News@SEFI

The European Engineering Education Information Bulletin

Issue 4 / 2015

DON’T MISS THE EARLYBIRD REGISTRATION DEADLINE ON MAY 15TH

VISIT WWW.SEFI2015.COM

IT IS NOW TIME TO REGISTER TO THE 43RD SEFI ANNUAL CONFERENCE!

SEFI 2015-2020 STRATEGY IS ONLINE!!

HAVE A LOOK AT SEFI’S PRIORITIES FOR THE NEXT FIVE YEARS ON WWW.SEFI.BE

RECENTLY PUBLISHED AND SHARED ON OUR FACEBOOK PAGE

EXPO Milano, Virtual Tour

How to Attract Female Engineers

Engineering safer cities

Makers Change the World and Tools Change the Maker: NI Expands Reach in Maker Space

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www.sefi.be
SEFI ANNUAL CONFERENCE 2015

“Diversity in engineering education: an opportunity to face the new trends of engineering”

www.sefi2015.com  Contact: sefi2015@univ-orleans.fr

HIGHLIGHTS

Four Plenary Keynote Sessions, with presentations by Jette Egelund Holgaard Aalborg University (DK), Christophe Morace ENSTA Bretagne (FR) and Alison Gourvès-Hayward, Telecom Bretagne (FR), Laura Tilly, Head of the Global Diversity Office at Daimler AG (DE) and Teri Reed Texas A&M University (US). (Pictured from left to right)

A Plenary Round Table on University-Business cooperation with the participation of SEFI Corporate Partners

Follow the latest developments on www.sefi2015.com

Workshops

- Workshop on Curriculum and Online Engineering Education
- Workshop on Sustainability in Engineering Education
- Workshop ReadySTEMgo project
- Workshop on Gender and Diversity
- Workshop of BEST—Board of European Students in Technology
- QUEECA - Dissemination Event
- Workshop EPICES project
- Workshop on Mathematics and Engineering Education
- Workshop on Active Learning
- Workshop on Engineering Education Research
- Workshop on Quality Assurance and Accreditation

Meetings

- QUEECA - Coordination Meeting
- Meeting of the EEDC—European Engineering Deans Council
- Transnational meeting ReadySTEMgo project
- SEFI Board of Directors Meeting

Follow the latest programme updates on www.sefi2015.com
Workshop on Quality Assurance and Accreditation

In the framework of the open Workshop on Quality Assurance and Accreditation on July 2, 10:00-11:30, the chair of the SEFI working group, Prof. Anne-Marie Jolly has invited Prof. Bernard Remaud, President of ENAEE and founder of the Polytech Engineering Schools in France to speak on “Towards a global framework for engineering education — the EUR-ACE experience”. The talk will be based on the common document adopted with the IEA (Washington accord), that will be published in June and on the path of converging learning outcomes as well as on the future of a European Common Training Framework for Engineers based on EUR-ACE and currently in discussion with the European Commission.

Workshop: Self Evaluation as part of a robust approach to programme development – a workshop to explore a new framework for Active Learning scenarios

All institutions require some form of programme evaluation. This is often on an annual basis with more in-depth reviews taking place every 3-5 years. Part of most evaluations is the need for some form of self evaluation on the part of the programme team. The form of the self evaluation varies markedly from detailed reports to short responses to a series of questions or statements. Whatever the approach, the objective is to obtain honest reflection on the programme, its operation and the experience of the students studying on it.

As part of a new European funded Erasmus + project, eight European universities (Reykjavik University, Iceland; Turku University of Applied Sciences, Finland; Aarhus University, Denmark; Helsinki Metropolia University of Applied Sciences, Finland; Umeå University, Sweden; Telecom Bretagne, France; Aston University, United Kingdom; Queens University Belfast, United Kingdom) are exploring the development of a new approach to quality assurance particularly for programmes engaged in active learning. The common starting point has been the implementation of CDIO on engineering programmes in each institution. From this the QAEMarketPlace4HEI project has been born. The first stage of the project has been the development of a new self evaluation framework that will then feed into a ‘Marketplace’ where participating institutions can be paired up and then engage in peer evaluations and sharing around each institutions approach to and implementation of active learning.

This workshop will allow the presentation of this new self evaluation framework and the subsequent activities will allow the participants to use it and critique it.

The workshop will aim to determine whether the framework needs to be changed and to identify participants who may wish to make use of the new tool in their own institutions.

This workshop will be animated by Prof Robin Clark Aston University (UK), chair of the SEFI WG EER and Katriina Schrey-Niemenmaa, Helsinki Metropolia University of Applied Sciences (Finland)

Workshop: International and Interregional Collaboration in Engineering Education Research

This workshop is being held under the auspices of the SEFI EER Working Group. The workshop will focus on collaboration in Engineering Education Research (EER).

An invited panel will be asked to reflect on their collaborative EER experiences, particularly those that have been international or interregional in nature. Three specific questions will be posed to help focus the discussion. The questions are:

What are the benefits of having a more internationally connected EER community? Do we need to be more international than we already are?

What levels of focus (EER-wide vs. more specific research topics; individuals vs. organizations) seem to benefit most from international collaboration and why?

In what areas should we prioritize international EER initiatives for maximum benefit?

Following short presentations from each panellist, the audience will be invited to participate in the debate by way of an activity and discussion.
SEFI ANNUAL CONFERENCE 2015

The session will aim to identify collaboration priorities for the global EER community based on the experiences, evidence and ideas of the workshop participants.

This workshop will be animated by Maura Borrego, University of Texas Austin (USA) and Prof Robin Clark Aston University (UK), chair of the SEFI WG EER

Registration, Accommodation

Make sure to register as soon as possible to benefit from the early bird rate! The deadline is set on May 15th 2015!

To register visit www.pepss.com/gti/2026/GTI_2026_ORLEANS/94/index.ppe?langue_affichage=GB (English version)

Please note that accommodation booking at negotiated prices can be done at the same time as the conference registration.

Going Around

As most of the accommodation premises are located in the city centre, your conference package will include a weekly tram travel card that will be handed to you at the registration desk. Busses will also bring you back from the various social events.

Flying in? Coming by train? Please have a look at sefi2015.sciencesconf.org/resource/page/id/6

Useful websites:
- Trains: www.voyages-sncf.com
- Public transportation in Paris and suburban area: www.ratp.fr

More details will be coming up in a dedicated communication of SEFI very soon ...

We are glad to inform you that online registration, call for paper and hotel reservation for the WEEF 2015 Forum are now open in the official website: www.weef2015.eu

Deadline of the early bird registration fee is June 30, 2015

Programme and full information on www.weef2015.eu
FROM SEFI AND ITS MEMBERS

EUROPEAN PROJECT: ReadySTEMgo

On April 24, Partners of the European funded project ReadySTEMGo met for their second transnational meeting in the premises of TU Hamburg-Harburg in Hamburg, Germany. The meeting was the occasion for the partners to discuss strategical actions that will be undertaken in the coming months in the course of the project realisation. It was also the occasion to have a first contact with Dr. Marteen Pinxten who will conduct research in the framework of the project.

SEFI, partner of the project, was represented by its communication officer, Jacques Schibler.

Under the leadership of Project Coordinator and Chair of the SEFI WG Physics in EE, Prof. Greet Langie from KU Leuven, an open workshop presenting the first outcomes of the project and the upcoming challenges will be held during the 2015 SEFI Annual Conference in Orléans, France. Another transnational meeting will be held also in Orléans.

For more information on this project please visit: iiw.kuleuven.be/english/readystemgo/about

FROM OUR PARTNERS

EUA members elect Rolf Tarrach as President and five new Board Members

The General Assembly of the European University Association elected Rolf Tarrach as its new President. Representing more than 300 EUA members, the General Assembly gathered at the University of Antwerp, Belgium, where it also elected five new Board members who will serve for a period of four years (2015-2019). Physics Professor Rolf Tarrach was the sole candidate standing for president and will officially take over from Professor Maria Helena Nazaré in July 2015. He was rector of the trilingual University of Luxembourg since 2005 – a position that he held for ten years – and was a professor of theoretical physics at the Universities of Valencia and Barcelona.

They are Wieslaw Banyś, Rector of the University of Silesia in Katowice and President of the Conference of Rectors of Academic Schools in Polan, Holger Burckhart, Rector of the University of Siegen, Germany, Jean Chambaz, President of Pierre and Marie Curie University (Paris 6), France, Martine Rahier, Rector of the University of Neuchâtel and President of swissuniversities, Mari Sundli Tveit, Rector of the Norwegian University of Life Sciences. The elected candidates will join current Board members: Gülay Doğu Barbarosoğlu, Rector of Boğaziçi University, Turkey; David Drewry, former Vice Chancellor of the University of Hull, England; and Stefano Paleari, Rector of the University of Bergamo, Italy.

SEFI congratulates Professor Rolf Tarrach for his election and thanks Professor Maria Helena Nazaré for the years of cooperation and active contributions for European Education.

More information on www.eua.be

EURASHE Annual Report 2014

SEFI is pleased to share the EURASHE 2014 Annual Report which was endorsed by the General Assembly meeting in Lisbon (Portugal) on 15 April 2015. It comprises information on the activities of EURASHE in 2014, its members, the policy development activities of EURASHE, as well as information on the projects in which EURASHE is involved.

More information on www.eurashe.eu
## CALENDAR

### MAY 2015

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<tr>
<th>Date</th>
<th>Location</th>
<th>Event Details</th>
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<tr>
<td>5 – 7</td>
<td>Budapest, HU</td>
<td>INNOVEIT 2015 [link]</td>
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<tr>
<td>9</td>
<td>Barcelona, ES</td>
<td>ICACSEE – 2015 [link]</td>
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<tr>
<td>11 – 12</td>
<td>Singapore, SI</td>
<td>AEDS conference [link]</td>
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<td>12</td>
<td>Munich, DE</td>
<td>MATLAB EXPO 2015 Deutschland [link]</td>
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<tr>
<td>13 – 15</td>
<td>Beijing, PRC</td>
<td>IACEE Annual Council Meeting [link]</td>
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<tr>
<td>14 – 15</td>
<td>Yerevan, AR</td>
<td>Bologna Ministerial Conference and Policy Forum [link]</td>
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<tr>
<td>19 – 22</td>
<td>Incheon KS</td>
<td>World Education Forum 2015 [link]</td>
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<tr>
<td>21</td>
<td>Leeds, UK</td>
<td>Developing disciplinary communities in STEM [link]</td>
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### JUNE 2015

<table>
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<th>Date</th>
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<tr>
<td>07 – 09</td>
<td>Brussels, BE</td>
<td>2015 EFMD Annual Conference [link]</td>
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<td></td>
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<td>SEFI Secretary General Françoise Côme will be attending</td>
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<tr>
<td>09</td>
<td>Bern, CH</td>
<td>MATLAB Conference 2015 Switzerland [link]</td>
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<tr>
<td>10</td>
<td>Brussels, BE</td>
<td>POLITICO Cyber Security Summit, [link]</td>
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<td>SEFI Secretary General Françoise Côme will be attending</td>
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<tr>
<td>11</td>
<td>Eindhoven, NL</td>
<td>MATLAB Conference 2015 [link]</td>
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<tr>
<td>14 – 16</td>
<td>Brussels, BE</td>
<td>ACA Annual Conference 2015 [link]</td>
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<tr>
<td>14 – 17</td>
<td>Seattle, US</td>
<td>ASEE Annual Conference 2015 [link]</td>
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<tr>
<td>18 – 19</td>
<td>Munich, DE</td>
<td>8th EUA-CDE Annual Meeting [link]</td>
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**SEFI’s event or SEFI related event**

**SEFI’s partners events**

**Please find the complete list of our upcoming events on [www.sefi.be](http://www.sefi.be)**

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**29 June – 2 July Orléans, FR**

SEFI 2015 Annual Conference

[www.sefi2015.com](http://www.sefi2015.com)

Don’t miss the Earlybird Registration

Deadline on May 15th
INTERNATIONAL PRESS REVIEW

EUROPEAN COMMISSION

Calls for tender

MARIE SKŁODOWSKA-CURIE INDIVIDUAL FELLOWSHIPS (IF-EF)
H2020-MSCA-IF-2015
Deadline Date 10-09-2015
More information

CALL FOR PROPOSALS FOR ERC ADVANCED GRANT 2015
ERC-2015-AdG
Deadline Date 02-06-2015
More information

EUROPE AS A GLOBAL ACTOR
H2020-INT-SOCIETY-2015
Deadline Date 28-05-2015
More information

THE YOUNG GENERATION IN AN INNOVATIVE, INCLUSIVE AND SUSTAINABLE EUROPE
H2020-YOUNG-SOCIETY-2015
Deadline Date 28-05-2015
More information

EUROPE AS A GLOBAL ACTOR
H2020-INT-INCO-2015
Deadline Date 12-05-2015
More information

EU NEWS

Launch of the New EURYDICE website

April 2015 marks the launch of the new Eurydice website. This has seen the integration of the Eurydice website where reports were available with that of Eurypedia, the European Encyclopaedia on National Education Systems; a website that described European Education systems in detail. The main aim of the new website is to reach out to a wider audience within the educational field, as well as to harmonise the presentation and make the new website more user-friendly. The website contains updated information on the Eurydice network and reaches a potentially wider audience through the use of language which is more web-friendly. You are invited to visit the new improved website where you can find detailed descriptions and overviews of national education systems, comparative thematic reports and factual reports related to education.


The EU is moving closer to its Europe 2020 goals on education

Europe 2020 is the European Union’s ten-year jobs and growth strategy. It was launched in 2010 to create the conditions for smart, sustainable and inclusive growth. Among its headline targets, two are related to education to monitor access to the labour market and employability: increasing the proportion of persons having completed tertiary education and reducing the share of early leavers from education and training.

EPALE: Electronic Platform for Adult Learning in Europe

On 15th of April, the European Commission had the pleasure to launch officially EPALE, the Electronic Platform for Adult Learning in Europe, during a one-day event in Brussels. EPALE, funded under the Erasmus+ programme, aims to become the main reference point for adult learning professionals in Europe. It offers a place to meet and discuss important adult learning topics, as well as to exchange ideas and materials to support professional practice. This type of community platform is the first of its kind for the sector of adult learning.

More information on eacea.ec.europa.eu/erasmus-plus/

INNOVATION IN EUROPE

EIT to reward Europe’s best innovators

The EIT Awards promote the most promising European innovations. The awards put the spotlight on innovators and entrepreneurs involved in the EIT’s Knowledge and Innovation Communities, known as KICs.

“It’s both exciting and promising to see Europe’s innovative talent turn their entrepreneurial ideas into action,” says Peter Olesen, Chairman of the EIT Governing Board. “The EIT Awards recognise new ideas that lead to new products and services and that improve our lives, societies and economies. Celebrating these achievements is important not only for their further development, but also for boosting innovation in Europe and securing global competitiveness.”

For the EIT Venture award, which puts the spotlight on entrepreneurial start-ups emerging from the EIT KICs, the following companies have been nominated: Nordic Power Convertors (Regnar Paaske, Denmark), Reduse (Hidde-Jan Lemstra, United Kingdom), TOK.TV (Emanuela Zaccone, United States/Italy), JUSP (Stefano Calderano, Italy), Sensus Energy (Rolf Huiiberts, the Netherlands) and Nawa Technologies (Pascal Boulander, France)

The following projects have been nominated for the EIT CH.A.N.G.E Awards, which showcase change leaders graduating from EIT education and training programmes: AQGRI+ (Jelmer van Veen, the Netherlands), Coolar Fridge (Arno Zimmerman, Germany), FavourExchange (Steven Tait, Italy), Sensory Media (Zhenyu Lin, United Kingdom) and LEDSafari (Govinda Upadhyyay, Switzerland).

This year’s edition introduces the EIT Innovators Award as a new category. This award recognises innovation teams that have developed an innovative product, service or process in an exemplary manner with a high potential impact on society and economy. The nominees in this category are: Biogas ETC (Sander de Vries, the Netherlands), Off4firms (Renate Schubert, Switzerland/the Netherlands), DA4RBI (Markus Loechtefeld, Germany), MobileShield (Bruno Crispo, Italy), Plesmo (Xavier Pain, France) and Neptune (Rajat Aghabi, Spain).

More information on eit.europa.eu/newsroom/

ERA of Innovation Conference

Shape the future of Europe’s research and innovation policy! Bringing together key players from the fields of research, business and innovation, the conference will address Open Science, the European Research Area, and Innovation. Scientists, innovators, and policy-makers will make up over 500 participants and discuss how Europe can open up to an ERA of Innovation, where ideas will be forged to bring growth and jobs to Europe.

This is an excellent opportunity to network with key stakeholders and decision makers and shape the future of Europe’s research and innovation policy.

More information on ec.europa.eu

STEM

Report urges rethink on demand for STEM expertise

The policy-making arm of the National Science Foundation last week poured a bucket of cold water onto the sometimes fiery debate about whether the United States faces a glut or a shortage of workers trained in science, technology, engineering and mathematics — typically known as the STEM fields. While most of the disagreements focus on the supply and demand of the STEM workforce, a new report suggests that traditional definitions of STEM jobs and the numbers that go with
New U-Multirank results on international orientation of higher education

U-Multirank has published a new international orientation ranking for 237 U-Multirank higher education institutions. This "readymade ranking" looks at performance over four indicators for international orientation spread across teaching and learning; doctoral training; research; and the composition of the academic staff.

The rankings compare internationalisation for whole institutions and for specific disciplines (mechanical engineering; electrical engineering; physics; and business studies). Only 27 out of the 237 achieve top scores on all four indicators. To find out who they are, visit the U-Multirank website.

The U-Multirank team has produced three earlier readymade rankings: two for higher education institutions as a whole,
and one for a specific academic field. The two institutional rankings focus on Research & Research Linkages and on Economic Involvement; the field ranking addresses teaching and learning in Business Studies programmes.

More information on ec.europa.eu/education/news

U-Multirank: A few hundred voices short of success, a perspective by ACA

U-Multirank, the EU-funded university ranking tool launched last year, released its second edition on 30 March. Multidimensional and user-driven, U-Multirank presents itself as an alternative to traditional university rankings by offering a “full picture on the diversity of university performance.” The web-based tool allows users to compare higher education institutions on 31 indicators across five dimensions: teaching and learning, research, knowledge transfer, international orientation and regional engagement. Thus the outcome is not a ranked list of the world’s ‘best’ universities, but rather a significantly more complex picture of the institutions’ strengths and weaknesses.

The second edition of U-Multirank is more comprehensive than last year’s, with data from over 1 200 higher education institutions, up from 850 in 2014. It also offers more fields of study across which users may compare universities (psychology, computer science and medicine being the most recent additions). In addition, 17 “readymade rankings” — up from three last year — offer users a quick glimpse on a specific aspect of university performance.

Yet the ranking tool still shows many of the same problems that plagued its first version. Out of the 1 200 higher education institutions included, “only” 670 “fully participated,” while the rest of the data was collected from international bibliometric and patent data bases (as well as student surveys). This meant that almost half the universities were excluded from comparison on some of the indicators, i.e. those requiring data supplied by the universities themselves. University World News pointed out that many were surprised to see Lomonosov Moscow State University — and not a better-known research-intensive university — ranked the highest for external research income. But, of course, Lomonosov was only compared to other institutions that provided their own data, which excluded many of the bigger players. The reluctance of many universities to supply information poses a threat to the validity of the findings, and may further discourage others from participating.

For better or worse, the fate of U-Multirank will be decided by universities’ willingness to fully take part in it. Until the great majority of higher education institutions can be compared on similar grounds, it is difficult to imagine how the ranking system could provide the full picture it promises. Deterred by concerns about its validity and reliability, as by the amount of work the data collection process requires, many universities are still holding back from participating, waiting for U-Multirank to find its feet. Others may have a different reason to abstain: High achievers in other/“traditional” rankings may be apprehensive of U-Multirank’s “relativising” approach as a threat to their prized status, were the ranking to become widely accepted. For them, the concerns being presently raised about U-Multirank’s validity may provide a good pretext not to nurture what could, in time, turn against them.

Speculations aside, this particular ranking system cannot succeed with only partial support. Will the number of institutions choosing to believe in U-Multirank reach a critical mass this year? And will the ranking system become the independent non-profit organisation it wishes to be, after the European Commission’s funding runs out in 2017? These are questions that only the universities can answer.

More information on www.aca-secretariat.be

Registration for U-Multirank 2016 is open!

At this time registration of interest is possible for institutions that want to join in 2016. The fields then will be Biology, Chemistry, Mathematics, History, Sociology and Social Work/Welfare.

Please note that institutions which have already registered for 2015 do not have to re-register for 2016!

There is a strong interest in making U-Multirank more beneficial for participating institutions. U-Multirank will be more useful to institutions if they can find relevant peer institutions to compare with. You are kindly invited to nominate peer institutions you would like to see in U-Multirank. Simply email at info@umultirank.org and include the name of the institution and a contact person if you have one; they will be invited to join U-Multirank.

More information on www.multirank.eu

US and UK dominate global subject rankings

The US and the UK together dominate the rest of the world in the latest QS World University Rankings by Subject, released last week. The two countries together have 50% of the top 50 places, ahead of regions such as Asia (17%) and mainland Europe (15.5%). The US has 36.6% of top 50 places and the UK 14%. A total of 79 UK universities appear in the rankings,
There are over 46,101 international students from 158 countries studying in Poland; (10,000 more than last year, a 28% increase). They make up 3.1% of the total student body. Polish universities have never before experienced such a growth in incoming student mobility. Such growth is in a large measure the result of universities’ own steps and their engagement in “Study in Poland,” a joint program of Perspektywy Education Foundation and Conference of Rectors of Academic Schools in Poland (CRASP).

The increase of the internationalisation factor is due not only to the growing number of foreign students, but also to the decrease of the total number of students in Poland. In the academic year 2014/15, there are 1,469,386 students at the Polish universities – 80,491 fewer than in the previous year, and over 265,000 fewer than three years ago. The decline in the number of students in Poland is primarily the result of the decline in the birth rate some years ago. For a number of years the demographic situation in the country is expected to be the major challenge facing Polish universities.

More information on www.universityworldnews.com

Internationalisation (“Ukrainisation”?!) of Polish universities

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Responsible for the increase in the number of international students is mostly unprecedented influx of students from Ukraine. There are 23,329 students from Ukraine, 8,206 more than last year. They make up over 50% of the total number of foreign students in Poland. The rapid growth is a result both of the ten years of marketing and promotional presence of...
the Polish university at this market as part of the “Study in Poland” programme, and of the present difficult political situation in Ukraine.

The rise of a Ukrainian monoculture at some Polish has led to much talk about the “Ukrainisation” of Polish universities, according to Dr. Bianka Siwinska, author of the report "Foreign students in Poland in 2014". “Last year there were some xenophobic incidents in some academic centres,” she says. She warns that the academic community, the government and other stakeholders “should pay special attention to these trends and propose solutions supporting proper integration of Ukrainian students into university and local community.”

More information on www.aca-secretariat.be

Australia’s new roadmap to International Education

The Australian government recently released its Draft National Strategy for International Education, a route map to further boosting the global competitiveness of Australia’s international education sector. The document marks the beginning of a consultation process with stakeholders and government officials to fine-tune the strategy and begin to implement it.

The document first presents Australia’s international education sector in a global context. International education is described as vital to the Australian economy, as it has become the nation’s largest services export. As the number of tertiary students enrolled abroad continues to grow—and grown it has, more than doubling between 2000 and 2012—global competition to attract them is intensifying, with ever more countries recognising the value foreign students bring to their economies. The Draft National Strategy breaks down the plan into six main goals:

- Creating one of the best education systems in the world: With an eye towards improving Australia’s standing in world-rankings, this involves investing in world-class research.
- Broadening engagement in international education: Notably, strengthening and diversifying institutional and research partnerships.
  - Fostering an international outlook among Australian students and researchers: It is not only about attracting foreign students into Australia but also about making sure Australian students are globally engaged.
  - Attracting more students and researchers from around the world and building lasting connections with alumni.
  - Continuing to improve the quality of the educational and living experience for international students: This involves, among others, maintaining competitive visas, identifying work opportunities, expanding access to public services and increasing community engagement.
- Embracing new opportunities to expand international education (e.g. online learning)

The Australian Draft Strategy has already been criticised for taking too narrow a view of international education, focusing on its economic benefits rather than on the civic and social enrichment that can be gained from internationalisation.

More information on www.universityworldnews.com

Malaysia Education Blueprint 2015-2020: The sky is the limit

April saw the launching of the Malaysia Education Blueprint (Higher Education) 2015-2025, a lengthy, impressively detailed guideline for the development of higher education in Malaysia over the next ten years. Much has changed since the last strategic plan of its kind, released in 2006. Over the last few years Malaysia has achieved a number of feats concerning access and research in higher education: Higher education enrolments soared by 70% from 2004-2014, and publications increased threefold from 2007-2012. Malaysia spends a disproportionately large percentage of its annual budget (7.7%) on higher education, more than any of its Asian peers. Still, there is much room from improvement if Malaysia is to become the world-class knowledge economy it aspires to be. The Blueprint identifies ten key “shifts” to be made in higher education.

More information on www.aca-secretariat.be

German agency announces €1 million funding for Research Hub in Cambridge

The German Academic Exchange Service (DAAD) announced on Saturday it will provide €1 million over five years to create a research hub for German studies at the University of Cambridge. The Hub will not only build on research into German issues already underway at Cambridge, it is designed to create a public platform for the UK where German themes can be explored.

The Vice-Chancellor of the University of Cambridge, Sir Leszek Borysiewicz, said: “The University has a critical mass of scholars working on German themes unrivalled in the United Kingdom and probably anywhere in the world outside German-speaking Europe.

“Few nations can boast such a powerful tradition of scholarship and learning as Germany, which plays a critical economic and political role at the heart of Europe. We therefore welcome this golden opportunity to foster even greater partnership
between Cambridge and Germany.” President Professor Margret Wintermantel said: “By founding this Hub, the DAAD and the University of Cambridge are going to strengthen their auspicious partnership. Building on the university’s already remarkable position in this respective area, the Hub promises an outcome at an even higher academic level with international acclaim. Thus DAAD not only enhances the outreach of German studies, but also its visibility as a world leading academic funding institution within the UK and beyond.”

The Hub will start operations in January 2016. The funding will support visiting scholarships, workshops, debates, a major annual conference and an annual lecture. Cambridge, an active member of the League of European Research Universities (LERU), is a leading recipient of European funding. The University’s two Humanities Schools (Arts and Humanities (SAH), and the Humanities and Social Sciences (SHSS)) have academics working on a range of German issues, from History, Law and Economics to Divinity, Philosophy, Literature and Linguistics.

More information on www.cam.ac.uk

UNESCO World Education Forum 2015

The World Education Forum 2015 will provide a unique platform for global leaders in education, ministers, policy-makers and representatives of civil society, teachers, experts and the private sector to take stock of achievements and shortfalls in the implementation of the EFA goals and education-related MDGs, and to agree on a joint position for the education goal and targets in the post-2015 development agenda, which will be adopted by UN Member States at a Summit in September 2015. It will also be an opportunity for the international education community to chart the way for the implementation of the post-2015 education agenda through a Framework for Action.

National governments have mandated UNESCO since 2011 to "initiate deliberations with Member States on the EFA objectives to be defined for the post-2015 period". The international community has been at work, taking part in broad and inclusive consultations among education partners and stakeholders. This culminated in the Muscat Agreement, adopted at the 2014 Global EFA Meeting in Oman, representing a shared vision of education for the future.

This important agreement informed the standalone goal and targets on education proposed by the UN Open Working Group and decided by the UN General Assembly as the basis for integrating sustainable development goals into the post-2015 development agenda. The UN Secretary-General’s subsequent Synthesis Report proposes one universal and transformative agenda for sustainable development, underpinned by rights, that is people-centred and planet-sensitive.

More information on en.unesco.org

BOLOGNA PROCESS

Bologna Ministerial Conference and Policy Forum

On May 14 –15 will be held the Bologna Ministerial Conference and Policy Forum in Yerevan, Armenia. This year again Ministerial Conference will attempt to identify the best ways to reinforce the Bologna Process in future and beyond 2020 and simultaneously strengthen the dialogue within and outside the EHEA. According to the welcoming letter of Armenian Higher Education minister Armen Ashotyan, the EHEA was and should remain the platform where minorities are integrated members of societies with equal opportunities, and last but not the least that EHEA should be accessible to all who are qualified by ability and attainment to pursue knowledge, understanding and determination to develop democratic societies that we need. Moreover, looking at the map of the EHEA there are still unrecognised territories where people are not exercising the advantages of the European education. This is an important issue since education should be without any discrimination and should provide solutions to the conflicts as a unique tool for the reconciliation and people to people relations.

More information on bologna-yerevan2015.ehea.info

SEFI will be represented in the Policy Forum by its Vice-President Prof. Antonia Moropoulou (NTUA)

EQAR’s Message to the Ministers

On the occasion of the upcoming European Higher Education Area (EHEA) Ministerial Conference, the General Assembly European Quality Assurance Register for Higher Education (EQAR) adopted a Message to Ministers, which highlights the main developments in cross-border quality assurance and EQAR’s key activities.

Ministers are expected to adopt the revised version of the European Standards and Guidelines (ESG) and the new European Approach for Quality Assurance of Joint Programmes. These provide a better and more solid basis for trust and cross-border
recognition of quality assurance decisions in Europe. EQAR’s message calls upon European Ministers to recognise this common ground and recommends that ministers: Review and adapt national regulations to help their national agencies to comply with the new and revised ESG; Allow their higher education institutions to take responsibility for assuring their own quality and to choose a suitable EQAR-registered quality assurance agency for the external quality assurance process; Allow EQAR-registered agencies to operate in their country without additional prerequisites and recognise their outcomes in line with the national requirements.

Even though cross-border external quality assurance is a reality in almost all EHEA, it often takes place in parallel to the obligatory, national external quality assurance arrangements: only a small number of countries recognise the outcomes of a review by an agency from abroad. For institutions, this often means an unproductive duplication of efforts. EQAR’s recommendations aim at removing duplication created by barriers to cross-border recognition of external quality reviews. Ministers are recommended to enable their higher education institutions to choose an agency that suits their mission, profile and needs.

More information on [eqar.eu](http://eqar.eu)

**PUBLICATIONS**

**Eurydice Brief - Modernisation of Higher Education in Europe: Access, Retention and Employability**

The development of quality mass higher education systems is high on the policy agendas at both national and European levels. An increasing number of European citizens require high level knowledge, skills and competences to expand the knowledge base and foster innovation and progress. Thus, higher education systems in Europe should be designed to respond and adapt to the needs of our increasingly knowledge-based economy and societies. To support evidence-based policy making, this Eurydice report sheds light on current national and institutional policies and practices aimed at increasing and widening access, reducing student dropout, and improving the employability of higher education graduates in Europe. The report covers 36 European countries and education systems and consolidates information from three different sources: Eurydice national units, national quality assurance agencies and site visits to higher education institutions.


More information on: [ec.europa.eu/education](http://ec.europa.eu/education)


At its meeting in Riga on 26-27 January 2015, the BFUG endorsed the final report of the Social Dimension and Lifelong Learning working group (SD&LLL WG). Moreover, on 24-25 March 2015 the BFUG discussed the Strategy for the Development of the Social Dimension and Lifelong Learning in the European Higher Education Area to 2020. More information on [www.ehea.info](http://www.ehea.info)

**Education for All 2000-2015: Achievements and Challenges**

The 2015 Global Monitoring Report – Education for All 2000-2015: Achievements and Challenges – provides a complete assessment of progress since 2000 towards the target date for reaching the Dakar Framework’s goals. It takes stock of whether the world achieved the EFA goals and stakeholders upheld their commitments. It explains possible determinants of the pace of progress. Finally, it identifies key lessons for shaping the post-2015 global education agenda.

More information on [en.unesco.org](http://en.unesco.org)

**Innovations in education for better skills and higher employability**

The European Expert Network on Economics of Education (EENEE) writes on behalf of the European Commission up to four Analytical Reports per year. The Analytical Reports each address a certain issue in the field of the economics of education, focussing on giving an overview of the existing literature and critically assessing the results.

More information on [www.eenee.de](http://www.eenee.de)
SEFI is the largest network of higher engineering education institutions (HEIs) and educators in Europe.

It is an international non-profit organisation created in 1973 to contribute to the development and improvement of HEE in Europe, to reinforce the position of the engineering professionals in society, to promote information about HEE and improve communication between teachers, researchers and students, to reinforce the university-business cooperation and to encourage the European dimension in higher engineering education.

Through its membership composed of HEIs, academic staff, students, related associations and companies, SEFI connects over 1 million students and 158000 academic staff members in 48 countries.

To reach its goals, SEFI implements diverse activities such as Annual Conferences, Ad hoc seminars/workshops/councils organised by its thematic working groups and committees, SEFI organises European Engineering Deans Conventions, publishes a series of Scientific publications (European Journal of Engineering Education) and Position Papers, is involved in European projects, cooperates with other major European and international associations and international bodies (European Commission, UNESCO, Council of Europe, OECD).

SEFI also participated in the creation of numerous international organisations such as ENAEE, IFEES, EuroPace, IACEE, IIDEA, or EEDC.

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Please send your contributions for the next issue to info@sefi.be before 20 May 2015

SEFI’s corporate partners

The SEFI newsletter contains information about SEFI’s recent activities as well as a summary of the latest stories in higher engineering education in Europe and worldwide. News@sefi is sent for free to SEFI members. All previous issues are available on www.sefi.be “members only”.

All staff and students of an institution, an association or a company member of SEFI are entitled to receive free copies of the newsletter. So, in case you know somebody that is interested in a free copy, feel free to contact us.