EUPeace

European University for Peace,
Justice, and Inclusive Societies

The European Track 2025-26

Lecturers' information pack

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What is the European Track?

EUTRACK: EXECUTIVE SUMMARY

The European Track (EUTrack) is a cross-Alliance certificate and one of our so-called "flagship actions". Its central purpose is the education of our students as European citizens. It combines the idea of a joint core curriculum for all students with the particular commitment of this Alliance to the advancement of core European democratic values: those of peace, justice, and inclusive societies. You can find the Alliance's central EUTrack website here.

EUTRACK: GOALS & PURPOSES

EUTrack aims to strengthen curricular collaboration within the EUPeace Alliance and enhance exchange between the partner universities involved. It will systematically network teaching and learning offers across the Alliance with clear EUPeace thematic foci, thereby facilitating mobility for students and teaching staff between Alliance universities. Students at either Bachelor's (undergraduate) or Master's (graduate) level will be offered the opportunity to learn across borders and institutions, to connect with peers across the continent, and to broaden their portfolio of competences in a truly European study environment. By mutually recognizing courses, modules, and other forms of ECTS-based assessment, the European Track should, both during and after the project lifecycle of EUPeace, foster the development of ever more flexible and cross-disciplinary study paths at Alliance universities.

The European Track focuses on the Alliance's flagship content and is thus thematically tied to EUPeace's fundamental principles and values of peace, justice, and inclusive societies. EUTrack therefore serves as a joint core curriculum for the Alliance's students, irrespective of their specific areas of study. It encompasses a diverse array of learning units that draw on the full spectrum of disciplines represented across the Alliance, including social sciences, humanities, human sciences, and STEM subjects; and as such, it represents a cross-section of the variety of subject areas and study possibilities across the Alliance as a whole.

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The central and guiding concept of EUTrack is grounded in the conviction that the conditions for peace, justice, and inclusivity must be actively and continually cultivated, and that this ongoing work of cultivation necessarily relies upon the development of cross- and interdisciplinary knowledge and practical competences. The certificate will encourage students to consider and approach European themes, challenges, and questions from critical and decolonizing perspectives that are at once explicitly *global* and profoundly *cross-disciplinary*. **EUTrack aims at fostering competences that should be achievable by all prospective students.** In order to enable students from across the disciplinary spectrum to become change-agents for **peaceful, just, and inclusive European societies**, EUTrack learning units will foster a palette of different competences such as the abilities to:

- develop and apply intercultural skills;
- understand the theoretical foundations, conditions, and weaknesses of complex systems;
- understand and apply theories to real-life situations in different disciplinary contexts;
- analyse data sets in relation to their real-life contexts;
- apply natural-scientific and engineering knowledge to European and global challenges.

By offering substantial freedom of learning unit choice, EUTrack affords students the advantage of increased flexibility through the possibility of selecting learning units that are not part of their original study programmes.

Study periods abroad via established exchange and funding instruments (e.g. Erasmus+) – including short-term mobilities such as summer and winter schools and BIPs – are conceived as an integral element of EUTrack.

Why offer a course for the European Track?

- **Increase visibility:** Your course will be highlighted within our central EUPeace Course Repository, attracting highly motivated students from right across the EUPeace network.
- **Do numbers:** The European Track is open to all nine universities in the Alliance, which can help bolster numbers and reinvigorate courses and programmes.
- **Internationalise classrooms:** Engage with diverse perspectives and foster discussions between students from different national, cultural and academic backgrounds — both in person and virtually, via the Virtual European Exchange Programme (VEEP).
- **Help construct EUPeace curricula:** Contribute your expertise to ever-growing interdisciplinary curricula focused on critical European – and global – themes and problems.
- **Shape digital pedagogies:** Help plot the virtual higher-educational landscapes of today and tomorrow – all within the context of both the EUTrack and VEEP.
- **Support student success:** Help our students develop intercultural skills; forge an ever more complex understanding of the crucial conditions for peace, justice and inclusive societies;

and apply the knowledge they gain to real-world challenges: competences highly sought after in Europe's fast-paced and ever-shifting jobs markets.

How is the European Track structured?

In order to make the EUTrack as viable and attractive as possible, we aim to make it as flexible as possible. To that end, during the pilot phase of 2025-26, we aim to impose minimal stipulations or restrictions in relation (for example) to:

- obligatory prerequisites for specific learning units;
- the sequence in which students complete EUTrack elements;
- their freedom of choice, with respect of thematic content, within the EUTrack catalogue;
- the size (in ECTS point count) of individual elements within the EUTrack structure.

EUTrack is organized into three flexible levels of **6 ECTS each (18 ECTS in total)**. Partner institutions may either open existing thematically relevant learning units to EUTrack participants, develop new ones (including, especially, virtual or hybrid formats for Level 1 students), or both. Upon achieving sufficient ECTS points, students are entitled to the award of an EUTrack certificate indicating one of three levels **(Level 1 = 6 ECTS, Level 2 = 12 ECTS, Level 3 = 18 ECTS)**. The level structure is **not** intended as a rigid or prescriptive system of progression, but rather as an incentive structure to both join and to keep following the Track.

It is recommended that, as part of their full ECTS points count, students complete one or two learning units in intercultural communication **(amounting to a total of 1–6 ECTS points)**, preferably at either Level 1 or Level 2. Because not all universities are able to offer learning units in this area, though, this will **not** constitute a mandatory element of EUTrack in 2025-26.

EUTrack's open and flexible structure makes it easy to incorporate EUTrack into existing exchange programmes (e.g., Erasmus+) and to adapt local administrative processes to implement and manage it.

What forms will EUTrack mobilities take?

Virtual Mobility:

- VEEP (the Virtual European Exchange Programme) is the Alliance's infrastructure for virtual and online teaching and learning, and you'll find more details about it here. It

offers students the possibility of mobility — of "trying out" other EUPeace partners — from the comfort of their own home.

- All virtual, online and hybrid courses that are opened for the European Track are offered as part of the Alliance-wide VEEP offer.

- At least in the first iteration of the European Track (in 2025-26), students will have the option of fulfilling EUTrack requirements for at least Level 1 through purely virtual formats. This inherently inclusive approach — in line with our central value of inclusivity — aims to lower the initial threshold for students to participate in cross-alliance learning. It also offers a far larger number of students the possibility to relatively easily join the Track than might otherwise be the case.

Physical or Blended Mobility:

- At Levels 2 and 3, students are very strongly encouraged to pursue physical or blended study abroad experiences: it is intended that these levels be directly tied to physical mobility.

- Although the exact mobility requirements vary by institution, summer and winter schools, residential language courses and Blended Intensive Programmes (BIPs) may also count toward EUTrack: the prerequisite is that the short-term learning offer **has some form of assessment and ECTS points attached to it.**

- Students may also complete Level 1, or parts of Level 1, during periods of physical mobility.

What kinds of courses are suitable for EUTrack?

A NOTE ON TERMINOLOGY:

Different Alliance universities operate with different terms for units associated with credits. ECTS points are connected to educational units, and they are awarded to learners once they reach the defined learning outcomes as proven by appropriate assessment. So as to avoid ambiguity between the terms "course" and "module", the term "learning unit" will be deployed throughout this document. This reflects the fact that courses may themselves have more of a "self-learning" than a traditional – for example, a primarily frontal – didactic focus.

In common parlance, however, a "learning unit" would typically be a "course"; and this is the term we'll generally be using at the user-interface of the Alliance-wide course repository, where all EU-Peace curricular offers appear.

GENERAL CRITERIA:

Learning units that develop EUTrack's core competences (ranging from intercultural communication to critical data analysis), which fit EUTrack's Learning Outcomes and Thematic Fields (Appendices 1 & 2), and which have a form of assessment and a specific number of ECTS points attached to them are eligible for inclusion in the programme.

- Learning units offered for EUTrack will undergo the quality management and quality assurance processes of their respective institutions, as they are part of the curricula of local study programmes. Therefore, when a new learning unit is developed, it should be approved within the coordinating institution(s).

- Learning units could include (for example) both seminars and lectures, but they can also include any other formats (such as reading classes) which also have ECTS points attached to them.

- Learning units must have some form of assessment attached to them in order to measure attained learning outcomes. This can be either summative or formative assessment, and it can include (but is not limited to) written examinations, term papers, assessed presentations, portfolios, or oral examinations.

- Students are expected to complete the assessment that is normally connected to the learning unit in question.

- Learning units developed and offered in English are very strongly encouraged – in order to maximize their cross-alliance accessibility and attractiveness – but they may also be taught wholly or (in the case of language courses) primarily in other Alliance languages.

- Learning units will be listed – and clearly labelled as part of the EUTrack offering – in the online EUPeace Course Repository.

- Learning units may be offered in person, virtually – via VEEP (the Virtual European Exchange Programme) – or in hybrid or blended form. Blended Intensive Programmes (BIPs) can also constitute part of an EUPeace university's EUTrack offer.

- The number of ECTS points that can be awarded for a learning unit should range from around 1 to 6 (as 6 ECTS points is the size of an individual EUTrack level).

- Learning units may be assigned to one, two, or several different thematic fields **(see appendix 2, below)**: lecturers are asked to specify which thematic fields they would like to assign their course to. Lecturers can also specify one primary field and permit the additional of extra fields. The thematic fields have no legally binding function, and they are designed to help lecturers to "situate" their offers, and students to orient themselves within the structure of the European Track.

- Learning units that draw strongly on elements of service-, work- and challenge-based learning are very strongly encouraged and welcomed: see Annex 3 at the bottom of this document for more details.

Which students will be taking my course(s) for the European Track?

Alongside your "normal" class / seminar groups of home students, all **European Track students** will – at least in the pilot phase of the Track in 2025-26 – be students from EUPeace partner universities on either physical or virtual exchange (for example, via VEEP or via Erasmus+).

Whether or not your home students will be able to have the ECTS points that they gain on your course credited towards the European track will depend on the respective regulations at your university for the pilot phase of the winter semester 2025-26. For an overview of the local rules, see the links from the central [European Track website](#), which also contain the local contact details.

My subject area doesn't relate directly to the topics of "peace, justice, and inclusive societies". Would my course still be welcome?

Yes, absolutely! The European Track is one of our Alliance's flagship actions, which means that we're fully committed to making it open and accessible to as many of our students as possible from across the whole disciplinary spectrum. As such, it's our aim and ambition to accommodate learning units

from the full range of subjects and study programmes that our universities offer: from the STEM subjects to the arts and humanities and social sciences.

For more details – and ideas of how we could accommodate your course offer(s) – see the European Track's learning outcomes, thematic fields, and definitions of work-, challenge-based, and service learning in the annex below.

We also want to include forms of work- and challenge-based learning on the Track (see **Appendix 3** in the Annex), so if your department or faculty already offers these and you'd like to open them up for VEEP and / or the European Track, do get in touch with us!

How do I open up an in-person course for the European Track?

You are very welcome either to newly develop a course (or courses), or to open up your in-person courses for the European Track.

Depending on your university's current rules for the European Track — set out on these pages — your home students may or may not be able to have their respective course count towards the European Track **(see the section, "Which students will be taking my course(s) for the European Track?", above).**

Particularly if you normally open your courses for Erasmus+ incoming mobility students anyway, we'd like to strongly encourage you to open your course up for the European Track. If you want to open your course, please get in touch with the respective contact person at your instituton, whom you'll find listed below.

What is VEEP, and how do I open up a virtual or hybrid course for the European Track?

The Virtual European Exchange Programme (VEEP) is the EUPeace Alliance's virtual exchange programme; and it serves as the infrastructure for all online and hybrid teaching and learning throughout the Alliance. As such, all virtual and hybrid learning units that are offered for the European Track are

offered via VEEP; but VEEP also contains other courses (e.g. for Teacher Education) which are not (yet) offered for the European Track.

VEEP offers students the highly attractive possibility of mobility — of "trying out" one of the other EUPeace partners — from the comfort of their own home.

If you want to offer a virtual/hybrid course for EUTrack, it will be administered via VEEP. Please get in touch with your local WP2 colleagues to find out more about VEEP processes at your institution.

Can I develop new courses for the European Track?

Yes, of course, and we'd warmly encourage that! In the first instance, you should ensure that you can fulfil the course criteria set out above. In coordination with the responsible points of contact at your university, you will also need to ensure that your course can be offered as part of an established study programme at your university, as students will only be incentivised to take and complete the course for the European Track if they are able to have it recognised by their home university.

And if you'd like to collaborate with other colleagues from other EUPeace universities – even better! Your local colleagues in Work Package 2 are listed below (in the "contact" section), and you can get in touch with them: they'd be delighted to help you connect and network with colleagues across the Alliance.

What should our students learn?

EUTrack addresses an array of **highly interdisciplinary thematic fields** aligned with EUPeace's mission. Students may either explore several different fields or specialize in specific areas. An intercultural communication element (of 3–6 ECTS) is recommended, preferably at either Level 1 or Level 2.

The **learning outcomes** of EUTrack can be found in **Appendix 1.** The learning outcomes attached to each of the levels determine whether or not the ECTS points acquired can count towards EUTrack certificates. EUTrack learning units should, **in their combination at each of the three levels, fulfil these learning outcomes.**

Appendix 2 presents the full list of thematic fields (summarized below). Learning units will be selected for inclusion in the European Track on the basis of both sets of categories and criteria.

The primary purpose of the thematic fields is to guide faculties and teaching staff in determining which learning units they may wish either to open up or develop for EUTrack, and to smooth internal institutional recognition processes for EUTrack courses; but they also aim to help students orientate themselves when considering their choice of options for the Track. The boundaries between the thematic fields are both flexible and porous, and learning units may occupy (or straddle) one, two, or several of them. The fields may also be refined/adapted, both in the process of populating EUTrack with learning units for 2025-26, and at the end of this pilot phase. The thematic fields have no binding function, and they will not appear on EUTrack certificates.

For the purposes of orientation, however, it is currently envisioned that they will appear as easily identifiable labels in the Alliance's Course Repository: this development remains, however, a work-in-progress as of autumn 2025.

Thematic fields:

- **Intercultural Communication:** Language competences; theories and practices of intercultural communication and exchange; relevant applications in research and professional contexts.
- **War and Peace:** Peace and conflict studies; approaches to conflict resolution; psychosocial perspectives on trauma.
- **Democracy, Equitability, Justice:** Theories of justice; the rule of law and democratic institutions; impact of technology on statecraft, government and governance.
- **Building Inclusive Societies:** Disability and inclusion studies; intersectional approaches to inequalities; migration and multiculturalism.
- **Public Health and Bioethics:** Public health policy, including health crisis (e.g. pandemic) responses; IT and AI in medicine; medical ethics and bioethics in practice.
- **Technologies of Tomorrow:** STEM solutions for societal challenges; regulation of new and emerging technologies; the ethics of new and emerging technologies.
- **Sustainable Futures:** Climate change; sustainable energy transitions; economics of environmental policies.

Both the thematic fields and learning outcomes will provide a flexibly adaptable framework to assist Alliance members in selecting appropriate learning units/learning units for inclusion.

What are students' incentives for following the Track?

- **Flexibility:** Some universities are in a position to incorporate the Track directly into existing Bachelor study programmes, whereas students at others will need to complete the Track (at least partly) as an extracurricular offer.
- **Pan-European perspectives**: An engagement with peace, justice, and inclusive societies across borders will enhance students' academic and professional profiles.
- **Stackable levels**: Students can begin with Level 1 (including virtual mobility), then progress to Levels 2 and 3 to broaden and deepen their competences. However, during the pilot phase of 2025-26, there is **not** a prescribed structure of progression along the Track, and students can curate their own track in a way that suits their interests and priorities.
- **Career advantages**: The interdisciplinary nature and international orientation of EUTrack equip students with skills that are highly in demand from employers across Europe.

Whom do I contact to find out more?

The nine EUPeace partners all have different approaches to administrating EUTrack, depending on their different administrative structures. An overview of these different systems and structures – and of the colleagues administering them – can be found via the links on the central EUTrack page.

In order to propose new courses, open existing ones, or just find out more about how the European Track is running at your university, you can get in touch with your local Work Package 2 colleagues. These are the colleagues responsible within the Alliance for curriculum development:

University of Marburg: Dr Karina Lammert: karina.lammert@verwaltung.uni-marburg.de

Justus Liebig University Giessen: Dr Robert Craig: robert.craig@uni-giessen.de

University of Limoges: Pauline Jacquet: eupeace.mobility@unilim.com

University of Calabria: Isabella Tedesco: isabella.tedesco@unical.it

Comillas Pontifical University: Jaime Villaverde Rivero: jvillaverde@comillas.edu

University of West Bohemia in Pilsen: Jana Čepičková: jcepicko@ujp.zcu.cz

University of Mostar: Dr Jelena Jurčić: rektorat-ms@sum.ba

Çukurova University: Prof. Dr. Özkan Özgün: oozgun@cu.edu.tr

University of Sarajevo: Prof. Dr. Sarina Bakić: sarina.bakic@fpn.unsa.ba

II. Annex

Appendix 1: EUTrack Learning Outcomes

In order to be incorporated directly into the modular structures of a number of our universities, the levels are also formulated "modules": however, the additive structure, while serving as a guide for a cumulative curation of the Track, **does not prescribe a specific path of cumulative progression from one level to the next.**

- The learning outcomes attached to each of the levels determine whether or not the ECTS points acquired can count towards EUTrack certificates.
- EUTrack learning units should, **in their combination at each of the three levels**, fulfil these learning outcomes.
- Individual courses of (say) 6 ECTS points do not have to cover **all** the learning outcomes for each of the modules laid out below.
- Courses in the STEM disciplines (in particular) are very likely to fulfil the learning outcomes listed below less directly than courses in the social sciences and humanities. However, this is entirely acceptable as long as the values underpinning the learning unit – and represented and imparted through the learning unit – align with the values listed below.
- The European Track conceives of the core values and principles of peace, justice and inclusive societies in a way that is inherently interdisciplinary: there are many different ways for a subject area, a subject, and a learning unit, both to address and actively engage with these values.
- Policies of recognition towards the three modules of the European Track should generally follow the principles of the Lisbon Recognition Convention.

Module description:	English description (Translation with the help of DeepL):
EUPeace: Peace, Justice, and Inclusive Societies	After completing the module, students will be able to: ➢ identify and explain dimensions of at least one of the Alliance core values of *peace*, *justice* or *inclusive societies* in the context of a subject or discipline;

Module description:	English description (Translation with the help of DeepL):
European Track **Basic**	➢ discuss the influence of a subject-specific context on issues from at least one of the areas of *peace*, *justice* and *inclusive societies*; ➢ communicate clearly and convincingly, orally and in writing, subject-specific perspectives on at least one of the areas/themes of *peace*, *justice* or *inclusive societies*; ➢ analyse and critically interrogate complex problems related to at least one of the areas/themes of *peace*, *justice* or *inclusive societies* in relation to a subject-specific context or discipline and develop possible solutions or mitigations; ➢ combine content and questions from different disciplines and use them to analyse complex problems in connection with at least one of the areas/themes of *peace*, *justice* or *inclusive societies*; ➢ communicate, learn and work in intercultural and foreign-language settings.
EUPeace: Peace, Justice, and Inclusive Societies **European Track** **Intermediate**	After completing the module, students will be able to: ➢ identify and explain dimensions of at least one of the Alliance core values of *peace*, *justice* or *inclusive societies* in the context of a subject or discipline; ➢ discuss the influence of a subject-specific context on issues from at least one of the areas of *peace*, *justice* and *inclusive societies*; ➢ communicate clearly and convincingly, orally and in writing, subject-specific perspectives on at least one of the areas/themes of *peace*, *justice* or *inclusive societies*; ➢ analyse and critically interrogate complex problems related to at least one of the areas/themes of *peace*, *justice* or *inclusive societies* in relation to a subject-specific context or discipline and develop possible solutions or mitigations; ➢ combine content and questions from different disciplines and use them to analyse complex problems in connection with at least one of the areas/themes of *peace*, *justice* or *inclusive societies*; ➢ communicate, learn and work in intercultural and foreign-language settings. Students expand the competences acquired in the module "EUPeace: Peace, Justice, and Inclusive Societies – European Track Basic" by dealing with one (or more) additional EUPeace basic values or by deepening their engagement with one of the EUPeace fundamental values. This is done either in the context of an in-depth subject-specific perspective or from a new subject-specific perspective.
	After completing the module, students will be able to:

Module description:	English description (Translation with the help of DeepL):
EUPeace: Peace, Justice, and Inclusive Societies **European Track** **Advanced**	➢ identify and explain dimensions of at least one of the Alliance core values of *peace*, *justice* or *inclusive societies* in the context of a subject or discipline; ➢ discuss the influence of a subject-specific context on issues from at least one of the areas of *peace*, *justice* and *inclusive societies*; ➢ communicate clearly and convincingly, orally and in writing, subject-specific perspectives on at least one of the areas/themes of *peace*, *justice* or *inclusive societies*; ➢ analyse and critically interrogate complex problems related to at least one of the areas/themes of *peace*, *justice* or *inclusive societies* in relation to a subject-specific context or discipline and develop possible solutions or mitigations; ➢ combine content and questions from different disciplines and use them to analyse complex problems in connection with at least one of the areas/themes of *peace*, *justice* or *inclusive societies*; ➢ communicate, learn and work in intercultural and foreign-language settings. Students expand the competences acquired in the module "EUPeace: Peace, Justice, and Inclusive Societies – European Track Intermediate" by dealing with another of the EUPeace basic values or by further deepening one of the EUPeace fundamental values. This is done either in the context of an in-depth subject-specific perspective or from a new subject-specific perspective.

Appendix 2: Thematic Fields

1. INTERCULTURAL COMMUNICATION:

Learning units may deal with (but are not limited to):

- The core linguistic competences required for a period of study abroad (in any of the Alliance languages).
- Foundational intercultural communicative competences and an understanding of the theories in which they are grounded.
- The acquisition and application of specific and specialized intercultural and linguistic competences to a chosen academic or professional field – for example:

- o   International business;
- o   Primary, secondary or tertiary education;
- o   Academic and scientific work;
- o   Diplomacy and politics.

2. WAR AND PEACE:

Learning units may deal with (but are not limited to):

- Concepts and theories in Peace and Conflict Studies.
- Strategies of conflict resolution on regional, national, and supranational levels.
- Psychological and social-scientific approaches to dealing with the realities and legacies of personal and collective (historical and contemporary) traumas across Europe.
- Key strategies for addressing challenges encountered in crisis regions and areas historically and recently affected by crises.
- Forms of cyber warfare in European politics: manifestations, preventions and defences.

3. DEMOCRACY, EQUITABILITY, JUSTICE:

Learning units may deal with (but are not limited to):

- The economics, politics, and sociology of distribution.
- Concepts and theories of justice in relation to key institutions (e.g. the rule of law) in upholding and preserving both national and supranational standards of justice and democracy.
- The study of democracy, the rule of law, and the conditions for both (e.g. checks and balances within political institutions, comprehensive political education, independent media accountability), as well as factors that may undermine those mechanisms (e.g. growing socio-economic inequalities, media manipulation, and erosion of constitutional norms).
- Big Tech and civil society: opportunities, challenges, and dangers.

4. BUILDING INCLUSIVE SOCIETIES:

Learning units may deal with (but are not limited to):

- Theories and qualitative methodologies in the context of inclusion and disability studies (including intersectional approaches).

- Different understandings of disability, inclusion, and inclusiveness in both theoretical and practical terms – with a focus on both education and working life.
- Interdisciplinary theories and practices of inclusivity within diverse societies.
- The challenges and opportunities of migration and multiculturalism.

5. PUBLIC HEALTH AND BIOETHICS:

Learning units may deal with (but are not limited to):

- European public health (both in national and continental political context) in theory, policy and practice.
- Approaches to preventing, tracking, and mitigating public health crises and catastrophes.
- The use of advanced IT and AI in medical practice.
- Bio- and medical ethics in theory and practice.

6. TECHNOLOGIES OF TOMORROW:

Learning units may deal with (but are not limited to):

- The use of STEM, engineering and computational technologies to help address, mitigate or solve social or even political challenges.
- Innovation and regulation of emergent technologies (e.g., in the field of AI).
- The ethical, political, and societal dimensions of and challenges posed by new and emergent technologies (including AI).

7. SUSTAINABLE FUTURES

Learning units may deal with (but are not limited to):

- Interdisciplinary approaches to climate change and sustainability.
- The politics, economics, and sociology of climate change and sustainable transition to Net Zero.
- The European development of green energy sources and green technologies and industries.

Appendix 3: Work- and challenge-based and service learning

1. SERVICE LEARNING (SL):

Definition:
A pedagogical approach that **integrates community service with instruction and reflection** to enrich the learning experience, teach civic responsibility, and strengthen communities.

Core Features:

Mutual benefit: Students learn and communities benefit.

Structured reflection: Critical for connecting experience with academic content and values.

Civic engagement: Promotes social responsibility, ethical thinking, and active citizenship.

Co-created with community: Partners are collaborators, not just recipients of help.

2. CHALLENGE-BASED LEARNING (CBL):

Definition:
An inquiry-driven approach where students work on **authentic, open-ended problems (challenges)** that matter to them and their communities.

Core Features:

Student-centred: Students co-create the challenge, questions, and solutions.

Real-world problems: Often interdisciplinary and connected to global/local issues.

Innovation-focused: Emphasizes creative problem solving and critical thinking.

Action-oriented: Often involves a product, campaign, or proposed solution.

Collaboration is key: Students work in teams and often interact with outside stakeholders.

3. WORK-BASED LEARNING (WBL):

Definition:

An educational strategy that provides students with **real-life work experiences** related to their field of study or career interests.

Core Features:

Career preparation: Aligned with industry needs and professional skills.

Authentic work contexts: Includes internships, apprenticeships, job shadowing, etc.

Mentorship: Guidance from professionals in the field.

Skill development: Emphasizes technical and employability skills.