

# MED2IaH Mediterranean Countries Towards Internationalisation at Home

**International relations office,  
Credit mobility,  
Recognition of formal and non-formal learning,  
HE and labour market, MicroCredential**

**dr. Nada Trunk Širca & mag. Anica Novak Trunk, EMUNI, Slovenia**

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# 1. International relations office, and international credit mobility

## International relations office (IRO), and international credit mobility (ICM)

The **main instrument of work** of international relations office (IRO) is **international credit mobility** (ICM). The work on ICM mainly covers promotion and organization of international mobility or exchanges of students and employees (both domestic and foreign), and providing general information on other forms of education and study abroad.

### **Beside work on ICM, IRO implements tasks like**

- Creation and follow-up of international cooperation programmes and bi-lateral agreements with partner universities, and
- different tasks related to international cooperation and research (website, social media, preparation of analyses...)

**Focus of this part of presentation** is on international mobility or exchanges of students and faculty through E+ KA107, welcome service and dedicated support for incoming mobility students – intercultural dimension of IRO.

## Erasmus+, KA 107 - Exchange of students

### Types of mobilities for students:

- Student mobility for studies (according to programme 2021- 2017 mobility can last from 2 months to 12 months of physical mobility)
- Student mobility for traineeship (according to programme 2021- 2017 mobility can last from 2 months to 12 months of physical mobility)
- Doctoral mobility: mobility for studies and/or traineeships for doctoral candidates (according to programme 2021- 2017 mobility can last from 5 to 30 days or from 2 to 12 months of physical mobility)

### The future of international and intercultural exchange ...

- physical and/or **virtual mobility** ...

## Erasmus+, KA107, Exchanges of university staff

### Mobility of teachers / teaching period

It is the mobility of teaching staff of higher education institutions for the purpose of carrying out pedagogical obligations at the host institution abroad.

### Staff Mobility (mobility of non-pedagogic staff) /training period

Staff Mobility for the purpose of training abroad ("Staff Mobility - Staff Training - STT") refers to the mobility of employees (usually administrative staff) in higher education institutions for the purpose of their own training.

**The IRO takes care of all mobilities, exchanges ....** also of hosting professors or guest lecturers who come to the university outside the Erasmus + program.

# Intercultural dimension of international relations office at universities

## Examples of activities

- welcoming international students events and activities
- debating events
- Arts and culture events
- organization of trips, tours ...
- Activities can be organized for home and host students and in this way promote intercultural exchange.

## **2. Procedures of recognition – in general**

## **The credit mobility**

- Learning agreement before mobility – home and host HEI
- Transcript of records (host institution) after mobility
- Recognition of ECTS at home institution

## EU recommendations from Bologna on ..., not only degree programs, also LLL ... focus on employability

### **BOLOGNA PROCESS**

- recognition and comparability of diplomas
- 3 levels of education
- collecting and transportable credit system
- mobility of students, teachers, researchers
- quality assurance cooperation
- European dimension of higher education
- higher employability of graduates
- shorter study time, but not on account of its quality

**Dublin descriptors/to distinguish levels**

**Tuning project/higher education**

**Lifelong learning and qualifications/  
Labour market and sustainable  
employability**

## LL Learning and LL Education

FORMAL EDUCATION	NONFORMAL EDUCATION	INFORMAL LEARNING
<p><b>Intentional</b>, institutionalized, systematic educational activity, <b>usually represented by "scale system"</b>. Performed by kindergartens, schools, universities and other educational institutions.</p>	<p><b>Intentional</b>, time defined educational activity. <b>Performed by certificated educational and counseling institutions.</b></p>	<p><b>Unintentional</b>, unorganized and unstructured educational activity. <b>At course in everyday life, in home environment, on working place.</b></p>
<p>Study programmes  <b>diploma for acquired education</b>            Improving programmes  <b>"public paper"</b></p>	<p>Seminars, courses, out-of-school education  <b>certificate of attendance</b></p>	<p>Educational results are non-material, so we form our own  <b>PORTFOLIO (personal achievements map)</b></p>

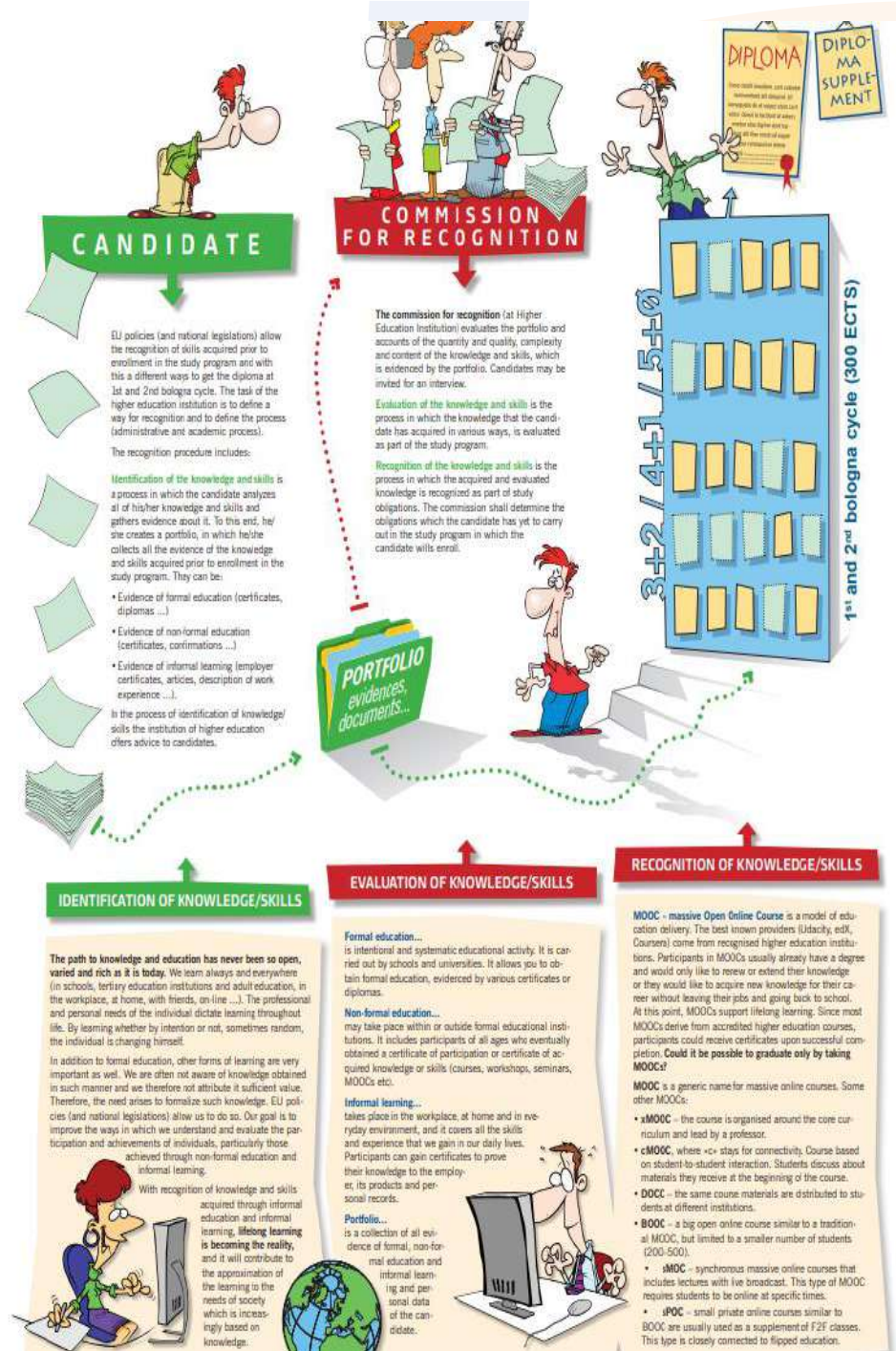
## Procedures of recognition

### CANDIDATE

- EU policies (and national legislations) **allow the recognition of skills acquired prior to enrollment** in the study program and with this a different ways to get the diploma at 1st and 2nd bologna cycle.
- Task of higher education institution: define a **way for recognition**, define the **process** (administrative and academic process).
- Recognition procedure includes:
  - Identification of knowledge/ skills

### COMISSION FOR RECOGNITION

- The commission for recognition (at Higher Education Institution) evaluates the portfolio and accounts of the quantity and quality, complexity and content of the knowledge and skills, which is evidenced by the portfolio. Candidates may be invited for an interview.
- Processes:
  - Evaluation of knowledge/ skills
  - Recognition of knowledge/ skills



## Recognition/ Acknowledgement of non-formal and informal learning/EU

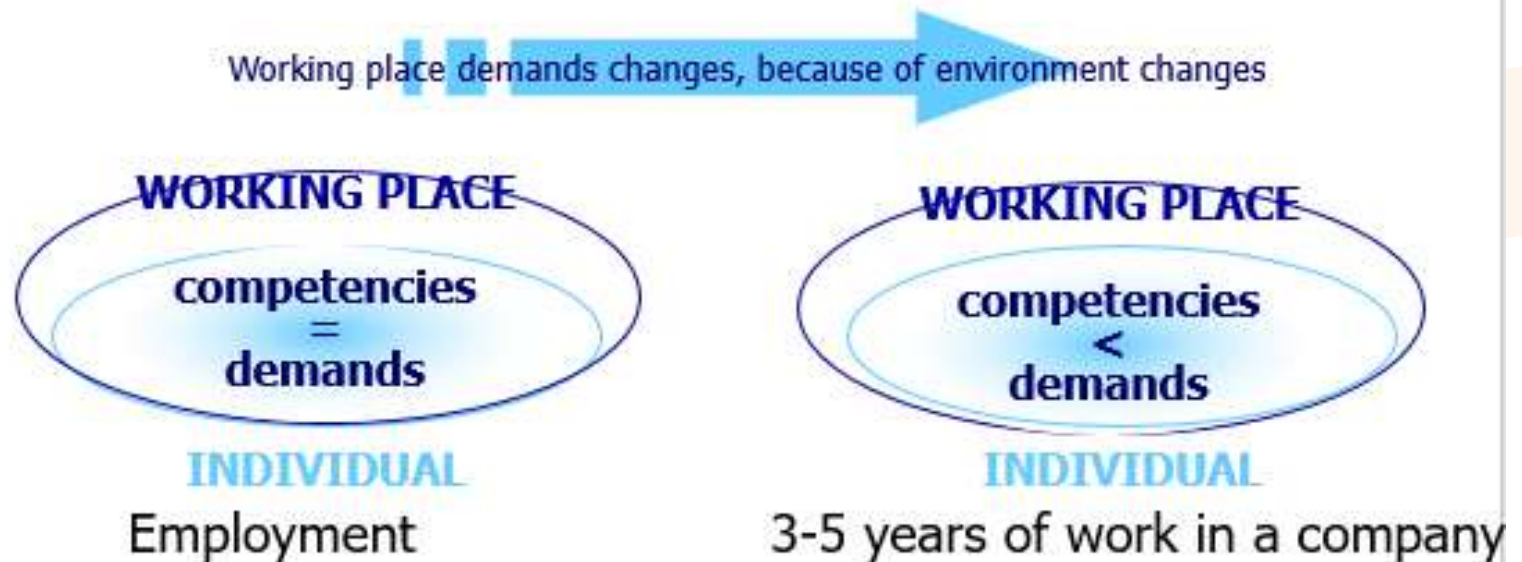
**Recognition** of non-formal education and informal learning is one of key priorities of EU:

- it is a process of valuating and certificating the competencies, individuals developed in different environments,
- represents the form of educational **individualization** and a mechanism of assuring **more** attractiveness to the adult learning.

Within recognition/acknowledgement it has to be taken in consideration: **contents, amount, and pretensions** of performed education or acquired knowledge.

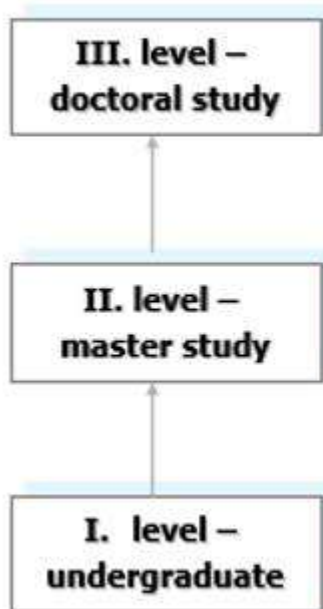
**3. About qualifications  
HEI & labour market, LLL  
MicroCredential**

## Degree system of study and career development

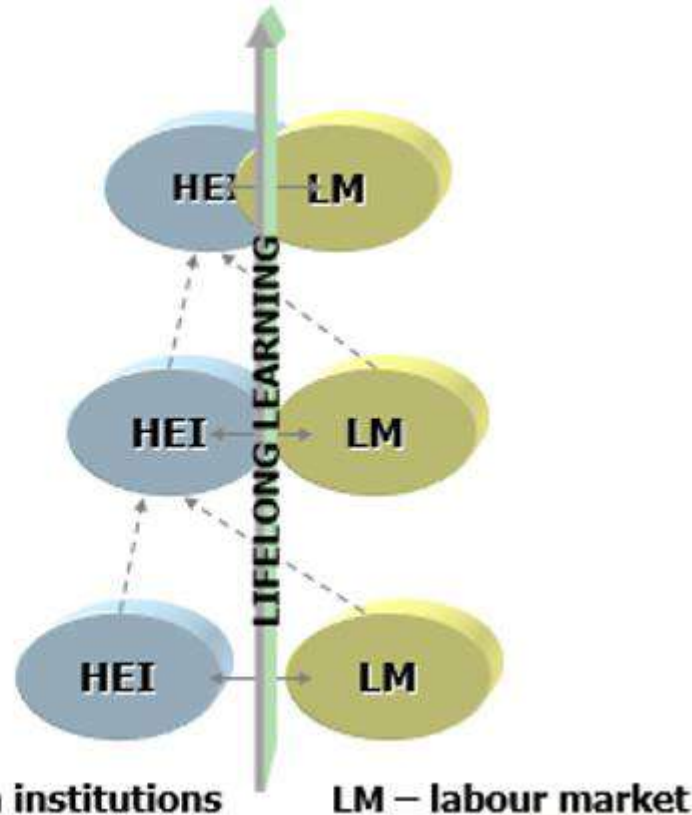


Harmonizing competencies from individual and from working place demands are of short duration nowadays.

## Degree system of study and career development



HEI – higher education institutions



LM – labour market

Competitive EU/world:  
Quick changes,  
globalization,  
and  
increasing  
complexity  
in the fields  
of economical  
and  
socio-cultural  
relations

## Employability

**Nature of work** and demanded competencies are changing → LLL is a condition to gain and maintain the employment and competitiveness on the labor market.

- Demographic structure is changing → formation of educational and training systems, adapted to adults needs.
- Increased need for the assurance of **equal opportunities and social inclusiveness** in the broad meaning of words.

### **Competencies:**

- individuals' ability to perform working operation, congruent with specific standard,
- specific knowledge, skills, capabilities, personal characteristics and motivation of individuals that can be sensed in the form of successfully performed assignment.

## Key novelties in HE – key advantages

<b>NOVELTIES IN HE SYSTEM - GOALS</b>	<b>ADVANTAGES FOR EMPLOYERS</b>
easy recognition and comparable system, including the diploma supplement	<ul style="list-style-type: none"> <li>• comparability of graduates competencies</li> <li>• insight into the complete work of student and his achievements</li> </ul>
quality assurance of study	study programmes adapted to employers demands
mobility of students, HE teachers and researchers	<ul style="list-style-type: none"> <li>• competencies development, needed for the operating in other national environments</li> <li>• international experiences: knowing different approaches</li> <li>• formation of social net, exceeding state boundaries</li> </ul>
credit system ECTS	<ul style="list-style-type: none"> <li>• individualization of study</li> <li>• interdisciplinarity of study</li> </ul>
study system formed of levels, based on two main cycles (first one relevant for labour market, second for the completion and upgrading of the first level)	<ul style="list-style-type: none"> <li>• LLL and labour development</li> <li>• goal oriented competencies development, needed by individual for work</li> </ul>

# MicroCredential – definition, standard elements, principles

*Micro means mini or small and a credential is a qualification.*

**MicroCredential** means the record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes have been assessed against transparent and clearly defined standards.

They respond to the need of labor market by offering new skills, and extended services for assessment and recognition of previous learning.

- **EU Standard elements** to describe a micro credential

- Identification of the learner
- Title of the micro-credential
- Country/Region of the issuer
- Awarding body
- Date of issuing
- Learning outcomes
- Notional workload needed to achieve the learning outcomes (in ECTS, wherever possible)
- Level (and cycle, if applicable) of the learning experience leading to the micro-credential (EQF, QF-EHEA), if applicable
- Type of assessment
- Form of participation in the learning activity
- Type of quality assurance used to underpin the micro-credential

- **Union principles** for design and issuance of micro credentials

1. Quality
2. Transparency
3. Relevance
4. Valid assessment
5. Learning Pathways
6. Recognition
7. Portable
8. Learner Centred
9. Authentic
10. Information and Guidance

## COUNCIL RECOMMENDATION

### on a European approach to micro-credentials for lifelong learning and employability, June 2022

- Within Europe, a growing number of people need to update and improve their knowledge, skills and competences to fill the gap between their formal education and training and the needs of a fast-changing society and labour market. The recovery from the COVID-19 pandemic and the digital and green transitions have accelerated the pace of change in how we live, learn and work. They have also highlighted the need for people to be better equipped to deal with current and future challenges. The pandemic has affected the career prospects of both young people and adults. It has also increased unemployment and damaged the physical, mental and emotional well-being of hundreds of millions of people in Europe.
- Micro-credentials could help certify the outcomes of small, tailored learning experiences. They make possible the targeted, flexible acquisition of knowledge, skills and competences to meet new and emerging needs in society and the labour market and make it possible for individuals to fill the skill gaps they need to succeed in a fast-changing environment, while not replacing traditional qualifications.

Thank you 😊