 - DEEPEN AND BROADEN (2022-2025)	Phase 3 - INTENSIFY (2025-2030)
Cooperation style	Widespread regular daily cooperation among alliance members	Structural deeper integration through integrated governance, shared structures and common policies and procedures	Sustainable long-term cooperation through a "Federation of universities"
Level Small number of thema pilot areas		Gradual scale-up across all university missions and activity areas	Whole-institutional approach with seamless governance and participation
Governance	Project-based management and governance structures	First joint institutionally integrated boards, committees and offices	Solid legal basis through agreements and legal instruments





Pilot Phase – EPICUR Education

November 2019 - October 2022



Co-funded by the Erasmus+ Programme of the European Union





Structure and personnel of EPICUR's pilot phase

- 6 working groups (WPs)
- For each WP there was a working team consisting from more than 15 people
- More than 100 people worked for the EPICUR project









03/07/2023

#9

EPICUR Successes...until now

- Development of Pilot courses
- Signing of Multilingualism Agreement, with emphasis on minor languages such as Greek and Norwegian
- Signing of New Mobility Agreement
- Development of EPICUR Inter-University Campus
- EPICUR Research Project (SwafS) for boosting common research agenda

Co-funded by the Erasmus+ Programme of the European Union





03/07/2023

10

EPICUR Mobility Until Today

Evolution of EPICUR mobility

EPICUR Student mobility in 2019-2020

Total = 472

472 financed by other Erasmus, National, Regional

-> Physical 427

-> Blended 45

Learning pathways European tracks EPIC missions EPICUR learning ventures Language Training for Mobility Entrepreneurial Lab

EPICUR Student mobility in 2021-22

Total= 829

- 575 EPICUR innovative formats
- -> Physical 9
- -> Blended 13
- -> Virtual 553
- **254** financed other Erasmus, National, Regional





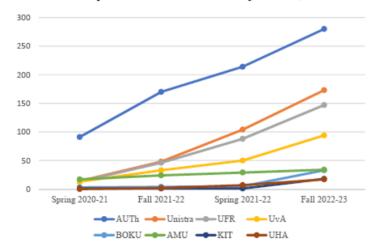


EPICUR Student Mobility Highest number of student mobilities belongs to **AUTH**



EPICUR mobilities

Evolution in the total number of EPICUR student mobilities per Partner University over 4 semester



Number and % of faculties/departments participating in alliance's activities

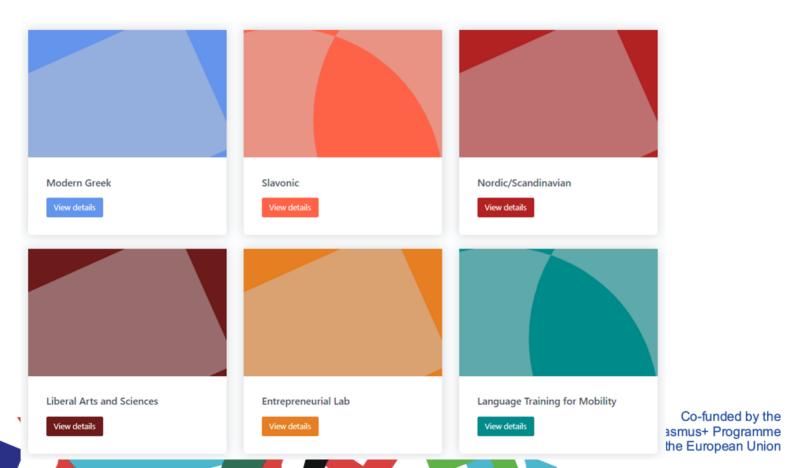
2019-20 = 33/1862020-21 = 43/1862021-22 = 94/186







Course Catalogue (https://courses.epicur.auth.gr):







Course Catalogue (https://courses.epicur.auth.gr):

Actors Middle East (Jerusalem – Alexandria)/ Seferis' Logbook II and Tsirkas' Drifting Cities

LA in-depth 2 ECTS

Reading and analysis of poetry, novels and diaries of George Seferis and Stratis Tsirkas. The poems in George Seferis' Logbook II refer to the time he spent in the Middle East and S. Africa between 1941-44 as a secretary of the exiled Greek Government. The trilogy Drifting Cities by the Alexandrian Greek Stratis Tsirkas - titled after a verse about Jerusalem from Seferis' Logbook II – presents in its books, "The Club", "Ariagni" and "The Bat", the lives of the exiled Greek officers and the popule of the diaspora in Jerusalem, Kairo and Alexandria respectively, during the uncertain world war period. References to the historical and political events between 1941-44 in Greece, Middle East and Europe. Alms: Encounter with the work (in form and content) of two major modern writers. Acquiring knowledge about the historical period which defined the upcoming events in Greece from 1944 until 1974 (Liberation, Civil War, Military Dictatorship). "Thematic chunk in the frame of regular course "Modern Greek Language"



ADAM MICKIEWICZ UNIVERSITY POZNAŃ

Focus language

Greek







Note BudyProgram course Code title provider Code provider Code ELL EPICUR Entregreneurial Lab EPICURE Entregreneurial Lab EPICURE Entregreneurial Lab EPICUR Entre		studyProgram					
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EI European Track: European Identities EPICUR107 debate and collaboration? (Badisches Landesmuseum, Karlsruhe) EPICUR EPICUR European University EI European Track: European Identities EEL100 EPICUR Entrepreneurial Lab KIT Karlsruhe Institute of Technology EI European Track: European Identities EEL101 EPICUR Entrepreneurial Lab - Summer School Edition EPICUR EPICUR European University EI Europe's LGBTQ Histories, Cultures and Politics: A Comparative Global EPICUR European University					FPIC Mission: Tackling today's challenges together - How can museums foster		
EI European Track: European Identities EEL101 EPICUR Entrepreneurial Lab - Summer School Edition EPICUR EPICUR European University EPICUR European University		EI	European Track: European Identities	EPICUR107		EPICUR	EPICUR European University
Europe's LGBTQ Histories, Cultures and Politics: A Comparative Global		EI	European Track: European Identities	EEL100	EPICUR Entrepreneurial Lab	кіт	Karlsruhe Institute of Technology
		EI	European Track: European Identities	EEL101	EPICUR Entrepreneurial Lab - Summer School Edition	EPICUR	EPICUR European University
					Europe's LGBTO Histories. Cultures and Politics: A Comparative Global		
		EI	European Track: European Identities	AMU3001		AMU	Adam Mickiewicz University in Poznań
El European Track: European Identities KIT400 European Cinema KIT Karlsruhe Institute of Technology		EI	European Track: European Identities	КІТ400	European Cinema	кіт	Karlsruhe Institute of Technology
El European Track: European Identities GR200 European Human Rights Law AUTH Aristotle University of Thessaloniki		EI	European Track: European Identities	GR200	European Human Rights Law	AUTH	Aristotle University of Thessaloniki
El European Track: European Identities AMU1600 European Integration History from a Transnational Perspective AMU Adam Mickiewicz University in Poznań		EI	European Track: European Identities	AMU1600	European Integration History from a Transnational Perspective	AMU	Adam Mickiewicz University in Poznań
El European Track: European Identities ALUFR2203 German Language Course – Empowering for Sustainable Development FREI University of Freiburg		EI	European Track: European Identities	ALUFR2203	German Language Course – Empowering for Sustainable Development	FREI	University of Freiburg
EI European Track: European Identities ALUFR2204 Heritage Interpretation as Education for Sustainable Development (ESD) FREI University of Freiburg		EI	European Track: European Identities	ALUFR2204	Heritage Interpretation as Education for Sustainable Development (ESD)	FREI	University of Freiburg





	EI	European Track: European Identities	КІТ300	Intercultural Competence for Global Citizens	кіт	Karlsruhe Institute of Technology
UR	EI	European Track: European Identities	AMU3006	Justice(s) and Law(s): cross-examination of selected issues of the European legal identity	AMU	Adam Mickiewicz University in Poznań
IVERSITY	EI	European Track: European Identities	AMU2204	Lingua Latina - Tirones II	AMU	Adam Mickiewicz University in Poznań
	EI	European Track: European Identities	AMU3003	Lingua Latina (Tirones I)	AMU	Adam Mickiewicz University in Poznań
	EI	European Track: European Identities	Unistra2201	Linguistic changes in Romance Languages: diachronic and synchronic approach	UNISTRA	University of Strasbourg
	EI	European Track: European Identities	AMU2205	Media and various forms of memory wars	AMU	Adam Mickiewicz University in Poznań
	EI	European Track: European Identities	GR205	Politics and Government in Southern Europe. A Comparative Analysis	AUTH	Aristotle University of Thessaloniki
	EI	European Track: European Identities	UHA1003	Scrum Framework-Agile Method	UHA	University of Upper Alsace
	EI	European Track: European Identities	ALUFR2206	Service Learning International	FREI	University of Freiburg
	EI	European Track: European Identities	AUTH2204	Start up Entrepreneurship	AUTH	Aristotle University of Thessaloniki
	EI	European Track: European Identities	GR1002	Strategic Spatial Planning of Tourism Landscapes	AUTH	Aristotle University of Thessaloniki
	EI	European Track: European Identities	AMU2206	The Art of Dialogue	AMU	Adam Mickiewicz University in Poznań
	EI	European Track: European Identities	Unistra2202	The First Romance Texts	UNISTRA	University of Strasbourg
	EI	European Track: European Identities	AMU2006	The Intangible Cultural Heritage of the Slavs and the Balkans	AMU	Adam Mickiewicz University in Poznań
	EI	European Track: European Identities	AMU2207	The Intangible Cultural Heritage of the Slavs and the Balkans	AMU	Adam Mickiewicz University in Poznań
	EI	European Track: European Identities	AMU2208	The Unknowers Problem, Epistemic Justice, Post-Truth Condition in the Knowledge Societies.	AMU	Adam Mickiewicz University in Poznań
	EI	European Track: European Identities	AMU2209	Towards a More Sustainable Future: New Trends in Tourism	AMU	Adam Mickiewicz University in Poznań
	NSS	European Track: Sustainability	AMU2201	Academic Skills (in English)	AMU	Adam Mickiewicz University in Poznań









N	SS	European Track: Sustainability	UHA2201	Climate change and European mobilities: how to travel without killing the planet?	UHA	University of Upper Alsace
	SS	European Track: Sustainability	КІТ508	Crisis Cinema - (Post-)Apocalyptic and New Worlds on Screen	КІТ	Karlsruhe Institute of Technology
R ⊾	SS	European Track: Sustainability	KIT100	Environmentally Induced Migrants (EIMs)	кіт	Karlsruhe Institute of Technology
SITY N	SS	European Track: Sustainability	EPICUR101	EPIC Mission: A 21st Century Education for Europeans (ECOLAS)	EPICUR	EPICUR European University
N	SS	European Track: Sustainability	EPICUR102	EPIC Mission: Education and Communication Measures for Climate, Nature and Sustainability (Social City, Vienna)	EPICUR	EPICUR European University
N	SS	European Track: Sustainability	EPICUR103	EPIC Mission: Energy Transition and Citizenship - Re-inventing the Link Between Energy and Way of Life (La Nef des Sciences, Mulhouse)	EPICUR	EPICUR European University
N	SS	European Track: Sustainability	EPICUR104	EPIC Mission: House of Sustainability (Solare Zukunft e.V., Freiburg)	EPICUR	EPICUR European University
N	SS	European Track: Sustainability	EPICUR105	EPIC Mission: How can Inner Sustainability Become Part of the Teaching and Everyday Life at Universities? (Centre for Inner Sustainability, Odense)	EPICUR	EPICUR European University
N	SS	European Track: Sustainability	EPICUR106	EPIC Mission: Transformation of an Urban Stream Section (Municipality of Thessaloniki)	EPICUR	EPICUR European University
N	SS	European Track: Sustainability	EEL100	EPICUR Entrepreneurial Lab	кіт	Karlsruhe Institute of Technology
N	SS	European Track: Sustainability	EEL101	EPICUR Entrepreneurial Lab - Summer School Edition	EPICUR	EPICUR European University
N	SS	European Track: Sustainability	BOKU2201	Geographic Information Systems (GIS) in Education for Sustainable Development	воки	University of Natural Resources and Life Sciences Vienna
N	SS	European Track: Sustainability	ALUFR2203	German Language Course – Empowering for Sustainable Development	FREI	University of Freiburg
N	SS	European Track: Sustainability	SDU2201	Global Challenges I: The SDGs relevance for the Social Sciences	SDU	University of Southern Denmark
N	SS	European Track: Sustainability	GR201	Greek Nature: Biodiversity, Conservation and Ecosystem Services	AUTH	Aristotle University of Thessaloniki
N	SS	European Track: Sustainability	ALUFR2204	Heritage Interpretation as Education for Sustainable Development (ESD)	FREI	University of Freiburg
N	SS	European Track: Sustainability	КІТ300	Intercultural Competence for Global Citizens	КІТ	Karlsruhe Institute of Technology
N	SS	European Track: Sustainability	ALUFR2205	Introduction to System Dynamics for Sustainability	FREI	University of Freiburg
N	SS	European Track: Sustainability	AUTH2202	Issues of environment and sustainability	AUTH	Aristotle University of Thessaloniki
N	SS	European Track: Sustainability	GR1001	Municipal Solid Waste Management	AUTH	Aristotle University of Thessaloniki







EUROPEAN UNIVERSITY

ry NS	s	European Track: Sustainability	UHA1003	Scrum Framework-Agile Method	UHA	University of Upper Alsace
NS			ALUFR2206	Service Learning International	FREI	University of Freiburg
		European mack. Sustainability	ALUFRZZUU		FREI	
NS	S	European Track: Sustainability	AUTH2204	Start up Entrepreneurship	AUTH	Aristotle University of Thessaloniki
NS	s	European Track: Sustainability	GR1002	Strategic Spatial Planning of Tourism Landscapes	AUTH	Aristotle University of Thessaloniki
NS	s	European Track: Sustainability	ALUFR2207	Sustainable Cities	FREI	University of Freiburg
NS	S	European Track: Sustainability	AUTH2203	Sustainable Future Transportation Systems	AUTH	Aristotle University of Thessaloniki
NS	s	European Track: Sustainability	AMU2206	The Art of Dialogue	AMU	Adam Mickiewicz University in Poznań
NS	S	European Track: Sustainability	AMU2208	The Unknowers Problem, Epistemic Justice, Post-Truth Condition in the Knowledge Societies.	AMU	Adam Mickiewicz University in Poznań
NS	s	European Track: Sustainability	AMU2209	Towards a More Sustainable Future: New Trends in Tourism	AMU	Adam Mickiewicz University in Poznań
NS			KIT2202		КІТ	
IN S	3			Urban transformations: exploring the circles of sustainability	NII	Karlsruhe Institute of Technology
NS	S	European Track: Sustainability	ALUFR2208	Wicked problems in socio-economic systems	FREI	University of Freiburg









LTM	Language Training for Mobility	UVA403	Dutch for reading knowledge (distance learning)	UVA	University of Amsterdam
		UNISTRALTM	French Language acquisition: French as a foreign language / French for		
LTM	Language Training for Mobility	01	University purposes B1	UNISTRA	University of Strasbourg
		UNISTRALTM	French Language acquisition: French as a foreign language / French for		
LTM	Language Training for Mobility	02	University purposes B2	UNISTRA	University of Strasbourg
LTM	Language Training for Mobility	KITLTM01	German language courses	кіт	Karlsruhe Institute of Technology
LTM	Language Training for Mobility	UVA404	Intensive Summer course	UVA	University of Amsterdam
LTM	Language Training for Mobility	UVA405	Intensive Winter course	UVA	University of Amsterdam
LTM	Language Training for Mobility	GR103A1	Modern Greek language classes (Level A1)	AUTH	Aristotle University of Thessaloniki
LTM	Language Training for Mobility	GR103A2	Modern Greek language classes (Level A2)	AUTH	Aristotle University of Thessaloniki
LTM	Language Training for Mobility	GR103B1	Modern Greek language classes (Level B1)	AUTH	Aristotle University of Thessaloniki
LTM	Language Training for Mobility	GR103B2	Modern Greek language classes (Level B2)	AUTH	Aristotle University of Thessaloniki
LTM	Language Training for Mobility	GR103C1	Modern Greek language classes (Level C1)	AUTH	Aristotle University of Thessaloniki
LTM	Language Training for Mobility	GR103C2	Modern Greek language classes (Level C2)	AUTH	Aristotle University of Thessaloniki
LTM	Language Training for Mobility	AMULTM01	Polish Language acquisition A1	AMU	Adam Mickiewicz University in Poznań
LTM	Language Training for Mobility	AMULTM02	Polish Language acquisition A1+/A2	AMU	Adam Mickiewicz University in Poznań
LTM	Language Training for Mobility	UVA401	Semi-intensive Dutch language courses	UVA	University of Amsterdam
		UFRNORDICO	The Reception of Northern European History and Myth in Popular Media		
LTM	Language Training for Mobility	1	(Hybrid Winter School)	FREI	University of Freiburg









MOGR

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Courses Offered(>180)

JNIVERSITY				Actors Middle East (Jerusalem – Alexandria)/ Seferis' Logbook II and Tsirkas'
	MOGR	Modern Greek (Language & Culture)	AMU1903	Drifting Cities
	MOGR	Modern Greek (Language & Culture)	AMU2021	Ancient and Byzantine lexicography and the beginnings of philology
	MOGR	Modern Greek (Language & Culture)	UNISTRA902	Contacts de langues et de cultures : la Grèce dans l'Europe d'ajourd'hui
				Contemporary Greek Literature - Poetry Specialised Topics of Modern Greek
	MOGR	Modern Greek (Language & Culture)	GR100	Philology III
	MOGR	Modern Greek (Language & Culture)	AUTHGR01	Cultural dimension of translation
	MOGR	Modern Greek (Language & Culture)	GR402	Cultural studies
	MOGR	Modern Greek (Language & Culture)	UNISTRA905	Etude des textes techniques et d'actualité.
	MOGR	Modern Greek (Language & Culture)	AMU2011	Europe's lesser known borderlands through C&L lens: from Helsinki to Nicosia
	MOGR	Modern Greek (Language & Culture)	GR400	Gender and language in the media
	MOGR	Modern Greek (Language & Culture)	GR101	Greece Today
	MOGR	Modern Greek (Language & Culture)	AMU1800	Hellenopolonica or Monumenta Poloniae Graeca
	MOGR	Modern Greek (Language & Culture)	UNISTRA904	Histoire de la langue grecque (History of the Greek language)
	MOGR	Modern Greek (Language & Culture)	AMU1801	History of Modern Greek Literature. Full introductory course
	MOGR	Modern Greek (Language & Culture)	GR401	Introduction to Film
	MOGR	Modern Greek (Language & Culture)	AMU1804	Introduction to Modern Greek Folklore



AMU

AMU

UNISTRA

AUTH

AUTH

AUTH

Asters Middle Fact (Jarusalam - Alexandria) / Safaris' Lashack II and Tairkas'





Adam Mickiewicz University in Poznań

Adam Mickiewicz University in Poznań

Aristotle University of Thessaloniki

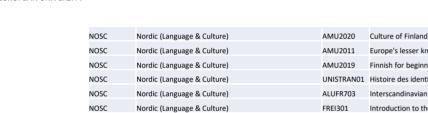
Aristotle University of Thessaloniki

Aristotle University of Thessaloniki

University of Strasbourg







NOSC	Nordic (Language & Culture)	AMU2011	Europe's lesser known borderlands through C&L lens: from Helsinki to Nicosia	AMU	Adam Mickiewicz University in Poznań
NOSC	Nordic (Language & Culture)	AMU2019	Finnish for beginners	AMU	Adam Mickiewicz University in Poznań
NOSC	Nordic (Language & Culture)	UNISTRAN01	Histoire des identités scandinaves	UNISTRA	University of Strasbourg
NOSC	Nordic (Language & Culture)	ALUFR703	Interscandinavian Communication and Translation	FREI	University of Freiburg
NOSC	Nordic (Language & Culture)	FREI301	Introduction to the Modern History of the Nordic Countries	FREI	University of Freiburg
NOSC	Nordic (Language & Culture)	AMU2017	Language policy and language planning in the Nordic countries	AMU	Adam Mickiewicz University in Poznań
NOSC	Nordic (Language & Culture)	UNISTRA908	Le Moyen-Âge scandinave	UNISTRA	University of Strasbourg
NOSC	Nordic (Language & Culture)	UNISTRA907	Making Myth Visible. Aesthetics of Norse Mythology between National Romanticism and Contemporary Receptions	UNISTRA	University of Strasbourg
NOSC	Nordic (Language & Culture)	UVA304	Modern Scandinavian TV-drama	UVA	University of Amsterdam
NOSC	Nordic (Language & Culture)	UNISTRA906	Myth Media and the Joy of Narration. Receptions of Old Norse Mythology since the Middle Ages. 1st term : Orality	UNISTRA	University of Strasbourg
NOSC	Nordic (Language & Culture)	AMU2016	Rethinking Greenland and the Arctic	AMU	Adam Mickiewicz University in Poznań
NOSC	Nordic (Language & Culture)	UFRNORDIC0 1	The Reception of Northern European History and Myth in Popular Media (Hybrid Winter School)	FREI	University of Freiburg

AMU





Adam Mickiewicz University in Poznań





EUROPEAN	UNIVERSITY	

Υ					
SLAV	Slavonic (Language & Culture)	ALUFRSL01	Czech Advanced Course (B2/C1)	FREI	University of Freiburg
SLAV	Slavonic (Language & Culture)	ALUFR701	Czech Upper-Intermediate Course (B1/B2)	FREI	University of Freiburg
SLAV	Slavonic (Language & Culture)	UNISTRASL01	Intercompréhension en langues slaves	UNISTRA	University of Strasbourg
SLAV	Slavonic (Language & Culture)	UVA2001	Making Sense of Aspect in Time and Space	UVA	University of Amsterdam
SLAV	Slavonic (Language & Culture)	UVA303	Making Sense of Aspect in Time and Space	UVA	University of Amsterdam
SLAV	Slavonic (Language & Culture)	AUTHSL01	Medieval history of the Slavic people	AUTH	Aristotle University of Thessaloniki
SLAV	Slavonic (Language & Culture)	ALUFRSL02	Polish intermediate course (A2/B1)	FREI	University of Freiburg
SLAV	Slavonic (Language & Culture)	ALUFR702	Polish Upper-Intermediate Course (B1/B2)	FREI	University of Freiburg
SLAV	Slavonic (Language & Culture)	ALUFRSL03	Slavic Intercomprehension	FREI	University of Freiburg
			The Reception of Northern European History and Myth in Popular Media (Hybrid		
SLAV	Slavonic (Language & Culture)		Winter School)	FREI	University of Freiburg









EUROPEAN UNIVERSITY

Courses Offered(>180)

SFS	Sustainable Food System	BOKUSFS05	Biodiversity and land use change: A socio-ecological perspective	BOKU	University of Natural Resources and Life Sciences Vienna
SFS	Sustainable Food System	SDUSFS04	Circular Economy for Business & Engineers with SDG Focus (Summer School)	SDU	University of Southern Denmark
SFS	Sustainable Food System	SDUSFS04	Engineering for Sustainability (Summer School)	SDU	University of Southern Denmark
SFS	Sustainable Food System	UVASFS01	Food and the City	UVA	University of Amsterdam
SFS	Sustainable Food System	AUTHSFS01	Fundamentals of Nutrition and Metabolism	AUTH	Aristotle University of Thessaloniki
SFS	Sustainable Food System	BOKUSFS05	Gender, food systems and Natural Resources	BOKU	University of Natural Resources and Life Sciences Vienna
SFS	Sustainable Food System	SDUSFS02	Global Challenges I: The SDGs Relevance for the Social Sciences	SDU	University of Southern Denmark
SFS	Sustainable Food System	UVASFS10	Global classroom: A sustainable Food system (mandatory core course)	UVA	University of Amsterdam
SFS	Sustainable Food System	UVASFS03	Global Food Challenge / Reflexive design project (mandatory core course)	UVA	University of Amsterdam
SFS	Sustainable Food System	UVASFS08	Governance and Systemic Transformation of Food Systems	UVA	University of Amsterdam
SFS	Sustainable Food System	UVASFS02	Introduction Spatial Planning	UVA	University of Amsterdam
SFS	Sustainable Food System	UVASFS05	Modelling for Sustainability	UVA	University of Amsterdam
SFS	Sustainable Food System	UVASFS04	Plant soil interactions	UVA	University of Amsterdam
SFS	Sustainable Food System	UVASFS09	Political Economy of Transnational Food Systems	UVA	University of Amsterdam
SFS	Sustainable Food System	UVASFS07	Remote Sensing	UVA	University of Amsterdam
SFS	Sustainable Food System	BOKUSFS03	Soil protection	BOKU	University of Natural Resources and Life Sciences Vienna
SFS	Sustainable Food System	BOKUSFS01	Soil science refresher	BOKU	University of Natural Resources and Life Sciences Vienna
SFS	Sustainable Food System	BOKUSFS02	Soils in the landscape	BOKU	University of Natural Resources and Life Sciences Vienna
SFS	Sustainable Food System	SDUSFS01	Sustainable Urban Development	SDU	University of Southern Denmark
SFS	Sustainable Food System	UVASFS06	World Food and Ecosystems	UVA	University of Amsterdam







Courses (28) and Professors (40) from AUTH

	Communication for Development and Social Change	Ioanna	Kostarella
A		Thrasyvoulos	Tsiatsos
EPICUR EUROPEAN UNIVERSITY	Constitutional Law of the European Union (European Constitutional Law)	Triantafyllia (Lina)	Papadopoulou
	Contemporary Greek Literature - Poetry Specialised Topics of Modern Greek Philology III	Aikaterini	Tiktopoulou
	Cultural studies	Giorgos	Dimitriadis
	European Human Rights Law	Triantafyllia (Lina)	Papadopoulou
	Gender and language in the media	Despoina	Kazana
	Greece Today	Ioannis	Papageorgiou
		Konstantinos	Papastathis
	Greek Nature: Biodiversity, Conservation and Ecosystem Services	Andreas	Drouzas
		Rengina	Karousou
		Alexandros	Triantafyllidis
	Introduction to Film	Giorgos	Dimitriadis
	Issues of environment and sustainability	Georgios	Malandrakis
			Co-funded by the Erasmus+ Programme of the European Union



Courses (28) and Professors (40) from AUTHMedieval history of the Slavic peopleAggelikiDelikariModern Greek Language and Culture B1/B2FayeGedeonKarolinaGortych-MichalakImage and Culture B1/B2TatianaMarkakiImage and Culture B1/B2TatianaMattheoudakisImage and Culture B1/B2TatianaMattheoudakisImage and Culture B1/B2MariaZerva

Chriti Modern Greek language classes Maria Georgadidou Modern Greek language classes (Level A1) Christina Kokkinidou Marina **Koutsandreas** Konstantinos Tolia Konstantina Modern Greek language classes (Level A2) Chriti Maria Katsilirou Athanasia Koukouliata Modern Greek language classes (Level B1) Theologia Pasia Anastasia Chriti Modern Greek language classes (Level B2) Maria Pasia Anastasia Chriti Modern Greek language classes (Level C1) Maria Gavriilidou Georgia Tolia Konstantina

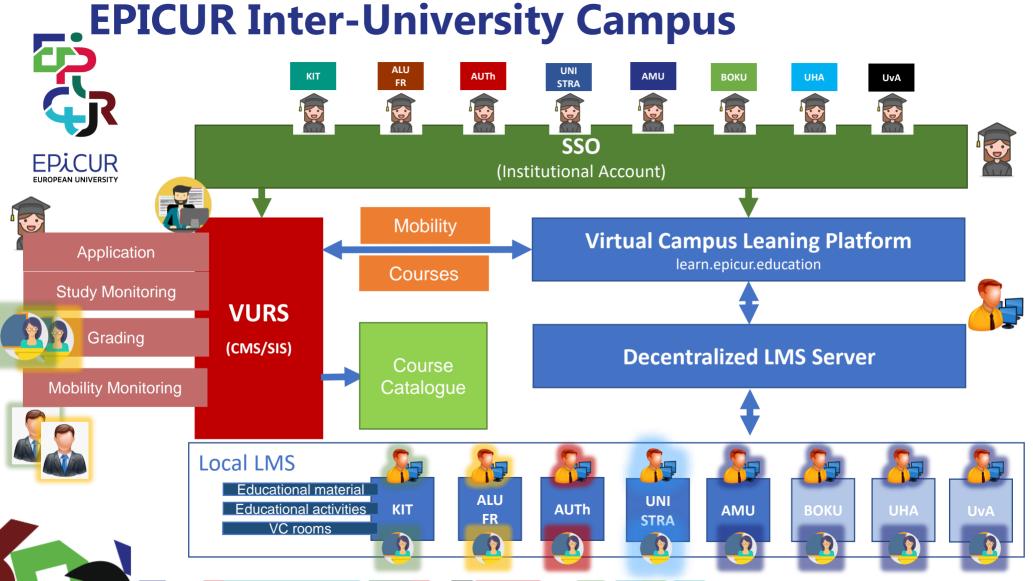




Courses (28) and Professors (40) from AUTH

Modern Greek language classes (Level C2)	Maria	Chriti
Modern Greek philology and computer studies 1	Aikaterini	Tiktopoulou
Modern Greek prose (1789-1914)	Michail	Bakogiannis
Municipal Solid Waste Management	Samir	Bagiouk
	Ch.	Emmanouil
	Konstantinos	Katsifarakis
	Athanasios	Kougolos
Politics and Government in Southern Europe. A		
Comparative Analysis	Ioannis	Papageorgiou
	Eftichia	Teperoglou
Protected Areas and Natural Resources Management	Dionysis	Latinopoulos
Rural Sociology	Maria	Partalidou
Strategic Spatial Planning of Tourism Landscapes	Charikleia	Christodoulou
Workshop: Literary Translation (German - Modern Greek)	Alexandra	Rassidakis
Terminological Research and Documentation	Elpidaq	Loupaki
		Erasmus+ Programme of the European Union

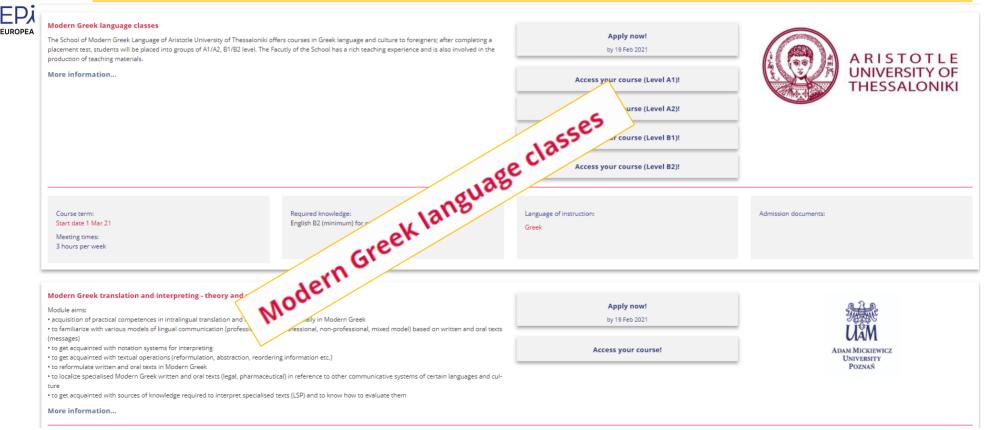






A central portal that supports all the universities of the Alliance in sharing courses

https://learn.epicur.education/





A central portal that supports all the Students of the Alliance in applying for and following courses Αιτήσεις φοιτητών: https://register.epicur.auth.gr Φοιτητές EPICUR: https://students.epicur.auth.gr



EPICUR was selected in June 2019 to pilot a new way of intensifying collaboration among Higher Education institutions through the creation of a European University.

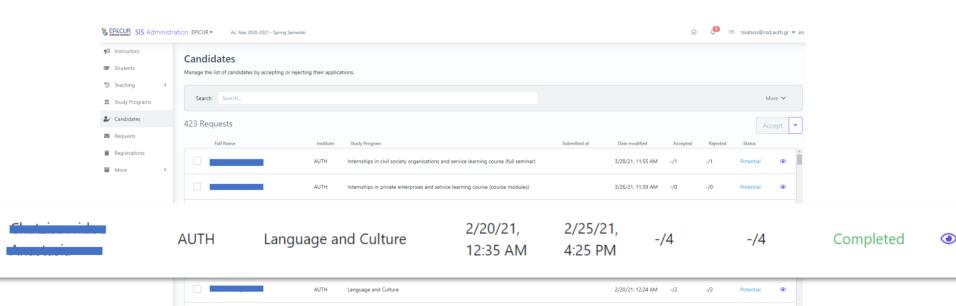
Our vision is that we want to create a university experience where together we will be preparing well-informed, openminded and responsible European citizens capable of creating new knowledge and becoming drivers of transnational innovation. This means that the way we teach, we learn, we carry out research or develop innovation should embrace societal challenges, academic and technological developments and educational

Be EPICURious and find out how to participate and add value to your education and career by joining the



A central portal that supports the Administrative Personnel in monitoring mobilities

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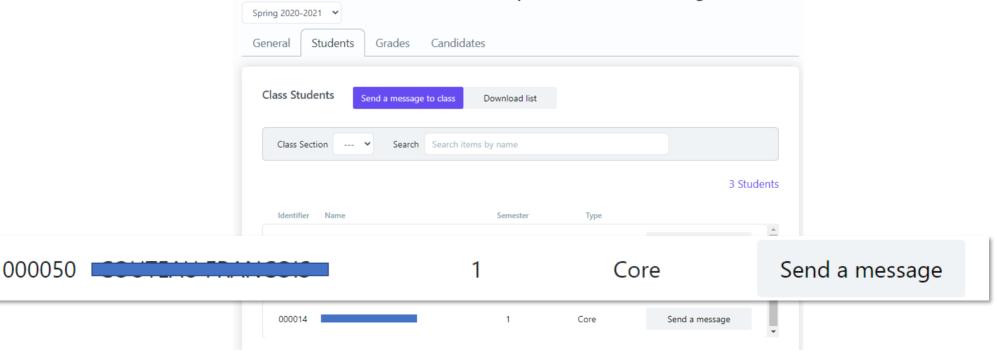


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sia	AUTH	Language and Culture		2/19/21, 11:45 PM	-/4	-/4	Potential	۲
	AUTH	Language and Culture	2/19/21, 11:16 PM	2/25/21, 4:24 PM	-/1	-/1	Completed	۲
	AUTH	Liberal Arts and Sciences	2/19/21, 11:47 PM	2/19/21, 11:47 PM	-/1	-/1	Active	۲



A central portal that supports the Professors in offering courses and communicating with EPICUR students <u>https://faculty.epicur.auth.gr/</u>

GR203 - Communication for Development and Social Change 2020-2021 Spring





EPICUR Research Partnership

EPICUR-Research Agenda Shaping European Society in Transition

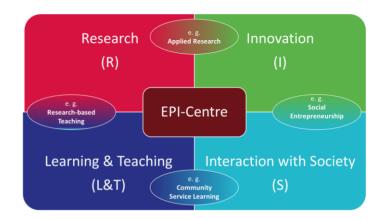
January 2022 – December 2023





EPICUR Research

- Early career researchers take center stage!
- The alliance believes that the new generation of European research leaders will be instrumental in driving institutional transformation





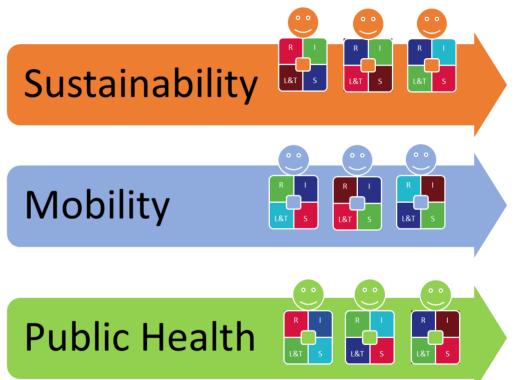




EPICUR Research

Goal:

To strengthen the research-teaching nexus in an initial set of thematic areas for Inter- & Transdisciplinary Research and collaborative research: EPIChallenges



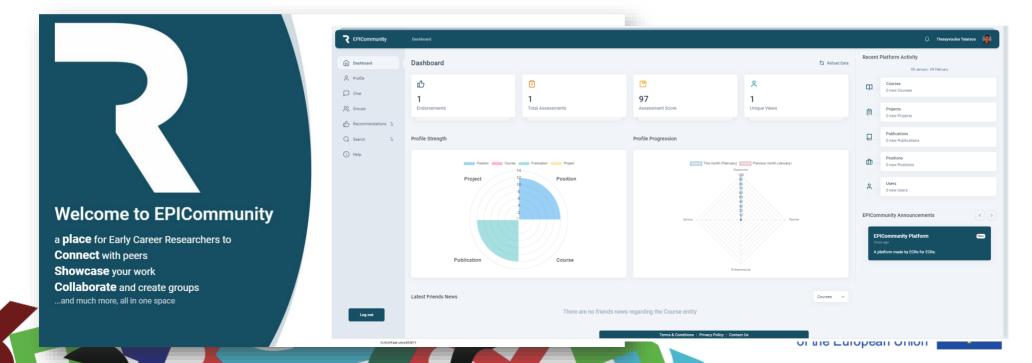




EPICUR Research



To deploy digitalization and international collaboration as enablers in the delivery of the Research & Innovation formats: EPICommunity

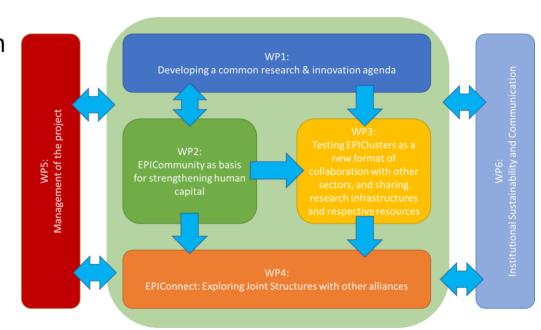




EPICUR Research - Goals (WPs)

- Early Career Researchers
- Interdisciplinary Research and Transdisciplinary Research

• EPICUR Joint Research Agenda





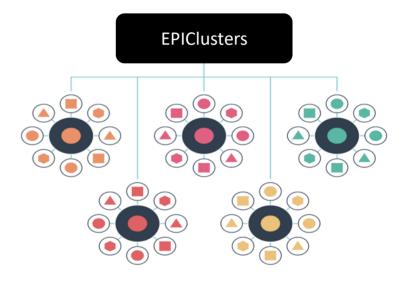




Testing EPIClusters as a new format of collaboration with other sectors, and sharing research infrastructures and respective resources

Developing joint strategies for

- A. the involvement of partners from other sectors into the research
- B. sharing research infrastructures (RIs) and related resources in order to allow for most efficient and effective interdisciplinary research





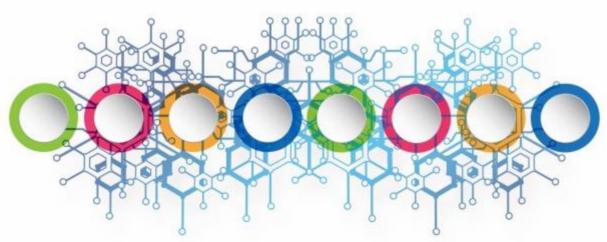




EPIConnect: Cooperation with other Alliances

EPIConnect: Exploring Joint Structures with other alliances

- EPIConnect is a format facilitating structured forms of collaboration between European Universities Alliances
- H2020 projects



THE FUTURE Phase 2 - DEEPEN AND BROADEN

EPICUR-Shape-IT EPICUR Shaping Higher Education In Transition







EPICUR Vision FOR THE UPCOMING YEARS

Over the next 10 years,

EPICUR will strive to foster and develop ever closer collaborations among its academics, students and administrative staff to become a full-fledged

federation of universities

offering a European learning and academic training experience to all









1. Deepen and widen the EPICUR European learning experience 2. Boost research and innovation beyond borders

3. Advance societal engagement

4. Empower digital transformation

5. Achieve boundless mobility

6. Develop inclusive and agile governance structures











Deepen and widen the EPICUR European learning experience.

Building on our initial portfolio of <u>flexible learning</u> formats and mobilities, we will redesign our curricula to integrate shared courses and innovative pathways to offer a truly European learning experience.









EPICUR research will go beyond national borders, disciplinary boundaries and frontiers between upstream and applied research. It will actively share its outcomes to inspire socioeconomic innovation and help strengthen Europe's worldwide talent attractiveness









The dialogue between academia, economy and society is a cornerstone for the idea of a European university.









4. Empower digital transformation.

We will transform European university cooperation by developing the digital tools, skills and processes.

Our ambition in this respect is to become the preferred supplier of European independent, public digital teaching & learning platforms for universities and academic networks.





5. Achieve boundless mobility.

By 2030, **all** students graduating from our universities will have been offered an EPICUR mobility experience and received recognition for their achievements.

Widening access to our education offer, EPICUR will create tools and support measures to live up to EDI standards









6. Develop inclusive and agile governance structures.

Our ambitions call for efficient and inclusive governance, able to develop and sustain a thriving community across national, linguistic and disciplinary boundaries, united around European values, the challenges pertaining to EDI and a shared sense of belonging.









Students' and Professors' Engagement

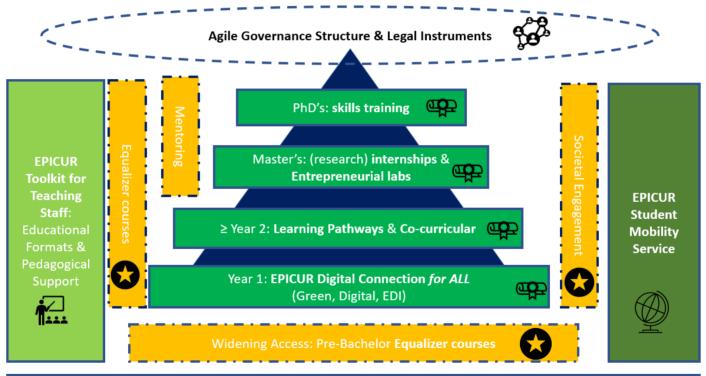
- Engaging the **majority** of AUTh faculties by 2025 and **all** faculties until 2030 (in Phase 3) in a stepwise fashion offering attractive models for teaching & learning formats and access to our **digital services**
- Developing '**equalizer courses**' to equip current and prospective students and staff for a successful future European learning experience







EPICUR's systemic approach for student mobilities









ΑΡΙΣΤΟΤΕΛΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΕΣΣΑΛΟΝΙΚΗΣ

European Universities are here to stay

There are already 44 European Universities, with 16 more to be created

It is an important institution which brings together students, professors, administrative and technical staff.

Excellent prospect!

The government provides, and should continue doing so, the outmost support in all the efforts of the Greek universities which participate in the European Universities.





EUROPEAN UNIVERSITY

EUROPEAN PARTNERSHIP FOR AN INNOVATIVE CAMPUS UNIFYING REGIONS

European Universities: A Great Initiative, AUTH's participation in the European University EPICUR

Dimitris Koveos Rector and Vice rector for Student and Academic Affairs Aristotle University of Thessaloniki









EPICUR Alliance

A Pioneer University Alliance

Strasbourg

Thessaloniki

Mail: contact@epicur.education Website: http://epicur.education/

03/07/2023

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 YouTube: Epicur alliance
 Instagram: epicuralliance





EUROPEAN PARTNERSHIP FOR AN INNOVATIVE CAMPUS UNIFYING REGIONS

R H

FPICUR

EUROPEAN UNIVERSITY

Ευρωπαϊκά Πανεπιστήμια: Ένας σπουδαίος θεσμός, Η εμπειρία από τη συμμετοχή του ΑΠΘ στο Ευρωπαϊκό Πανεπιστήμιο EPICUR

Δημήτριος Κωβαίος, Αντιπρύτανης Ακαδημαϊκών Υποθέσεων και Φοιτητικής Μέριμνας, ΑΠΘ















INVEST in the European Education of the future

Greek National Forum | 22-23 June 2023 | University of Thessaly, BIOPOLIS Campus, Larissa, Greece

Friday, 23rd of June 2023	day, 23rd of June 2023							
Speaker	Торіс							
Vanessa DEBIAIS-SAINTON Head of Unit Higher Education, Directorate-General for Education, Youth, Sport and Culture (DG EAC), European Commission	European Universities alliances as game changers							

https://www.youtube.com/watch?v=kKFbG708hPE



