civis
Europe's Civic University Alliance

Co-funded by the European Union

Call for Education Provision

The Call

Member universities :

Associate member universities :

CIVIS: Europe's Civic University Alliance invites applications for **innovative educational projects** that will contribute to building the European Education Area and support the implementation of the **Joint European Degree Label** according to **Blueprint for a joint European Degree,** and the **European Approach for Micro-credentials**, as part of the recently launched **Union of Skills.**

This call builds on the foundations laid by CIVIS over the past years, **drawing on the milestones, pilot actions, and strategic deliverables developed across its educational work packages and thematic hubs**. It reflects CIVIS's collective experience in fostering transnational academic collaboration and responds to the growing demand for inclusive, flexible, and future-oriented learning opportunities across Europe.

It is part of the **CIVIS educational provision** strategy to establish a one-stop shop for collaborative academic initiatives that design, pilot, and implement innovative educational and training schemes. It aims to strengthen cooperation both among member universities and with external partners, while supporting the long-term goals of the European Education Area.

Objectives

Selected projects will contribute to the development of transnational, inclusive, and future-oriented educational pathways, with a clear European dimension. The focus lies on **three strands:**

Strand 1: Joint Bachelor, Master or Doctoral programmes

Projects under this strand should **develop a programme design package aligned with the criteria set for the future Joint European Degree Label (or EDL)**, indicated in Annex 2, and ready to enter a future process of accreditation through the European Approach for Quality Assurance of Joint Programmes. They shall also include a clear step-by-step roadmap for funding and stakeholder outreach, after CIVIS2 funding period.

Such design package must:

a) Support **partnership consolidation,** through defining clearly the academic rationale, partner roles and chartering future consortium-governance steering bodies, in line with the criteria established in the EDL for programme organisation.
b) **Foster curriculum co-creation**, based in flexible and modular arrangements. The design must include a learning-outcomes matrix design, drafting ECTS grid with mobility windows, and the integration of

challenge-based, research-based and interdisciplinary elements. This matrix should also include, at least, one module fostering transversal skills.
c) **Develop the future degree architecture**, according to the programme organisation criteria of the future Joint European Degree Label.
d) **Explore how to ensure sustainability action plan** (2027-2028).
e) Develop a **stakeholder** and **employability strategy outline**.

Strand 2: Modular Short-Term Training and Micro-credentials

This strand supports the **design and development of new short learning units** that are modular and flexible. These units may be delivered as **stand-alone learning opportunities** or integrated into broader curricula, seasonal schools, or continuous professional development pathways. Projects under this strand should create **innovative, high-quality training modules** that serve diverse learner populations and are grounded in **challenge-based learning**.

Each short learning unit must clearly define its learning outcomes, assessment approach, and ECTS workload, and be designed for stackability—i.e. its potential to be accumulated into larger credential structures or used in future pathways. Units developed under this strand may include, but are not limited to:

a) **Micro-credentials** that respond to specific societal or labour market needs at European or local levels and are aligned with the European Approach for Micro-credentials.
b) **Virtual exchange** (e.g. COIL or collaborative online international learning).
c) **Skills-focused doctoral modules**.

Projects under this strand should aim to:

a) Develop **challenge-based, modular training offers** addressing societal, academic, or labour-market needs.
b) Design modules that may be **knowledge-based** (e.g. disciplinary theory) or **skills-based** (e.g. intercultural competence, research communication).
c) Support **transversal skill development**, including digital, green, civic, and multilingual competences.
d) Ensure **recognition and portability** across institutions through ECTS documentation and quality-aligned assessment.
e) Target a **broad learner spectrum** —from undergraduates and PhDs to professionals and non-traditional learners.

3. Strand 3: Stacking of Modular Learning Units

This strand supports projects that explore how existing **short learning units** — including CIVIS BIPs, micro-credentials, seasonal schools, and other modular

courses—can be **stacked into coherent, recognisable learning pathways**. The aim is to promote **modularisation and stackability** across CIVIS, enabling learners to combine diverse learning experiences into larger academic or professional trajectories.

Whereas Strand 1 is dedicated to the development of new joint programmes culminating in joint degrees, in alignment with the European Degree Label, and Strand 2 is oriented toward the creation of novel short learning units, this strand capitalizes on pre-existing CIVIS modules to construct modular, multi-institutional learning pathways. These pathways are designed to be stackable and may result in micro-credentials or certificates, be integrated into established curricula, or serve as the foundation for joint programmes conferring double or multiple degrees.

Projects under this strand should aim to:

a) Identify and connect existing modular courses that can be **stacked across institutions, disciplines, and levels**.
b) Design **stackable learning trajectories** that combine both knowledge-based and skills-based elements into micro-credentials, elective tracks, or advanced certificates (e.g. 6–18 ECTS).
c) Develop clear pathways for the **recognition and accumulation of learning outcomes**, whether through ECTS, institutional certification, or credentialing systems (e.g. Europass).
d) Demonstrate how **stacked pathways** can support lifelong learning, upskilling, or smooth transitions into formal academic programmes.

Stacked pathways under this strand must present a **coherent structure**, with defined outcomes, assessment frameworks, and workload transparency. Projects must articulate the **stackability logic**, including potential progression from individual modules to micro-credentials, and possibly into components of future degrees. Finally, stacked pathways are **not required to lead to a joint degree**; rather, they are intended to enhance modular recognition and curricular flexibility.

Role of External Stakeholders

To ensure societal relevance, sustainability, and applied impact, **projects under the three strands are expected to actively involve external stakeholders in both the design and implementation of their activities**. This includes:

a) Engaging employers, NGOs, local authorities, social partners, or citizens in co-developing curricula and identifying skill needs.
b) Offering internships, placements, or challenge-based projects in real-world contexts.

c) Organizing learning activities that connect academic knowledge with societal issues, including site visits, case studies, and collaborative workshops.
d) Facilitating pathways to employment, civic engagement, or lifelong learning through partnerships beyond academia.

Proposals are strongly encouraged to make use of the CIVIS Open Labs—the Alliance's network of multi-stakeholder innovation spaces—to[1]:

a) Co-create educational content and training modules with local communities and societal actors.
b) Test and validate learning formats or tools with end users.
c) Strengthen territorial anchoring and inclusive participation in higher education initiatives.

Eligibility and Scope

Applications must be led by a European CIVIS member university, involving at least three European-based universities. Applicants must be permanent faculty members or employees with a long-term contract. Typically, the duration of the contract of the faculty members or employees involved must go beyond the end of the funding period and allow for contributing to the sustainability of the activity after its completion.

Without prejudice of the specific conditions prescribed to projects under the Strand 1, all proposals must:

a) Include a clear plan for implementation, sustainability, and scalability, including use of digital tools, mobility components, and recognition frameworks.
b) Contribute to the strategic goals of CIVIS and the development of the European Education Area.

Each CIVIS member university reserves the right to assess the eligibility and strategic alignment of proposals involving its staff. Proposals must align with the internal priorities and procedures of each participating institution. As such, institutional endorsement is required as part of the application. Proposals lacking this endorsement may be deemed ineligible.

Associated partners may be included where relevant to the project's objectives.

[1] CIVIS Open Labs connect CIVIS academic community with local communities in all the cities and regions of our member universities. Through these Open Labs, we support the development of universities that are participatory, inclusive, and open.

Budget Framework

A total of €250,000 will be made available under this call, distributed across the three strands as follows:

Strand	Total Available	Maximum per Project/Activity
Strand 1: **Joint Bachelor, Master or Doctoral programmes**	€80,000	€20,000 per project
Strand 2: **Modular Short-Term Training and Micro-credentials**	€120,000	a) €20,000 per micro-credential b) €15,000 per virtual exchange (e.g. COIL) c) €8,000 per doctoral education activity
Strand 3: **Stacking of Modular Learning Units**	€50,000	€10,000 per project

Flexibility is foreseen to **reallocate funds between strands** in case the number or quality of proposals under a given strand does not justify full expenditure.

Moreover, the budget should be realistic, clearly structured, and aligned with the project's objectives.

Budget Category	Description
Staff Costs	Compensation for curriculum design and learning materials.
Travel and Mobility	Travel and accommodation for staff
Organisational costs	Organisation of meetings at the host institution[2]

Ineligible costs include institutional overheads, infrastructure investments, and unrelated expenses.

Application and Selection

a) **Application process:**

Applications must be submitted via the designated link for each strand:
Joint Bachelor, Master or Doctoral Programmes
Modular Short-Term Training and Micro-credentials
Stacking of Modular Learning Units

[2] It is highly recommended to consider opening the module/seasonal schools to non-CIVIS participants to fund organizational costs

b) **Submission Deadline:**

Strand	Deadline
Joint Bachelor, Master or Doctoral programmes	November 14th
Modular Short-Term Training and Micro-credentials	September 26th
Stacking of Modular Learning Units	September 26th

c) **Selection Criteria**: Applications will be evaluated by a panel of experts from CIVIS according to the criteria established in annex 4:

Obligations of the Beneficiaries and Conditions of the Grant

Grants must be used exclusively for the purposes described in the approved proposal. Beneficiaries agree to:

a) Launch the project within one month of award.
b) Complete activities within the agreed period (typically 6-9 months).
c) Submit a final report, including a financial statement, within the deadline and no later than 1.7.2026.
d) Acknowledge CIVIS and EU support in all outputs and communication.
e) Share results, tools, and methodologies with other CIVIS partners.
f) Outline a strategy for sustainability and integration into long-term CIVIS offerings.
g) Non-compliance may lead to the suspension, reduction, or recovery of funds.

Annex 1: Glossary of Terms

Blueprint for a Joint European Degree: An initiative of the European Commission aimed at creating a joint transnational degree recognised across Europe. It supports the design and implementation of integrated curricula delivered by higher education institutions in multiple countries, resulting in a joint diploma or a joint degree label[3].

Challenge-Based Learning: A pedagogical approach where learners work in teams to identify, analyse, and solve real-life societal or scientific challenges, often involving collaboration with external stakeholders.

CIVIS: Europe's Civic University Alliance: A European University Alliance bringing together 11 member universities across Europe to create a truly integrated European campus, promoting transnational collaboration in education, research, innovation, and societal engagement.

Educational provision: Higher education provision in its broadest sense, including programmes leading to a full degree, courses leading to a micro-credential and provision that is not part of a programme leading to a formal degree.

European Approach for Micro-credentials: A framework adopted by the European Commission to support the development, recognition, and portability of short learning experiences (micro-credentials) across institutions and borders. It defines common standards for content, quality, assessment, and documentation of learning outcomes[4].

European Approach for Quality Assurance of Joint Programmes: approach that has been approved in May 2015 by European Ministers responsible for higher education and that 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. The approach is expected to facilitate integrated approaches to quality assurance of joint programmes, which genuinely reflect and mirror their joint character.

Joint European degree: The final shape and definition of the concept of 'joint European degree' is to be determined when the Council decides to take steps towards its introduction, following the analysis of the Commission's evaluation report on the implementation of the joint European degree label and the feasibility study on the joint European degree as described in the Council Resolution on a joint European degree label and the next steps towards a possible joint European degree: boosting Europe's competitiveness and the attractiveness of European higher education. At this stage, it can be defined as follows: A joint degree awarded to students to certify the completion of a joint programme delivered by two or more higher education institutions from different countries, including at least two EU Member States. The joint programme leading to the award of the joint European degree meets a common set of European criteria and is quality assured according to the ESG and the European Approach, which should facilitate automatic recognition in the EU[5].

European degree label: A quality label granted to joint programmes delivered through transnational cooperation between higher education institutions from different countries, including at least two EU Member States, to act as a branding tool, promoting compliance with

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[3] See Council Resolution on a Joint European degree label and the next steps towards a possible joint European degree: boosting Europe's competitiveness and the attractiveness of European higher education, (C/2025/2939) OJ C, 22.05.2022.

[4] Definition taken from Council Recommendation of 20 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243) OJ L 189, 27.06.2022, p. 10.

[5] Definition taken from Council Recommendation of 20 May 2025 on a European quality assurance and recognition system in higher education (ST 8773 2025 INIT), p. 35-6.

European standards and providing visibility and prestige to the labelled joint programmes. The label is granted based on common European criteria following an assessment by competent accreditation or quality assurance authorities, such as self-accrediting universities, accreditation agencies, or quality assurance bodies[6].

Joint programme: integrated curriculum coordinated and offered jointly by different higher education institutions, leading to double/multiple degrees or a joint degree[7].

Micro-credential: The record of the learning outcomes that a learner has acquired following a small volume of learning. These learning outcomes will have been assessed against transparent and clearly defined criteria. Learning experiences leading to micro-credentials are designed to provide the learner with specific knowledge, skills and competences that respond to societal, personal, cultural or labour market needs. Micro-credentials are owned by the learner, can be shared and are portable. They may be stand-alone or combined into larger credentials. They are underpinned by quality assurance following agreed standards in the relevant sector or area of activity[8].

Modular Curriculum: An educational programme composed of independent but interconnected learning units (modules) that can be combined in flexible ways to form a full programme or be taken individually for continuous professional development[9].

Portability: Ability for a credential-holder to store their micro-credentials in a system of their choice, to share the credential with a party of their choice (whether national or transnational) and for all parties in the exchange to be able to understand the content and verify the authenticity of the credentials. This enables portability between and within education and training sectors, in the labour market and across countries[10].

Stackability: Possibility, where relevant, to combine different micro-credentials and build logically upon each other. Decisions to 'stack' or combine credentials lie with the receiving organisation (e.g. education and training institutions, employers, etc.) in line with their practices and should support the goals and needs of the learner. Stacking does not create an automatic entitlement to a qualification or a degree. Such decisions are made by regional and national authorities or institutions in line with their awarding processes[11].

Transnational Education: Educational activities where learners are in a different country from the awarding institution(s), including joint programmes, virtual exchanges, and blended mobility[12].

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[6] Definition taken from Council Recommendation of 20 May 2025 on a European quality assurance and recognition system in higher education (ST 8773 2025 INIT), p. 36.

[7] Definition taken from the glossary of terms provided by European Quality Assurance Registry for Higher Education (EQAR).

[8] Definition taken from Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243) OJ L 189, 27.06.2022, p. 10.

[9] Definition based on Council conclusions on the European Universities initiative. Bridging higher education, research, innovation and society: Paving the way for a new dimension in European higher education, OJ C 221, 10.06.2021, p. 10.

[10] Definition taken from Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/10) OJ L 189, 27.06.2022, p. 15.

[11] Definition taken from Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/10) OJ L 189, 27.06.2022, p. 15.

[12] Definition based on Regulation (EU) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+: the Union Programme for education and training, youth and sport and repealing Regulation (EU) No 1288/2013, OJ L 189, 28.05.2021, p. 1.

Union of Skills: A European initiative launched to strengthen cooperation among Member States and stakeholders on skills development. It aims to foster a coordinated and inclusive approach to skills for all ages and backgrounds, with a focus on green, digital, and transversal skills[13].

Virtual Exchange (also referred to as **Collaborative Online International Learning,** or **COIL)** refers to structured online learning activities that take place in an international and intercultural context. It involves the active engagement of students and teaching staff from different countries and cultural backgrounds, both within and beyond the classroom. A typical Virtual Exchange or COIL initiative may take the form of a jointly designed and delivered online module or webinar, integrating academic content with intercultural exchange through collaborative, project-based learning[14].

[13] Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions on the Union of Skills. COM (2025) 90 Final, 5.3.2025.

[14] Definition aligned closely with the European Commission's language on Virtual Exchange (as described in the Erasmus+ Guide), emphasizing structure, intercultural learning, and joint curriculum development.

Annex 2

European criteria for a joint European degree label

The European criteria[15] are divided into two categories:

a) The first category focuses on **programme organisation**, based on criteria included in the ESG and the European Approach.
b) The second category focuses on the **European dimension** and includes the value-driven criteria, reflecting the importance of common European values. It promotes the values of the European Higher Education Area (academic freedom, academic integrity, institutional autonomy, student and staff participation in higher education governance, public responsibility for higher education and public responsibility of higher education) and multilingualism, inclusiveness, environmental sustainability, interdisciplinarity, learning opportunities beyond academia and employability and digitalisation as the set of elements making the joint European degree label unique. In this respect, it is important for participating higher education institutions to have been awarded the Erasmus Charter for Higher Education and to have included the European dimension criteria in their joint arrangements.

The European criteria are structured in two categories to clearly reflect the primary responsibility of higher education institutions for safeguarding academic values, while acknowledging the importance of the European dimension[16].

A. **Programme-organisation criteria**

Code	Criterion	Requirement(s)	EQF level(s)
A1	Higher education institutions involved	The joint programme is offered by **at least two** higher-education institutions from **at least two different EU Member States**.	6, 7, 8
A2	Transnational joint-degree delivery	The joint programme is **jointly designed and delivered** by all participating institutions. The joint programme **leads to the award of a joint degree**. A **joint Diploma Supplement** is issued to students. Learning outcomes and credits are described **in line with the *ECTS Users' Guide***.	6, 7, 8
A3	Joint arrangements for the programme	The programme has **joint policies, procedures and/or arrangements** covering curriculum planning, delivery and all organisational/administrative matters. **Students' representatives** participate in defining these joint arrangements.	6, 7, 8
A4	Quality-assurance arrangements	Internal and external QA are conducted **in line with the ESG**; the programme (or field/institution) is evaluated by	6, 7, 8

[15] See Annex 2 of the Council Recommendation of 20 May 2025 on a European quality assurance and recognition system in higher education (ST 8773 2025 INIT), p. 25-32.

[16] The European criteria for awarding the joint European degree label are subject to verification by either an EU quality assurance agency registered in the European Quality Assurance Register for Higher Education (EQAR) or an EU agency fully implementing the European Approach for Quality Assurance of Joint Programmes or, for example in the case of self-accrediting institutions, through self-evaluations. The criteria for awarding the joint European degree label are verified based on self-declarations and accreditation or evaluation reports, as well as key documents outlining the joint programme's arrangements, such as consortium agreements among other things. [Council Recommendation of 20 May 2025 on a European quality assurance and recognition system in higher education (ST 8773 2025 INIT), p. 26.]

		an **EQAR-registered agency** or an EU agency that fully applies the European Approach. The programme is evaluated **using the standards of the European Approach for QA of Joint Programmes**.	
A5	Graduate tracking	The programme **monitors graduates** via a graduate-tracking system or data from the **European Higher Education Sector Observatory**.	6, 7, 8
A6	Student-centred learning	The programme is **designed, delivered and enhanced** to encourage active student learning; **assessment reflects** this approach.	6, 7, 8
A7	Transnational campus – access to services	Joint policies ensure that students and staff have **equivalent access to services** at all partner institutions.	6, 7, 8
A8	Flexible & embedded student mobility	The programme offers **≥ 30 ECTS of physical mobility** (may be split) and provides **virtual/blended alternatives** for those unable to travel.	6, 7
		The programme offers **≥ 6 months of physical mobility** and provides alternatives for those unable to travel.	8
A9	Co-evaluation & co-supervision of dissertations	Dissertations are **supervised by ≥ 2 supervisors** and **co-evaluated** by members from **≥ 2 institutions in ≥ 2 countries**.	8

B. **European dimension criteria**

Code	Criterion	Requirement(s)	EQF level(s)
B1	Interdisciplinarity & research-based learning	The programme embeds **interdisciplinarity and/or research-based learning** appropriate to its nature.	6, 7, 8
B2	Learning beyond academia & employability	Arrangements provide **opportunities outside academia** (e.g. internships, work-based learning, service learning) and foster **transversal skills**.	6, 7, 8
B3	Digitalisation	Arrangements offer students opportunities to **develop adequate digital skills and competences**.	6, 7, 8
B4	Values	Arrangements uphold EHEA values (academic freedom, integrity, institutional autonomy, participatory governance, public responsibility) and **promote EU values and democratic citizenship**.	6, 7, 8
B5	Multilingualism	Arrangements expose each student to **at least two different EU languages** during learning activities or mobility.	6, 7, 8
B6	Inclusiveness	Arrangements commit to **diversity, equality and inclusion**, with tailored support for participants with fewer opportunities. Arrangements commit to **respecting the European Charter for Researchers**.	6, 7, 8
B7	Environmental sustainability	Arrangements include **policies/actions for environmental sustainability**, minimise the programme's footprint, and foster **green skills**.	6, 7, 8

Annex 3

European principles for the design and issuance of micro-credentials

The 10 principles[17] presented below specify the nature of micro-credentials and offer guidance to providers on the design and issuance of micro- credentials and systems for micro-credentials. The principles highlight the key characteristics of the European approach to micro-credentials that can enable the trust and quality of micro-credentials. The principles are thought to be universal and may be applied in any area or sector.

Principle	Concise Summary of What It Requires / Ensures
Quality	Micro-credentials must be subject to robust internal and external quality-assurance processes that are clearly documented and aligned with existing European QA frameworks.
Transparency	Learners and stakeholders should be able to understand and compare micro-credentials thanks to explicit information on learning outcomes, workload (in ECTS), level, content and issuing provider, all published in accessible registers.
Relevance	Each micro-credential is a targeted learning achievement, regularly updated, and co-designed with employers and other stakeholders so it meets real labour-market or societal needs.
Valid assessment	Learning outcomes must be assessed against transparent, predefined standards before a micro-credential is awarded.
Learning pathways	Micro-credentials should be modular and "stackable", allow validation of non-formal/informal learning, and fit smoothly into flexible lifelong-learning pathways across systems.
Recognition	They should be recognised for academic or employment purposes through the same procedures used for foreign qualifications or prior learning, giving them clear signalling value EU-wide.
Portable	Ownership lies with the learner, who can store and share credentials easily (e.g., in a Europass wallet) via interoperable, GDPR-compliant open standards.
Learner-centred	Design and continuous improvement are driven by learners' needs; learner feedback is embedded in both internal and external QA.
Authentic	Every credential carries verifiable data on the learner's identity, the issuer's legal identity, and the date & place of issuance.
Information & guidance	Comprehensive, inclusive guidance on micro-credentials must be integrated into lifelong-learning advice services so that diverse learner groups can make informed education and career choices.

[17] Principles summarized from Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability (2022/C 243/10) OJ L 189, 27.06.2022, p. 22.

Annex 4

Award Criteria

The award criteria bellow applies for Strand 1:
Joint Bachelor, Master or Doctoral programmes

Total score: 100 points

Criterion	Points	What should it be evaluated (please refer European criteria for a joint European degree label, contained in Annex 2 of the Call).
A. Governance, QA and Mobility	20	The joint delivery, diploma supplement, EQAR-level QA, and mobility windows are all properly planned and realistically implementable
B. Curriculum Design and Outcomes	15	Learning outcomes make sense for EQF level 6/7/8. There is actual evidence of modularity, stacking potential, and transversal skills integration.
C. European Values and Interdisciplinarity	15	EU values (B4), interdisciplinarity (B1), and sustainability (B7) are embedded.
D. Stakeholder Integration	15	NGOs, employers, and external partners have sufficiently identified roles in the design.
E. Pedagogical Approach and Virtual Options	10	Does this go beyond lectures? Is student mobility meaningful and accessible? Is blended and virtual learning mentioned and explained?
F. Feasibility and Resources	10	Team roles, timelines, and CIVIS expectations are clear.
G. Accreditation, Scalability, and Long-term Viability	15	There is a serious plan for QA, accreditation, and funding post-2027.
H. Innovation and CIVIS Value	10	The proposal is truly innovative. It is evident that it may contribute to CIVIS's strategic goals or priorities.

Rating Scale

90–100: Outstanding. Strong strategic fit and implementation capacity. Highly recommended.
75–89: Very Good. Solid proposal with minor areas for improvement. Recommended.
60–74: Satisfactory. Some strong elements but needs improvement or clarification.
Below 60: Not Recommended. Significant weaknesses in alignment, feasibility, or innovation.

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The award criteria bellow applies for Strand 2: Modular Short-Term Training and Micro-credentials

Total score: 100 points

Criterion	Points	What should it be evaluated
A. Strategic Fit (CIVIS and EU)	15	Proposal aligned with the European micro-credentials' framework (see **Annex 3** of the Call), if applicable, and strategically useful.
B. Clarity of the Offer	15	Learning outcomes and pedagogical plans are concrete and realistic.
C. Modularity and Stackability	10	The modular short-term training and micro-credentials functions as both stand-alone and part of a larger learning ecosystem.
D. Stakeholder Integration	15	Users, employers, or Open Labs have clearly identified roles beyond sending letters of support.
E. Transnational and Interdisciplinary Logic	10	Multiple universities are truly involved, with clear identified roles beyond name-dropping. Different disciplines collaborate meaningfully.
F. Recognition and Portability	10	Assessment, ECTS, and recognition frameworks are clearly spelled out.
G. Feasibility and Resources	10	The work plan is realistic.
H. Impact, Scale, Sustainability	10	Plan for continuation after the first edition.
I. Innovation and Flagship Potential	15	Does your push boundaries or feel like an old MOOC with new buzzwords?

Rating Scale

90–100: Outstanding. Strong strategic fit and implementation capacity. Highly recommended.
75–89: Very Good. Solid proposal with minor areas for improvement. Recommended.
60–74: Satisfactory. Some strong elements but needs improvement or clarification.
Below 60: Not Recommended. Significant weaknesses in alignment, feasibility, or innovation.

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The award criteria bellow applies for Strand 3: Stacking of Modular Learning Units

Total score: 100 points

Criterion	Points	What should it be evaluated.
A. Cross-Disciplinary and European Fit	15	The stack span disciplines and institutions in a way that makes academic or societal sense.
B. Coherence and Progression Logic	15	The modules form a smart, connected learning journey, not just a juxtaposition of random topics.
C. Stackability and Recognition	15	The logic of stacking (micro-credential → certificate → programme) is clearly defined and credible
D. Delivery Flexibility	10	Modules be taken online, asynchronously, etc. There is real flexibility, not just theoretical
E. Stakeholder Involvement	10	Real-world actors shaped the trajectory and have a clear role defined.
F. Transnational and Interdisciplinary Integration	10	Institutions and fields of study are integrated.
G. Feasibility and Team Planning	10	There is competent team, clear timeline, and appropriate budget.
H. Long-Term Relevance and CIVIS Potential	15	The stack may evolve into something bigger or feed other strands. There is a sustainability plan after the pilot.

Rating Scale

90–100: Outstanding. Strong strategic fit and implementation capacity. Highly recommended.
75–89: Very Good. Solid proposal with minor areas for improvement. Recommended.
60–74: Satisfactory. Some strong elements but needs improvement or clarification.
Below 60: Not Recommended. Significant weaknesses in alignment, feasibility, or innovation.

Annex 5

Strand 1: Illustrative examples of Joint Bachelor, Master or Doctoral programmes

Below are three abstract examples, one per Bologna cycle, that illustrate how a curriculum-design package can be fully aligned with all Programme-organisation criteria (A) and European-dimension criteria (B) of the future European Degree Label (EDL). All terminology (A1-A9, B1-B7) follows the EDL framework.

A. Joint Bachelor (180 ECTS)

Package element	Key features and EDL mapping
a. Partnership & governance	• Consortium of ≥ 3 universities in ≥ 2 EU Member States **(A1).** • Consortium Charter defines Joint Programme Board, Student Council, Employers' Advisory Panel, decision-making and QA pathways **(A3, A4).** • Draft Joint-Degree Statute and Diploma Supplement template **(A2).**
b. Curriculum co-creation	• **Learning-outcome matrix** integrates discipline knowledge with transversal skills **(digital B3, green B7, multilingual B5, civic and EU values B4, interdisciplinarity B1).** • **ECTS grid:** Year 1 — foundation (60 ECTS); Year 2 — mobility window 1 (≥ 30 ECTS physical, virtual alternative) + virtual design studio (15 ECTS); Year 3 — mobility window 2 (≥ 30 ECTS) + capstone project (15 ECTS) **(A8)** • Transversal module 'European Challenges Lab' (15 ECTS, challenge-based, multilingual, blended) addresses **B1, B3, B7.**
c. Degree architecture (A-criteria)	• **A1–A2:** ≥ 2 EU states, joint degree + common Diploma Supplement. • **A3:** joint policies on admission, grading, disability support. • **A4:** external QA foreseen through a single EQAR agency using the *European Approach*. • **A6:** student-centred problem-based pedagogy. • **A8:** dual 30 ECTS mobility windows with virtual alternatives.
d. Sustainability ('27-28)	• Cost-sharing model: 1% of tuition ring-fenced for programme reserve. • Erasmus Mundus Design-Measures application 2026.
e. Stakeholder & employability	• Employers co-author challenges & host internships **(B2).** • MoU with professional associations for micro-credentials. • Alumni network and competency-badging on EU-wide career platform; systematic graduate feedback **(A5).**

B. Joint Master (120 ECTS)

Package element	Key features & EDL mapping
a. Partnership & governance	• 7–10 universities; General Assembly, Academic Board, QA & Ethics Committee (**A1, A3, A4**) • Joint-degree regulation and common Diploma Supplement (**A2**).
b. Curriculum co-creation	• **Learning outcomes matrix** links UN SDGs with **B-criteria** (e.g. B1 interdisciplinary sustainability; B4 EU values) • **ECTS structure**: 30 ECTS preparatory block; 30 ECTS flexible thematic track; 30 ECTS internship (learning-beyond-academia **B2**); 30 ECTS capstone challenge (co-supervision) • **Transversal module** 'European Values and Democratic Citizenship' (10 ECTS) (**B4, B5, B6**) • Digital collaboration environments embedded across courses (**B3**)
c. Future degree architecture	• Mandatory one-semester physical mobility with virtual option **(A8, B5).** • Portfolio-based, authentic assessment **(A6).** • External quality review scheduled with a single EQAR agency; self-evaluation aligned to European Approach standards **(A4).**
d. Sustainability plan (2027-28)	• Consortium fee model, Horizon-Europe grant pipeline. • Alumni foundation for scholarships.
e. Stakeholder & employability strategy	• Capstone challenges sourced from municipalities, NGOs, SMEs (work-based learning **B2**). • Career Mentoring Circle (academia-industry-civic mentors). • Graduate outcomes tracked via EU Observatory (**A5**).

C. Joint Doctorate (180 ECTS)

Package element	Key features & EDL mapping
a. Partnership & governance	• Number of universities (3 minimum) + non-academic partners; joint admission, co-supervision agreements, External Advisory Board when applicable **(A1, A3, A9)** • Partnership agreement details IP, financial rules **(A3, B3)**
b. Curriculum co-creation	• **Learning outcomes-matrix** covers advanced research, innovation and transferable competences (**B3, B7**, and **B4**). • Training: core schools, electives, industry secondment, if applicable (**B2**). • Thesis (3 yrs). • **Transversal modules** '' **(B1, B4)** • Mobility: ≥ 6 months physical in ≥ 2 countries **(A8).**
c. Future degree architecture	• Bi-institutional co-supervision and joint viva panels (**A9**) • Single external evaluation by EQAR agency, depending on national accreditation procedures
d. Sustainability plan (2027-28)	E.g. Continuation as Marie-Skłodowska-Curie Doctoral Network **(B3, B7)**
e. Stakeholder & employability strategy	• Secondments (**B2**) • Annual Employers' Forum; policy-brief series.

Strand 2: Examples of Modular Training and micro-credentials

The following examples illustrate the variety of short learning units that can be developed under Strand 2. All examples are modular, grounded in challenge-based learning, and designed for stackability into future pathways under Strand 3

Title	Type	Challenge Focus	Format & Audience	Recognition
AI for the Common Good	Micro-credential	How can AI tools be deployed ethically in the public sector?	3 ECTS, blended; for Master students and professionals	CIVIS-issued micro-credential
Digital Narratives of Migration	Virtual exchange (COIL)	How can we use storytelling to build inclusive societies?	2 ECTS, fully online; for undergraduates	Joint certificate
Green Finance in Action	Blended module	How can financial innovation support climate transitions?	3 ECTS, hybrid; Master students, economics and law faculties	Micro-credential with digital badge
Ethics of Biomedical Innovation	Online short course (SPOC)	How should ethics guide biotech entrepreneurship?	2 ECTS, asynchronous + online challenges; doctoral and postdoc learners	Certificate of completion + ECTS
Participatory Urban Futures	Elective block	How can we co-design inclusive urban public spaces?	3 ECTS, blended with local challenge; undergraduates in architecture, sociology	Stackable into sustainability track
Science Diplomacy for Emerging Crises	Virtual module	How can science-policy actors collaborate across borders in real-time?	2 ECTS, co-taught online across 3 CIVIS institutions; advanced MA and early career researchers	Badge + institutional ECTS recognition
Civic Engagement in Climate Adaptation	Micro-credential	How can citizens be involved in shaping local climate resilience?	4 ECTS, blended with field project; undergraduate and lifelong learners	Micro-credential + Europass wallet

Annex 7

Strand 3: Illustrative Examples of Stacked Pathways

The following examples show how existing SLUs (such as those described in Annex 5) may be stacked into coherent learning pathways. Each stacked trajectory combines 2–3 modular units across disciplines, institutions, or learner levels. Outcomes may include certificates, micro-credentials, or integration into curricula.

Stacked Pathway Title	Combined Short Units	Stacked Outcome	ECTS	Progression or Use
Responsible AI and Society	• AI for the Common Good. • Digital Narratives of Migration.	Micro-credential in Ethical Tech and Social Impact	5	May serve as elective in Digital Humanities or Data Ethics
Civic Transitions and Green Economies	• Green Finance in Action. • Civic Engagement in Climate Adaptation	Certificate in Sustainability, Finance, and Participation	7	Could integrate into a Master's elective block
Global Health and Bioethics	• Ethics of Biomedical Innovation. • Science Diplomacy for Emerging Crises	Micro-credential in Ethics & Crisis Governance	4	Useful for doctoral school transversal training
Urban Futures & Public Participation	• Participatory Urban Futures. • Civic Engagement in Climate Adaptation	Stackable track in Urban Democracy and Environmental Justice	6	May be credited in Bachelor of Urban Studies
Democratic Storytelling Across Borders	• Digital Narratives of Migration. • Participatory Urban Futures	CIVIS Open Lab Certificate in Civic Education & Narrative Design	5	Used in BA electives or micro-credential for practitioners
Innovation and Science in Society	• Ethics of Biomedical Innovation. • Science Diplomacy for Emerging Crises. • AI for the Common Good.	Advanced Certificate in Science, Policy, and Innovation	7–8	Doctoral or post-Master training block

Notes for applicants:

a) **Minimum workload** for stacked pathways should be 6 ECTS (except where clearly justified).
b) Pathways must include **defined progression logic**, either horizontal (interdisciplinary) or vertical (from basic to advanced).
c) Recognition may take the form of **micro-credentials, CIVIS certificates, or inclusion in diploma supplements**.
d) Inclusion of **external stakeholders** (via Open Labs or challenges) strengthens relevance and impact.

Extended example for a multi-module Stacked learning pathway (15 ECTS): Climate, Citizenship and Digital Transitions

Module Title	Type	ECTS	Focus
Digital Narratives of Migration	Virtual exchange (COIL)	2	Storytelling and inclusion through digital collaboration
Green Finance in Action	Micro-credential	3	Financing climate adaptation through civic innovation
Civic Engagement in Climate Adaptation	Blended challenge-based module	4	Participatory approaches to local environmental planning
Science Diplomacy for Emerging Crises	Online course (MOOC + webinars)	2	Transnational cooperation and policy interface in scientific contexts
AI for the Common Good	Online short course	4	Ethical deployment of AI in democratic societies

Stacked Pathway Outcomes

Total ECTS	Stacked Credential Awarded	Recognition Format
15	**CIVIS Advanced Certificate in Climate and Digital Citizenship**	Digital micro-credential + Europass-compatible badge

Rationale and Progression

a) **Coherence**: All modules address intersections of **climate change, civic action, and digital transformation**.
b) **Stackability logic**: Learners move from **foundational perspectives** (digital narratives, AI ethics) to **policy interfaces** (science diplomacy) and **hands-on engagement** (green finance, climate adaptation labs).
c) **Flexibility**: Modules may be taken in 2–3 semesters across institutions, in various formats (COIL, online, blended).
d) **Potential integration**: This pathway could:
   I. Serve as a **specialization track** in a master's in European studies, Urban Governance, or Digital Society
   II. Feed into the design of a **joint programme** under Strand 1
   III. Act as a **continuing education certificate** for public-sector profess.