



Global Institute for  
Structure relevance,  
Anonymity and  
Decentralization i.G.

**GISAD statement on [https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/13199-Higher-education-a-European-strategy-for-universities\\_en](https://ec.europa.eu/info/law/better-regulation/have-your-say/initiatives/13199-Higher-education-a-European-strategy-for-universities_en) .**

GISAD (Global Institute for Structure relevance, Anonymity and Decentralisation i.G.) is an institute in founding. GISAD wants to develop a digital system (EU-D-S) from the perspective of the citizens of Europe, which can hold its own in system competition with gatekeepers and a social credit system.

The aim of GISAD is to support the creation of a holistic Marshall Plan, as called for by the President of the European Commission, Ursula von der Leyen. The core of the Marshall Plan must be a digital concept adapted to civil rights and diversity. If individual measures are taken without an overall system of their own, Europe runs the risk of losing the system competition to other economic areas such as a centrally controlled China.

- GISAD's opinion is subject to the proviso that it is to be as part of an overall digital concept understood (multiple use of the same infrastructure without additional costs).

GISAD has defined three goals on which a Marshall Plan should focus:

1. The optimal refinement and simple exploitation of digital data, while maintaining diversity and performance-adopted involvement of all parties involved in the value creation.
2. The stigma-free, lifelong digital inclusion of all citizens with incentives for self-development.
3. The digital guarantee of the necessary state tasks to maintain security for citizens, the economy and the state, while preserving pre-digital democratic achievements.

### **Challenges:**

GISAD welcomes a European strategy for higher education. GISAD views the strategy only from the perspective of the digital transformation. Not only can be in ICT sector an increasing coordination of research and teaching with non-European global players observed. Since the gatekeepers on the Internet have a considerable influence on our values, democracy and European diversity, European counter-concepts must be supported and further developed in the higher education sector as the academic backbone of society. Digitalisation makes it possible to involve all people in the process of acquiring and retaining knowledge according to their ability. Europe will be successful if it makes better use of existing human resources than other economic areas. This requires an upwardly permeable concept of lifelong learning.

Universities face in part contradictory challenges. On the one hand, they want to distinguish themselves from other providers through their offerings. On the other hand, they want to be their degrees recognised throughout Europe. This requires a restriction of individuality in the direction of standardisation. If is a too narrow framework established by standardisation, this will be to the detriment of the special quality of individual courses of study. It will also be difficult for applicants and staff to find the university with the closest match to their own interests throughout Europe. It may also be possible to shape school careers in a more targeted way in future, if the subsequent academic opportunities are better known.

### Proposed solutions against the background of an overall digital strategy:

- GISAD proposes a category system for all digitally available information. Digital diversity and thus an equal display of the research results of all higher education institutions is threatened by the currently limited number of search algorithms, see <https://gisad.eu/en-eu-initiative-artificial-intelligence-ethical-and-legal-requirements/> . In the categories known to the general public and not only applicable to the purely higher education sector, HEIs can assign themselves to one or more categories. This standard does not HEIs restrict.
- Theoretically can in a lifelong learning approach children beginning in kindergarten prepare for a college career, see <https://gisad.eu/en-eu-initiative-better-internet-for-children-strategy/> .
- The concept of education has not changed significantly for hundreds of years. There is a mediator of knowledge and his students. Such a concept no longer makes sense in an age where anyone can get information about anything within seconds. Rather, education must be about facilitating and guiding the knowledge acquisition process. A degree can be prepared with different measures according to categories, see <http://gisad.eu/de-eu-initiative-microcredentials-erweiterung-der-lernmoeglichkeiten-zur-foerderung-von-lebenslangem-lernen-und-beschaefigungsfaehigkeit/>, <http://gisad.eu/de-eu-initiative-kompetenzen-erwachsener-individuelle-lernkonten-ein-instrument-zur-verbesserung-des-zugangs-zur-ausbildung/>, <http://gisad.eu/de-eu-initiative-forschung-innovation-bildung-und-junge-menschen-ein-neuer-globaler-ansatz/>, <http://gisad.eu/verbesserung-der-grundkompetenzen-erwachsener-empfehlung-fuer-weiterbildungspfade-evaluierung/> .
- Not only less gifted, but also highly gifted students fall through the mediocre-oriented school systems. It is particularly important to win them over as students for the universities.
- By standardizing across all EU language areas are language barriers eliminated and like-minded people from different areas can come together.
- In interdisciplinary research, where is the separation into classical research areas abolished, researchers who would never have searched for each other without the category standard can find each other through the categories.
- Without accompanying measures, it is unlikely that democracy will be adopted in the digital society, see <https://gisad.eu/en-policy-programme-digital-decade-compass/> and <http://gisad.eu/de-eu-initiative-erklaerung-zu-den-digitalgrundsuetzen-der-europaeische-weg-in-die-digitale-gesellschaft/> .
- A binding indicator of societal structural relevance should be, particularly in business-related research introduced, so that European values are into account taken and strengthened, see <http://gisad.eu/en-eu-initiative-eu-action-against-abusive-litigation-slapp-targeting-journalists-and-rights-defenders/> .
- For standardisation wants GISAD to set up departments in 9 different EU countries and cooperate intensively with universities, see <http://gisad.eu/vacancy-notice/> . The cooperatives help as operators of pilot projects to optimise standards and to make the best use of resources in the sense of a joint Marshall Plan. As a member/founder of the cooperatives in individual language areas higher education institutions can be involved in the economic responsibility.