News@SEFI
The European Engineering Education Information Bulletin
Issue 3-4/ 2016

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Entrepreneurship Education at School in Europe - 2016 Edition
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Deadlines

- **Registration Open!**
- From 24 April to 2 May 2016: Notification of acceptance of extended abstracts
- 15 May 2016: Submission of full papers
- 10 June 2016: Notification of final papers acceptance
- 30 June 2016: End of early bird registration

SUBMISSION and the instructions for authors are available on [www.sefi2016.com](http://www.sefi2016.com)
Contact: sefi2016@tut.fi

Keynotes Speakers

- **Dr. Mervyn Jones**
  Imperial College
  UK

- **Dr. Gary Downey**
  Virginia Tech
  USA

- **Dr. Aldert Kamp**
  TU Delft
  NL

- **Mrs. Marianne Vikkula**
  Slush
  FI

The conference will also host a series of satellite events, workshops from European Projects and Working Groups, Working Groups and Project Meetings as well as business-lunches for SEFI Deans and SEFI corporate Partners.

More on keynotes speakers and programme on [www.sefi2016.com](http://www.sefi2016.com) / sefi2016@tut.fi
8th European Convention of Engineering Deans—ECED 2016

On 14 and 15 April, 80 European engineering deans attended the 2016 European Convention of Engineering deans (ECED 2016) that also welcomed representatives of Mathworks and Quanser who sponsored the Convention together with Dassault Systemes.

This 8th Deans Convention was this year brilliantly organized by the University College London, and in particular by Prof. John Mitchell, Vice dean Education, Director of the integrated Engineering Programme, ULC, and Ms. Paula Broome. ECED is known to be the SEFI/CESAER European networking event for engineering deans bringing them together to discuss current issues in engineering education and research. ECED represents a unique and important event in the calendar of senior leaders in engineering institutions.

The general theme of this 8th convention was “Schools of Engineering at the Forefront – Meeting Challenges of the Engineering Profession” and it offered to the participants plentiful opportunities for debate and discussions. At its conclusion, an agenda – the London Agenda – listing the most important challenges and opportunities for European schools of engineering today was discussed and it should be finalized by the respective teams in UCL, SEFI and CESAER in the coming weeks, including the feedback of all participants.

As announced in our previous issues, the ECED was organized in three sessions. Session I: Engineering Education: Meeting the Engineering Profession’s needs - Session II: Engineering Research and Innovation: Meeting the needs for Sustainable Development and Session III: Engineering Schools Adapting to Change: How much, how fast – and in what way?, including a lot of time for interactive discussions and exchanges with the speakers and among the participants, through the plenary discussions, flipped activities (the video of two invited speakers had been posted on You tube before the event offering the participants to comment the presentations before the event itself) and more traditional break-out sessions in small groups.

We notably heard the very interesting presentations of the following participants and speakers: Prof. Dr.-Ing. Gerhard Müller, Senior Vice President Academic and Student Affairs, Technische Universität München (TUM); Professor Sarah Spurgeon, Head of the School of Engineering and Digital Arts, University of Kent; Rachel Schroeder, Head of Employment Marketing Airbus & Airbus Group; Prof. Martin E. Vigild, DTU, Senior Vice President, SEFI President; Professor Rao Bhamidimarri, Vice-President (Development), London South Bank University; Prof. José Luis Encarnacao, Founding Director – Fraunhofer Institute for Computer Graphics Research; Professor Ricardo Martínez-Botas (Head of the

Rachel Schroeder from Airbus Group during her presentation

Prof. Manfred Hampe - TU Darmstadt as rapporteur from session I (center), SEFI Vice President Prof. Luis Manuel Sanchez Ruiz - UPV (left) and EEDC chair Prof. Mike Murphy (right)
Thermofluids Division at Imperial College London); Prof Calie Pistorius, Vice-Chancellor of the University of Hull; Prof Simon Marginson, Professor of International Higher Education, UCL Education Consultation; Professor Maria Knutson Wedel, Vice president for undergraduate and master’s education, Chalmers University of Technology.

The Gala dinner took place on the HMS Belfast, a museum ship, originally a Royal Navy light cruiser, which also contributed to the wonderful atmosphere that characterizes of this 8th edition. All the presentations should be available on YouTube in early May on the Convention website.

We hereby would like to thank our hosts in UCL, John and Paula, Dean Prof. Nigel Titchener-Hooker, our partners from CESAER and all members of the SEFI ECED 2016 team, our SEFI sessions chairs and rapporteur, namely Profs. Vigild, Murphy and Hampe as well as or sponsors.

A gallery of photos is also available on www.engineering.ucl.ac.uk/eced and on the SEFI web site.

And, last but not least, we are very happy to announce that the 2017 ECED will be organized at the Technical University of Munich, on 3-4 April 2017, on the invitation of Prof. Gerhard Müller, Senior Vice President Academic and Student Affairs.

Mark your calendar!
ECED 2017
3-4 April 2017 – TU Munich
Munich, Germany

ReadySTEMGO Project Transnational Meeting

On the 14th of April 2016, partners of the European Erasmus + funded project ReadySTEMGo met in Zilina, Slovakia for a transnational meeting. The meeting was hosted by the University of Zilina, namely by Prof. Peter Hockicko.

The meeting was the occasion for the project partners who were present to assess the advancements of the project and their results. The representatives from the University of Zilina, KU Leuven, the University of Birmingham, TU Hamburg-Harburg, Aalto University, Budapest University of Technology and Economics and SEFI discussed their own particular cases and the upcoming initiatives to take to ensure completion of the
We invite SEFI members to take a first look on the project e-book, a brochure on first-year student survey 2014-2015, that has been prepared by the managing team in KU Leuven. (iiw.kuleuven.be/english/readystemgo)

The Project partners will hold their next transnational meeting on Thursday 15 September 2016 in Tampere, Finland during the SEFI Annual Conference as well as a workshop where we invite our members to participate.

More information on iiw.kuleuven.be/english/readystemgo

FROM OUR MEMBERS

GRANTA DESIGN

On April 28th Granta Design will hold a webinar entitled “Estimating part cost and predicting properties of hybrid materials”, to learn about the CES EduPack's Synthesizer Tool, which contains models for estimating the cost of a part and predicting the properties of hypothetical hybrid materials. It also allows you to create your own models using the data available in CES EduPack.

Register now for this webinar to: Learn how to incorporate modeling in your teaching and research; See examples of how to use models and part cost estimation in the Synthesizer Tool; Learn how to create and install your own model; Discover what models we are working on next.

More information and registration on www.grantadesign.com

FROM OUR PARTNERS

CALL FOR PAPERS Integrated 6th IRSPBL and REES Conferences

The IRSPBL organized by the Aalborg Centre for Problem Based Learning in Engineering Science and Sustainability under the auspice of UNESCO and Universidad Nacional de Colombia, and the REES organized by Universidad de los Andes will be integrated in July 2017.

Similar to the previous symposia, the aim is to promote and create a global society for researchers and academic staff working with PBL. The 6th IRSPBL aims to bring together researchers studying all aspects of the learning process in problem based and project based learning, and those involved in the implementation of these approaches with special emphasis in social progress and sustainability.

On behalf of the organizing committee, we invite you to submit your papers, from any education areas and levels, on one of the following themes: Democracy, social progress and PBL; Cross disciplinary PBL; Generating innovative and interdisciplinary knowledge and practices; Sustainability and interdisciplinarity; PBL and entrepreneurship; The students’ learning process; Evaluating practice – models and approaches; Curriculum design; Assessment methods; Management of change; Learning spaces; Teacher roles in PBL; Learning technologies for PBL and Virtual PBL; PBL with large student groups; PBL for continuing professional development.

More information www.irspbl.com2017.unal.edu.co

International Federation of Engineering Education Societies - IFEES

Nominations Now Open for the 2016 IFEES Duncan Fraser Global Award

The IFEES Duncan Fraser Global Award for Excellence in Engineering Education recognizes individuals who have made innovative and meritorious contributions having a significant impact on the advancement of engineering education. IFEES encourages nominations of outstanding candidates from all regions of the world. The 2016 IFEES Global Award will be presented at the IFEES annual awards dinner during the WEEF&GEDC 2016 in Seoul, South Korea, on November 9, 2016. The winner will receive a medal, a citation, a one-time monetary prize of US $1,000, a roundtrip, economy class air ticket, and three nights lodging to receive the award.

More information on www.ifees.net/nominations

Global Entrepreneurship Challenge: Business Plan Competition

One of the major drivers of success in technological development is the ability for a small or a large company to take the technological innovation and develop a business around it. This insures the use of the idea in a product, a service or a pro-
European Universities Association - EUA

University leaders discuss digitalisation at EUA Annual Conference

EUA held its the annual conference –at the National University of Ireland (NUI) in Galway from 7 to 8 April 2016. Under the theme “Bricks and clicks for Europe: building a successful digital campus”, more than 300 university leaders took part in discussions on digital technologies and their impact on the higher education sector, including university staff and students. (...)
The conference provided a unique opportunity for representatives of European universities to share their experiences on how to foster innovation and use digital technology to manage change and improve learning and teaching. It also produced a rich array of outcomes “While EUA has included the theme of digitalisation in many of its projects and events in the past, this is the first time we have exclusively dedicated ourselves to this theme,” said Lesley Wilson, EUA Secretary General. “And the outcomes are abundant. For example, participants confirmed that universities have embraced blended learning and online education in recent years. They also confirmed the impact of digitalisation on the research process, and the importance of ongoing discussions on open access and open science.”

Participants also discussed how to promote digitalisation at the institutional, national and European levels. Many speakers and delegates addressed the need for more interinstitutional collaboration and sharing, and participants reflected on how national and European level initiatives could help enhance digitalisation. The annual conference also featured institutional case studies on digitalisation in relation to learning and teaching, research and open science and outreach to society. Finally, a hot topic session dedicated to the important theme of university mergers in Europe was scheduled as a post conference event, that proved to be very popular among members from all across Europe.

More information on www.eua.be

American Society for Engineering Education - ASEE

New PRESIDENT-ELECT

SEFI would like to congratulate Prof. Bevlee Watford, Associate Dean for Academic Affairs, College of Engineering at Virginia Tech for her election as President-elect of ASEE. She has held elected office in both the Women in Engineering and the Minorities in Engineering Divisions. She chaired the Diversity Task Force that resulted in the creation of the ASEE Diversity Strategic Plan as well as a standing Diversity Committee. She most recently served as First VP and VP for External Affairs working to increase membership through strategic partnerships. She currently serves as an associate editor of the journal Advances in Engineering Education. In 2010, she was elected a Fellow of ASEE. Watford is a Professor of Engineering Education in the College of Engineering at Virginia Tech.

We wish her success in her new position and hope to cooperate with her in the coming months.

SEFI will be represented by its President, Prof. Martin Vigild, during the next ASEE Annual Conference, to be held in June in New Orleans, Louisiana.

More information on www.asee.org/
## CALENDAR

### MAY 2016

**17 Amsterdam, NL**
ACA Seminar - Master's level education ([link](#))

**18-19 Tartu, EE**
European Science Events Association (Eusea) annual conference (EAC2016) ([link](#))

**25-28 Barcelona, ES**
Third Arab-Euro Conference on Higher Education ([link](#))

**29-31 Dublin, IE**
European Access Network (EAN) 25th conference ([link](#))

**26 Munich, DE**
SEFI Board of Directors invited by Mathworks
10:00-16:00

### JUNE 2016

**10 Odense, DK**
NORDTEK Conference ([link](#))

**16 Brussels, BE**
SEFI Steering Committee Meeting (conference call)

**16-18 Budapest,HU**
2nd Central European Higher Education Cooperation (CEHEC) Conference ([link](#))

**17-19 Tarragona, ES**
9th European University Association-Council for Doctoral Education (EUA-CDE) Annual Meeting ([link](#))

**26-29 New Orleans, US**
123rd Annual Conference ASEE ([link](#))
*SEFI President Prof. Martin Vigild will attend the event.*

### JULY 2016

**11-15 Sydney, AU**
AAEE Winter School - UTS ([link](#))

**11-13 Irkutsk, RU**
AEER Network International Conference
"Interdisciplinarity in Engineering Education: Global Trends and Management Concepts – SYNERGY" ([link](#))

**12-13 Beijing, CN**
Tsinghua University—IIdea Workshop on “Engineering Pedagogical Education for Teacher development” and “Global Competencies, Integrating Ethics in the engineering in the Engineering Curriculum ([link](#))
*Organised by SEFI and IFEES*

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**27-29 Gothenberg, SE**
18th SEFI Mathematics Working Group Seminar

**27-28 Katowice, PL**
Silesian University of Technology 5th International Symposium of Young Researchers ([link](#))

**29 June -01 July Katowice, PL**
Silesian University of Technology 8th International Scientific Conference ([link](#))

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**WEF 2016 IMPORTANT DATES**

- **Paper Submission Due**
  June 30, 2016
- **Early Bird Registration Due**
  May 31, 2016

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

Brexit and Higher Education

Probe concludes EU membership highly prized by British scientists

The UK science community places a high value on being in Europe. Collaboration, funding, facilities and policy, make EU membership a key part of the country’s outstanding science base, says a report from the UK’s House of Lords. British scientists draw enormous benefit from EU membership and could lose influence if the UK decides to leave the union, according to a report by the House of Lords Science and Technology Committee. “The overwhelming balance of opinion made known to this committee from the UK science community valued greatly the UK’s membership of the European Union,” the report says.

For months science and industry groups laid out detailed arguments in favour of the UK staying in the EU, citing the ability to attract research grants, the importance of collaborative research and access to overseas talent, as key benefits of membership, in submissions to the Committee’s enquiry into the potential impact on British science of a vote to leave the EU. The report echoes several of these highly prized features of EU membership. On the ease with which researchers can move between EU countries and the UK, the report agrees that this freedom of movement is an absolutely key benefit to the UK, and every effort should be made to preserve it. It also endorsed the value of opportunities for research collaboration, harmonised regulations, access to EU research facilities and the availability of substantial funding for research. The report says EU membership gives a platform to influence European research policy, noting the UK has had a major role in designing specific laws, in particular those governing clinical trials, the welfare of animals used in preclinical drug testing and data protection. Campaigners to leave the EU say associate membership would not damage British scientists’ networks, however, the report concludes that in the event of a vote to leave the EU on June 23, Britain would lose a seat at the decision-making table. (…)

Scientists for Britain, which is campaigning for the UK to leave, disputes this saying, “The fact that 14 non-EU countries are involved in Horizon 2020 as associate members, demonstrates that political membership of the EU project is not required for ongoing scientific collaboration.” The report also voices fears British business is losing out on EU money, with indications that, overall, UK businesses are less engaged than academics in EU R&D. Palmer said, “The Committee is concerned over the poor level of engagement by large businesses in securing EU funding. We are below the EU average and lag behind competitor nations such as Germany and France. Given that 64 per cent of research and development in the UK is conducted by businesses, this is a serious failing in the current set-up. “We have no definitive explanation for this pattern, but EU bureaucracy and a relatively low level of support to business from the UK government were cited as parts of the picture,” the report says.

More information on www.sciencebusiness.net/news

University of Oxford backs membership of union

The University of Oxford has added its voice to calls to remain in the European Union, stressing the benefits of cross-continental mobility for staff and students. UK universities as a whole have been vocally against leaving the EU, but the Oxford statement is perhaps the highest profile intervention by a single institution. “Membership of the EU currently benefits the university in a number of ways.”

“The mobility that EU membership affords, which enables staff and students from across the EU to come to Oxford, and Oxford staff and students to work and study in Europe, is central to our strategic plan,” it says in a statement released today. “The EU facilitates our participation in pan-European research collaborations; enables us to contribute to the development of EU research policy to the benefit of the UK as a whole; and provides us with access to EU research funding (of some £66m in 2014-15),” it continues. “While recognising that individual members of the University will hold different views on the referendum, and while encouraging open debate on the issue, the university’s council wishes to affirm the value that the UK’s membership of the EU provides to the university.” The vice-chancellor, Louise Richardson, had already come out in favour of remaining in the EU alongside 102 other university leaders in a letter to The Sunday Times in February.

Sir Leszek Borysiewicz, the vice-chancellor of the University of Cambridge, has also come out publicly against a Brexit, saying: “I cannot identify a single persuasive reason to recommend leaving Europe.”

More information on www.timeshighereducation.co.uk/news
Four reasons a Brexit would be bad news for UK universities

The UK’s universities have largely backed the campaign to stay. But what does membership bring to higher education? ‘Collaboration across borders means better research impact’ - Michael Arthur, president and provost, UCL

The opportunities and challenges we face are global, not national – from climate change to space exploration. The UK does not have a monopoly on brilliance. If we are going to find the best solutions, we must keep bringing the best scientists and researchers together. The European Union plays a vital role in enabling this. Research carried out in collaboration with international partners has 50% more impact than that carried out by a single country. At UCL, we recently led a team of EU researchers that detected gases on the planet 55 Cancrie. By bringing the best minds together, we were able to examine the atmosphere of this super-Earth in unprecedented detail. This will impact on our lives for years and centuries to come. To ensure that our scientific research and innovation continues to have maximum impact, we should embrace, not reject, the opportunities that EU membership provides.

Find the full article and more information on www.theguardian.com/higher-education-network

Entrepreneurship

Engineers & Entrepreneurs: Are You Missing this Key Skill?

It happens time and time again: An innovator comes up with an incredible new idea, takes it to a set of investors, sees their product hit the market, and walks away with...nothing.

Or consider the other end of the spectrum. An inventor sits down with venture capitalists who ask questions about whether the idea will really work. The inventor gets angry, walks out, and again, gets nothing. Both of these scenarios, and many like them, boil down to a failure not in the original idea but in the process of negotiation.

Negotiation is a skill that’s “still outside the primary line of vision for most engineers,” says MIT professor Lawrence Susskind. That gap, he says, often leaves entrepreneurial engineers unable to protect or properly value their ideas, incapable of creating trusting business relationships, and unprepared to handle the uncertainty of the bargaining process. “They don’t realize that they could lose ownership of their ideas, or that their ideas will only come to fruition if they know how to build and maintain trusting relationships,” Susskind says.

Susskind—the author of 20 books on the subject of negotiations, including Good for You, Great for Me—is trying to turn that around. This month he launches MIT’s first online professional education course on the subject: “Entrepreneurial Negotiations: The MIT Way.” The inaugural session for the six-week course opens on 26 April. It will be repeated multiple times throughout the year.

Although the course is appropriate for anyone, Susskind says it should prove particularly valuable for start-ups or anyone who has a good idea that they plan on pitching to investors. He adds that most of the people he talks to in these types of situations don’t even realize that they’re going into negotiations. “They just think that if they have a good pitch that they money’s going to come in,” he says. Invariably, these negotiations fail because of things like ego, overconfidence, failure to build trust, and lack of preparation. (...)

Full article and more information on www.insight/ieeeusa.org

RANKINGS

U-Multirank releases third global university rankings: US research dominance hides diverse strengths in global higher education

U-Multirank, the largest global university ranking, has published its latest release of data online (www.umultirank.org), revealing that, while American universities continue to dominate research performance, the picture is far more diverse when it comes to teaching and other strengths.

The third annual edition of U-Multirank is the largest since its launch in 2014 featuring over 1,300 universities, from more than 90 countries, with more than 3,250 faculties and 10,700 study programmes. It includes over 27,000 performance scores at an institutional level alone and another 66,000 in 13 subject areas, many of which are included for the first time.

Among the wealth of data published today is a set of 10 performance lists, each showing 25 top performing universities. The Multirank indicator is just one measure of research excellence and it is dominated by 18 US universities out of the 25 top performers. In particular Rockefeller University, MIT, Stanford and Harvard outperformed the rest of the world. There are only 6 European universities in this specific list: one from Fin-
land, two from France, one from Switzerland and two from the UK. For the largest volume of research publications, the picture is similar: 12 US universities, and only five European (four UK and one from France), five Asian, two Canadian and one from Brazil. The situation is reversed, however, for ‘co-publications with industrial partners’, a key measure of ‘knowledge transfer’. In this indicator 17 out of the 25 top performers are from Europe, including many technical universities and universities of applied sciences, such as the top three performers: Reutlingen UAS, Nuremberg IoT and Munich UAS – all from Germany. For interdisciplinary publications, both European (12) and Asian (11) universities outperform US institutions (only 1). And the top 25 university performers on the indicator ‘regional joint publications’ indicates that 21 European universities have a strong publishing culture with organisations in their own region, while not a single US university is on this list. (…)

The U-Multirank lists make it clear that top performance is for instance also found in ‘student mobility’ where patterns of strength are not geographic at all. The list of top performers here is dominated by business schools. And some of the best student-staff ratios, which are often regarded as more supportive to students’ learning, are found in a number of European countries (Belgium, Germany, Italy, Poland and Spain) as well as in Brazil and Japan. (…) With its multidimensional approach, U-Multirank is the first global ranking to offer a full picture of the diversity of university performance, providing users with data on more than just research. Users can also compare universities on teaching and learning, knowledge transfer, international orientation and regional engagement. Comparisons are also possible across 13 subject areas: electrical and mechanical engineering, business studies, physics, psychology, computer science and medicine, and new this year, biology, chemistry, mathematics, history, sociology and social work/welfare. (…)

More information on www.umultirank.org

Students’ verdicts on university teaching revealed in U-Multirank survey

The report is based on a survey exclusive to U-Multirank (www.umultirank.org) of over 105,000 students around the world who have rated their own study programmes. (…) These findings are drawn from the annual student survey conducted by U-Multirank as part of its exhaustive research into ‘learning and teaching’, just one of the five ‘dimensions’ or areas of performance by which it measures more than 1,300 universities in over 90 countries around the world. By splitting performance into these dimensions, U-Multirank can reveal the diverse strengths that different universities offer whether in learning experience, research, internationalisation or social and economic impact. This provides students with a much richer picture of excellence from traditional rankings that focus on research reputation.

The results also include a list of participating universities that achieved the highest levels of satisfaction for ‘overall learning experience’ in three science subjects (mathematics, chemistry and biology). The 20 universities in the list represent nine different countries from the 56 nations with institutions participating in the student satisfaction survey. Not every one of the 1,300 universities included in U-Multirank participated in the student satisfaction survey and some did not have relevant courses, so, instead of providing a misleading ‘league table’, the list highlights a selection of institutions where their students have expressed particular satisfaction. The list is intended to stimulate discussion around the important variations in students’ experiences and expectations, and about the diverse approaches to teaching and learning that various countries’ higher education systems take. The survey and analysis were carefully designed by U-Multirank to ensure individual universities’ scores reflect meaningful differences in what their students think. These results are being published the third annual release of data from U-Multirank, the largest yet, featuring 1,304 higher education institutions, from 93 countries, with more than 3,250 faculties and 10,700 study programmes in 13 subject areas: electrical and mechanical engineering, business studies, physics, psychology, computer science and medicine, and new this year, biology, chemistry, mathematics – including the social science and humanities for the first time in: history, sociology and social work/welfare. Among other innovations this year, U-Multirank has revealed lists of top performers in individual performance indicators. (…)

More information on www.umultirank.org

Publications

NEW SEFI POSITION PAPER on SKILLS

We are pleased to present you with the latest version of the Position Paper from SEFI “Developing Graduate Engineering Skills.

This version is an update of the first version published in September 2015.

Please find the position paper on www.sefi.be
EURYDICE Entrepreneurship Education at School in Europe - 2016 Edition

Developing and promoting entrepreneurship education has been one of the key policy objectives of the EU institutions and Member States for many years. Indeed, in the context of high youth unemployment, economic crises and rapid changes related to our complex knowledge-based economy and society, transversal skills such as entrepreneurship are essential not only to shape the mindsets of young people, but also to provide the skills, knowledge and attitudes that are central to developing an entrepreneurial culture in Europe. However, although some countries have already been committed to fostering entrepreneurship education for more than a decade, others are just starting.

Following the 2012 Eurydice report on entrepreneurship education, this new analysis captures the latest developments in Europe. It provides updated and more detailed information on strategies, curricula and learning outcomes, and also covers new themes such as funding schemes and teacher education. The report focuses on primary education, lower and general upper secondary education as well as school-based initial vocational education and training. It contains information for 2014/15 from 33 countries participating in the Eurydice network. In addition, national information sheets provide an overview of entrepreneurship education in each country.


New publication on youth work and non-formal learning

With the new publication, ‘Youth work and non-formal learning in Europe’s education landscape’, the youth work sector offers to the wider public insights into its European development, the thinking that supports EU youth policies, and future challenges. (…)

The publication gives a broad perspective on learning, and points to the current shift in education: formal education is becoming increasingly informalised through its changing pedagogies, its focus on learners and life-skills, and its recognition of prior learning. At the same time, non-formal education is becoming more formalised in relation to the recognition and demonstration of the skills it helps develop. (…)

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

The knowledge future

Intelligent policy choices for Europe 2050 : report by an expert group on foresight on key long-term transformations of European systems - research, innovation and higher education (KT2050) (…)

The report ‘The knowledge future: intelligent policy choices for Europe 2050’ elaborates on challenges and opportunities that three ‘megatrends’ — globalization, demographic change and technological change — represent for Europe’s research, innovation and higher education system, and suggests a number of ideas that could find a place in EU policy for research and innovation.

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, IDEA, or EEDC.

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Please send your contributions for the next issue to info@sefi.be before 15 May 2016

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.