

Looking at the European tools from a Higher Education perspective

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0. Overview

- Introduction to the European University Association
- The impact of the Bologna process
- The role of universities in lifelong learning
- Assessing the European tools in place
- The future

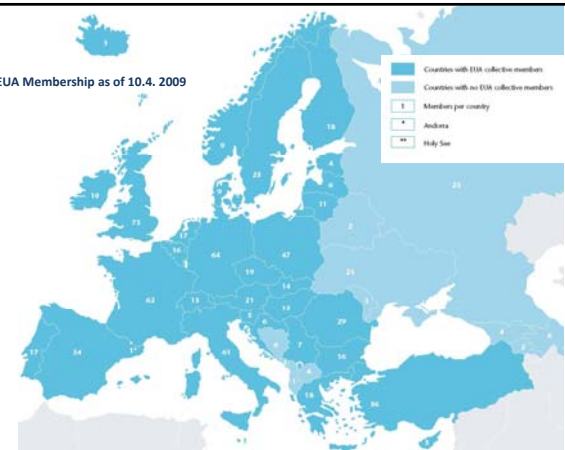
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I. Introduction to EUA

- Membership organisation of 850 members: universities and national rectors' conferences in 46 countries
- **Mission:** To ensure that universities have the means to fulfill their three-fold public mission (research, teaching and service to society)
- **Activities:** Policy development, projects, research and publication
- Active in EU and in a wider Europe: Unique overview of different processes that take place at different levels

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EUA Membership as of 10.4. 2009



I. Introduction to EUA

- Different membership categories: individual and collective, full and associate
- Defined the term "university" for the purpose of our statutes:
 - ✓ Research intensive (doctorates OR participation in peer reviewed European or national research programmes)
 - ✓ Sustainable (public funding or 5 years existence)
 - ✓ Compliance with European Standards and Guidelines for Quality Assurance
 - ✓ Supported by national Rectors' Conference, or – if not existent – by 3 EUA members in 3 different countries

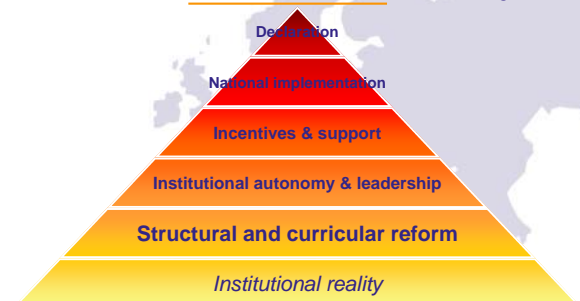
I. Common challenges for Europe's universities

- Promoting excellence - while maintaining commitment to expanding access
- Driving social and economic change – while staying committed to fundamental research
- Implementing national reforms - while responding to global changes
- Developing common tools and instruments (Bologna) - while fostering creativity & creative institutions
- Engaging with local society and industry – and establishing international outreach
- All this with rising costs AND economic crisis

II. Achievements of the Bologna process so far

- Launched the aspiration to create the European Higher Education Area
- Ignited an enormous reform process since 1999
- Provided a common European framework for discussion and policy development
- Developed tools and a comparable degree structure
- Promoted European integration and mobility
- Provided a European dimension to the discussions on quality
- Gave Europe's HE a new face in the worlds

From Declaration to institutional reality



III. The role of universities in lifelong learning

- The European Universities' Charter on Lifelong learning (2008)
 - ✓ Developed during the French EU Presidency
 - ✓ Not a definition of LLL, but a concept for '**Inclusive and Responsive universities**'
 - ✓ Phrased as 10 commitments for universities and 10 matching commitments for governments

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III. European Universities' Charter on Lifelong Learning

European Universities commit to...

1. Embedding concepts of widening access & LLL in their strategies
2. Providing education & learning to a diversified student population
3. Adapting study programmes to enhance widening participation
4. Providing appropriate guidance & counselling service
5. Recognising prior learning
6. Embracing LLL in quality culture
7. Strengthening the research/teaching links in a perspective of LLL
8. Consolidating Bologna reforms designed to promote flexible learning environments
9. Developing partnerships at all levels to provide relevant programmes
10. Acting as role models of LLL institutions

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IV. Assessing the tools

- Commitment 8: Consolidating Bologna reforms designed to promote flexible learning environments
 - ✓ EQF-EHEA and EQF-LLL
 - ✓ ECTS
 - ✓ Diploma Supplement

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IV. EQF-EHEA

- EQF-EHEA is very much the cornerstone of the EHEA:
 - ✓ Defines the cycles (bachelor; master; doctorate)
 - ✓ Provides the generic learning outcomes
 - ✓ And the credit ranges within which these should be achieved
 - ✓ Goes beyond the European Union
- = point of reference for "regular" higher education provision

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IV. EQF-LLL

- Initial concerns about two parallel frameworks
- Ministerial commitment to develop national framework compatible with both EQFs (2007)
 - ✓ At national level this seems to be the reality
- Main concern: shaping coherent, transparent and flexible national education systems
- Exploring usefulness for shorter, 'on-demand' HE provision

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IV. ECTS

- Ownership
- Formally: nearly universally implemented
- Credit transfer: increasing
- Accumulation: on the rise (but slower)
- Implementation of learning outcomes: still a lot of work ahead
- Contributing to the aim of flexibility in HE?
 - ✓ Not necessarily: administrative processes, legal requirements, staff regulations
 - ✓ For LLL: working and studying must be combinable

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IV. Diploma supplement

- Joint EU/Council of Europe/Unesco tool
- Part of Europass
- Implemented widely, mostly free of charge
- BUT: Usefulness from employer perspective?

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V. The future

- Tools serve a purpose and are NOT the purpose
- Governance of European tools should be based on stakeholder participation
- Need for VET-HE dialogue, but action takes place at the local level (e.g. Regions)
- Identifying barriers to permeability in education systems from a LLL perspective
- 'Shaping Inclusive and Responsive University Strategies (SIRUS)' project

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