

Insight Paper virtual seminar series

Transnational Collaboration and Lifelong Learning: Looking back - looking forward

#FutureofEducation





Background

- Position paper
- Wind of change
- Provide a framework and sustained intervention on research-led education in a digital age -paying attention to the changing role and diverse profile of modern universities.

Key Themes

The Future is not and must not be all digital

Research-led universities must lend their distinctive strengths to lifelong learning

Pedagogic innovation must be accelerated to educate for continuous change and disruption

We must move beyond red tape to develop enabling policy tools and flexible regulatory frameworks

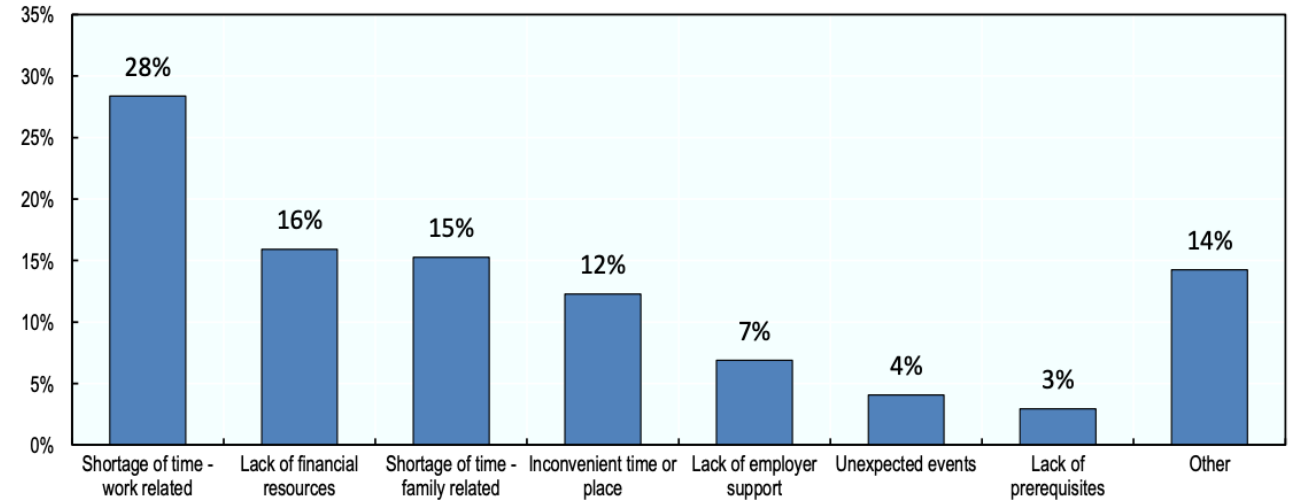
We must articulate the value added of (international) collaboration

We must invest in the sustainability of pedagogic innovation

Issues to debate

- Balancing student study and work/job insecurity;
- HE and industry 4.0;
- Multiple resilient barriers;
- Need for a diverse learning landscape.

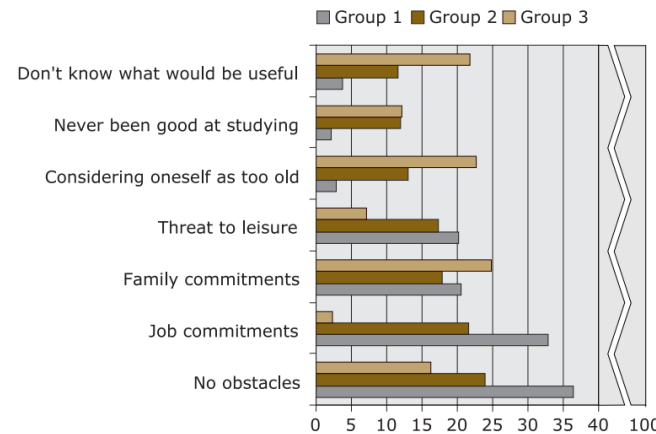
Reasons for non-participation (% of adults who wanted to participate but did not)



OECD, 2019

Note: Average of OECD countries participating in PIAAC.

Source: PIAAC data (2012, 2015).

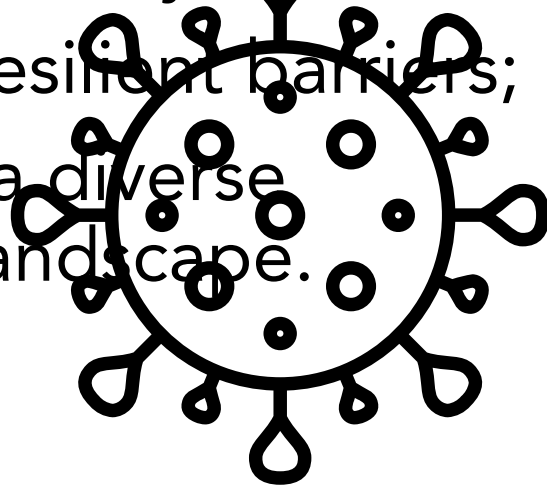


Cedefop, 2004

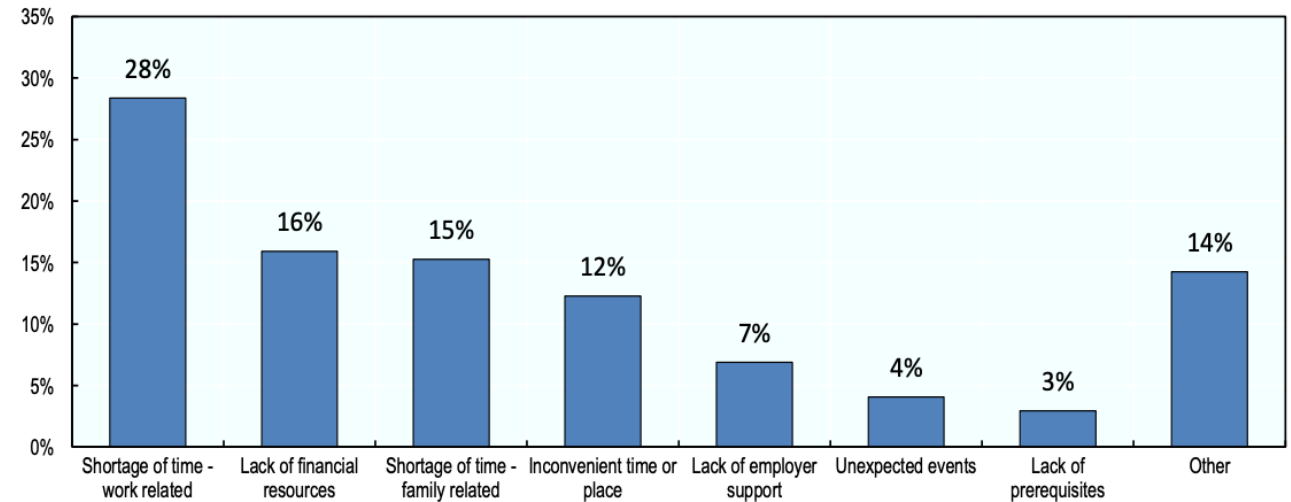
Note: Group 1 = highly educated people with a high-level job;
Group 2 = low-educated people with a low-level job;
Group 3 = low-educated people without a job.

Issues to debate

- Balancing student study and work/job insecurity;
- HE and industry 4.0;
- Multiple resilient barriers;
- Need for a diverse learning landscape.



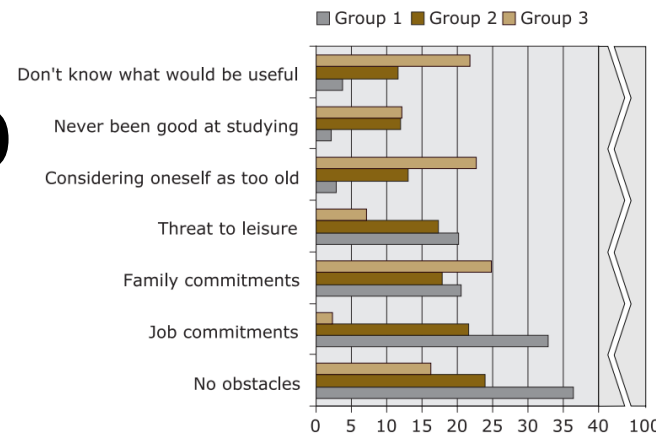
Reasons for non-participation (% of adults who wanted to participate but did not)



OECD, 2019

Note: Average of OECD countries participating in PIAAC.

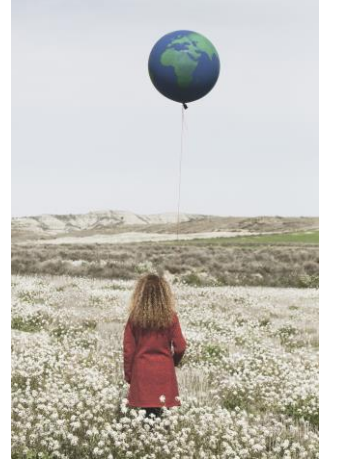
Source: PIAAC data (2012, 2015).



Cedefop, 2004

Note: Group 1 = highly educated people with a high-level job;
Group 2 = low-educated people with a low-level job;
Group 3 = low-educated people without a job.

Issues to debate



BUT

- Lifelong learning –alternative/flexible pathways – not new;
- Educating for the future;

Universities need to train for a mindset–creativity–problem-solving attitude rather than either predicting a future that will constantly change or narrowly focusing on skills for jobs.

Zooming in on micro-credentials

- Here to stay or a(nother) fad? And what's new?
- HE/EdTech collaboration possible/desirable?
- Reducing holistic education to training? Undermining the role of universities to serve the societies of the future?
- What policy changes are necessary?

A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards.

The proof is contained in a certified document that lists the name of the holder, the achieved learning outcomes, the assessment method, the awarding body and, where applicable, the qualifications framework level and the credits gained. Micro-credentials are owned by the learner, can be shared, are portable and may be combined into larger credentials or qualifications. They are underpinned by quality assurance following agreed standards.

European Union, 2020

Leading pedagogic change



Meeting the expectations of Gen Z in higher ed

Many young people have never known a time when the internet was not part of their lives. For these digital natives, technology is neither an opportunity nor a barrier; it seamlessly integrates into their everyday experience.

In a recent survey of 2,588 people in the US aged 14–40, Pearson explored attitudes, preferences, and behaviors around technology in education, identifying some key similarities and differences between Generation Z (ages 14–23) and millennials (ages 24–40).

Examining the differences between these generations can help us better understand the future of learning.



Gen Z and millennials both acknowledge the power of Edtech



Gen Z are less likely than millennials to see tech as transformative in education, possibly because Gen Z already takes it for granted.

59% of Gen Z and 66% of millennials believe technology can transform the way college students learn in the future.

Regardless of differences, a majority of both Gen Z and millennials are generally positive about the future of technology in education.



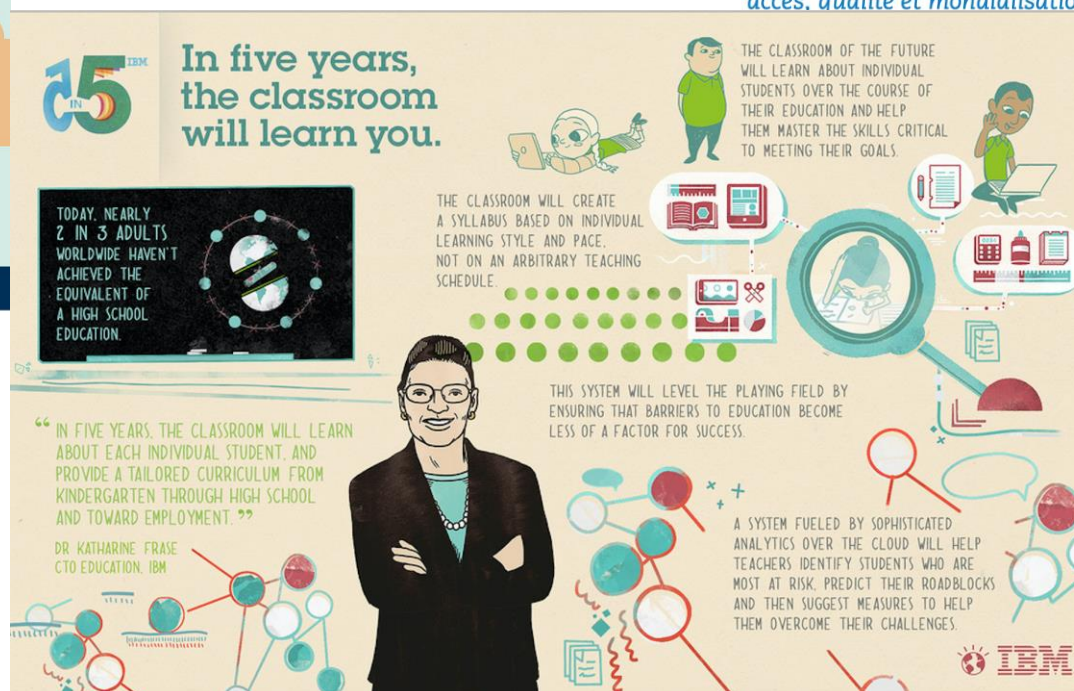
54% of Gen Z and 53% of millennials say that technology can greatly enhance the college learning experience.

Millennials, including older segments who are in different life stages and need more flexibility, are more likely to prefer online methods of learning.



44% of millennials prefer online courses with video lectures. (32% of Gen Z)

36% of millennials prefer eText. (25% of Gen Z)



OECD/France International Conference
Higher Education to 2030:
What Futures for Quality Access in the Era of Globalisation?

Conférence internationale OCDE/France
L'enseignement supérieur à l'horizon 2030 :
accès, qualité et mondialisation

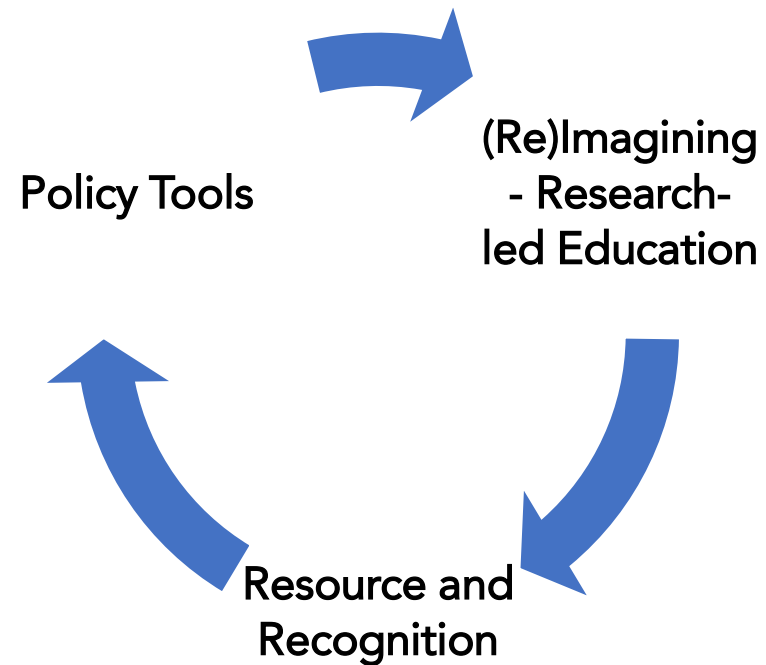
Future Scenarios for
Higher Education

Scénarios sur l'avenir
de l'enseignement supérieur

Research and Innovation
dans la recherche et l'innovation dans l'enseignement

Framework

How can we achieve this level of educational change



Join the conversation: Seminar series

Transnational Collaboration and Lifelong Learning: Looking back- looking forward- 29 JUNE (University of Warwick and The Guild)

Reimagining research-led higher education: how to build standards that help, not hinder?- **23 SEPT** (Aarhus University) Registration opens soon

Matching international students interests and national labour-market needs. States' and universities' strategic aims and practical actions (University of Tartu)

From Bologna to Bologna and Beyond (University of Tübingen)





**The Guild seminar series:
Transnational Collaboration and Lifelong
Learning: Looking back - looking forward
29 June 2021**

**Koen Nomden, European Commission, DG EMPL
Team leader “Transparency of Skills and Qualifications”**

**Klara Engels-Perenyi, European Commission, DG EAC
Policy Officer « Higher Education »**

WHY?

- **Green** transition
- **Digital** transition
- Lessons from **COVID-19** (digital, health, resilience)
- **Recovery** (high unemployment)



- **20%** underperforming pupils
- **60** million low qualified adults
- **44%** population without basic digital skills
- EU real GDP growth 2020: - **8.3%** (Commission summer forecast)
- EU 27 unemployment: Aug 2020 **7.4%**

HOW? – OBJECTIVES

By 2025:

- **50% of adults** take part in learning (**60 % in 2030**)
- **30% of low-qualified adults** take part in learning
- **20% of unemployed people** with a recent learning experience
- **70% of adults** have at least basic **digital skills (80 % in 2030)**

**EU level
objectives**

European Pillar of Social Rights & Action Plan

Education, training, lifelong learning for all

European
Green Deal

Skills for green
transition

European
Skills Agenda

Skills for jobs

European
Industrial
and SME
Strategies

Digital skills

Digital
Decade

Digital
Education
Action Plan

STEM

European
Research
Area

Lifelong learning

European
Education
Area

Lifelong guidance

Skills Agenda – BUILDING BLOCKS

1. A Pact for Skills including upscaling sectoral Blueprints

- 2. Strengthening skills intelligence**
- 3. National Skills Strategies and Public Employment Services**
- 4. Recommendation on VET**
- 5. European Universities**
- 6. Skills to support twin transitions**
- 7. STEM graduates, entrepreneurial and transversal skills**
- 8. Skills for Life**

Joining forces

Skilling for a job

Tools for lifelong learning

Unlocking investment

- 9. Individual learning accounts**
- 10. Micro-credentials**
- 11. Europass**

12. Framework to unlock Member States' and private investments in skills

PACT FOR SKILLS

**Upskilling and
reskilling of
people of
working age**

Apprenticeships

**All types of
skills**

Large scale partnerships

- Major players in industrial ecosystems
- Public authorities
- Concrete investments in upskilling opportunities for employees in the company and in a whole value or supply chain

National/regional/ local partnerships

- Employers
- Public authorities
- Stakeholders e.g. VET providers, PES, social partners
- Sectoral or regional focus on upskilling

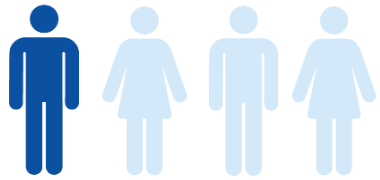
Social Partners Arrangements

Tripartite
agreements focus
on upskilling and
reskilling

Commitments

- Companies
- Stakeholders
- Commit to provide quality upskilling opportunities

Structural shortages of digital skills in EU



1 out of 4 people in the workforce have “low” levels of digital skills

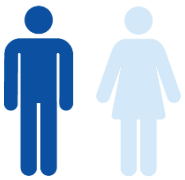


500.000 Big data analysts
300.000 Cybersecurity experts
New profiles emerging (cloud architects, AI and HPC)

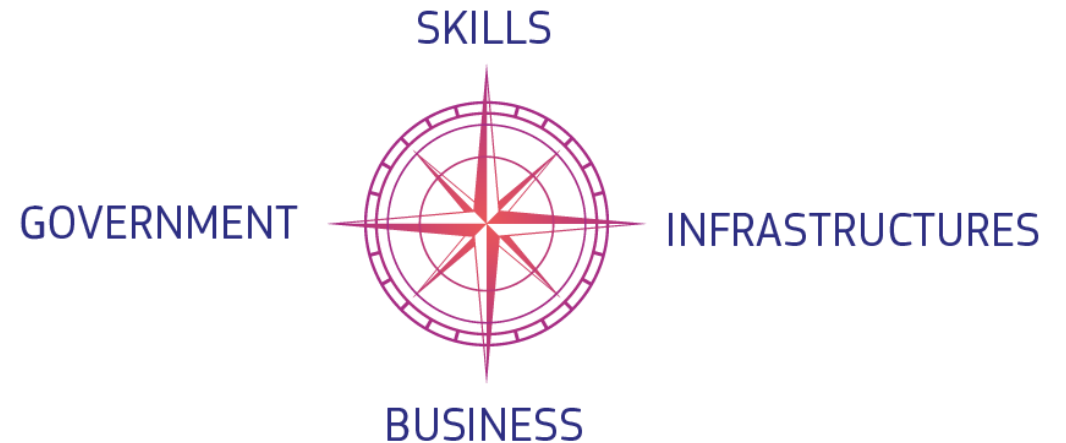


64% companies report difficulties in recruiting Information and Communication Technology (ICT) specialists

Targets for the EU *Digital Decade*



- 80% of the European population with at least basic digital skills ;
- 20 million of ICT specialists, including data specialists ;
- 75% of European enterprises have taken up cloud computing services, big data and Artificial Intelligence ;
- More than 90% of European SMEs reach at least a basic level of digital intensity.



Individual learning accounts (ILAs): Policy challenge

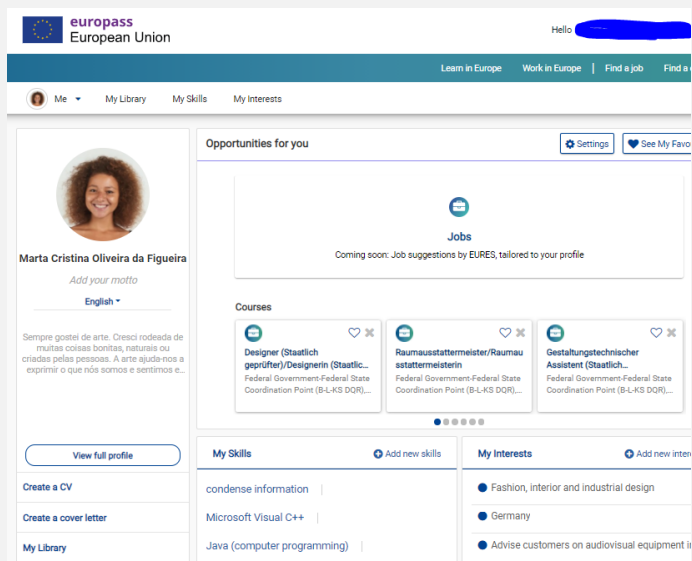
Growing need to update skills throughout working life- but **insufficient participation of adults in learning**, in particular for groups that do not receive sufficient support from an employer

- 4 in 10 workers in atypical forms of work
- Increasing number of labour market transitions
- Multiple barriers to participation, financial & non-financial (*costs & time constraints; lack of motivation and incentives*)
- Need to **complement strong training provision by employers in an integrated way**

ILAs: Possible building blocks of the initiative

- ✓ **Cost sharing** and mobilisation of **additional skills investments**
- ✓ **Target group** for individual training entitlements and **autonomy** in spending them
- ✓ **Guidance and outreach** to low-qualified adults
- ✓ **Quality and labour market relevance** of the training offer
- ✓ **Validation** of non-formal and informal learning
- ✓ **Tackling time constraints** of training

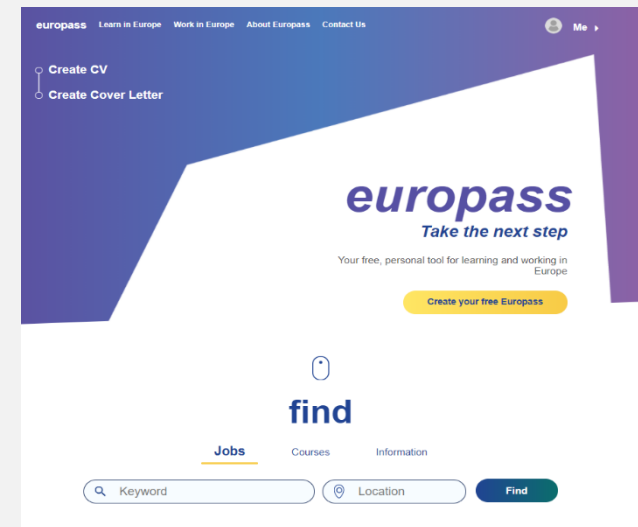
Europass components



E-Portfolio



Europass Digital Credentials



Information

The new Europass

1

e-Portfolio

- My Profile
- CV editor
- Cover letter editor
- My Library

2

My Skills

- Reflect on your skills
- Document your skills
- Self-assessment tools

3

My Interests

- Career goals
- Learning goals
- Mobility

4

Opportunities

- Jobs
- Courses
- Skills intelligence
- Other information

A European Approach to Micro-Credentials



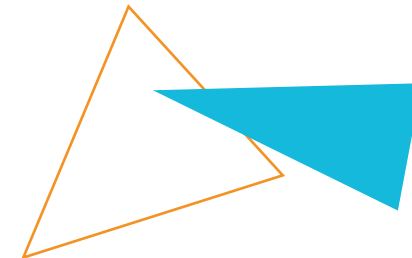
A joint initiative of
European Commissioners
Mariya Gabriel and Nicolas
Schmit



European Skills Agenda

Achieving a European
Education Area by 2025

Digital Education
Action Plan





Working definition

A micro-credential is a proof of the learning outcomes that a learner has acquired following a short learning experience. These learning outcomes have been assessed against transparent standards.

The proof is contained in a **certified document** that lists the name of the holder, the achieved **learning outcomes**, the assessment method, the awarding body and, where applicable, the **qualifications framework level** and the **credits** gained. Micro-credentials are **owned by the learner**, can be shared, are **portable** and may be **combined into larger credentials** or qualifications. They are underpinned by **quality assurance** following agreed standards



The essence of an EU Standard

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

This information should offer **verifiable, free and secure access to data**, which is **available over time**, in order to support transparency and recognition.

- Integration / stackability options*
- Supervision and identity verification during assessment *
- Grade achieved*
- Further information*

* Optional information

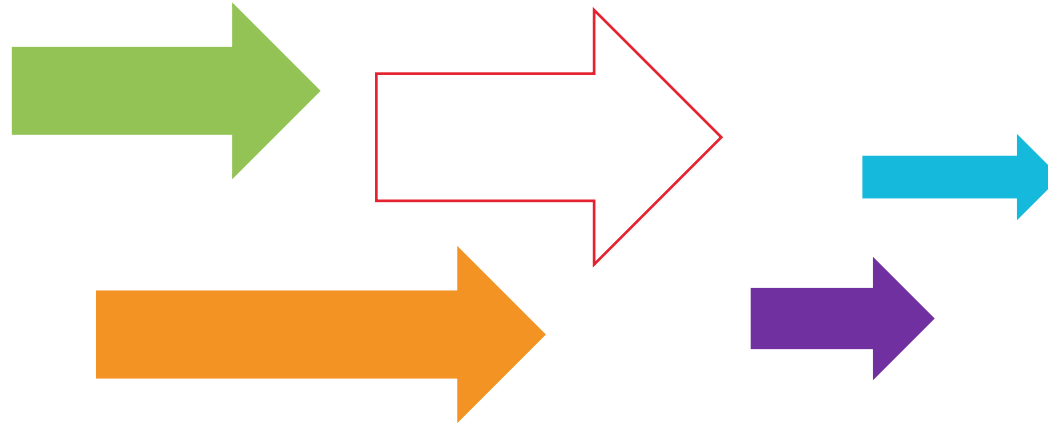
Building blocks for take-up of micro-credentials

- A common and **transparent definition**
- EU standard: a defined list of **critical information elements** to describe micro-credentials
- Alignment to **National Qualifications Frameworks** (NQFs) and the **European Qualifications Framework** (EQF): defined levels, standards for describing learning outcomes
- **Quality assurance** standards
- Defined credits: European Credit Transfer and Accumulation System (ECTS), **defined learning outcomes** and notional workload
- **Recognition**: for further studies and/or employment purposes
- Portability: **issuing, storage and sharing** of micro-credentials
- Platform solutions for the **provision and promotion** of courses leading to micro-credentials
- Incentives to **stimulate the uptake** of micro-credentials

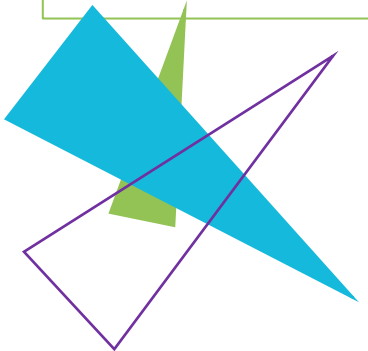
Way forward

Consultation with
education +
training and labour
market
stakeholders

**Open Public
Consultation
closes on 13 July
2021**



Commission
proposal for a
Council
Recommendation
in December 2021



감사합니다 Natick
Danke Ευχαριστίες Dalu
Grazie Thank You Köszönöm
Tack
Спасибо Dank Gracias
谢谢 Merci Seé
ありがとう

Obbrigado

EUTOPIA LEARNING
COMMUNITIES SUPPORTING
FLEXIBLE LIFE LONG LEARNING
ACROSS BORDERS

EUTOPIA – the alliance



Univerza v Ljubljani



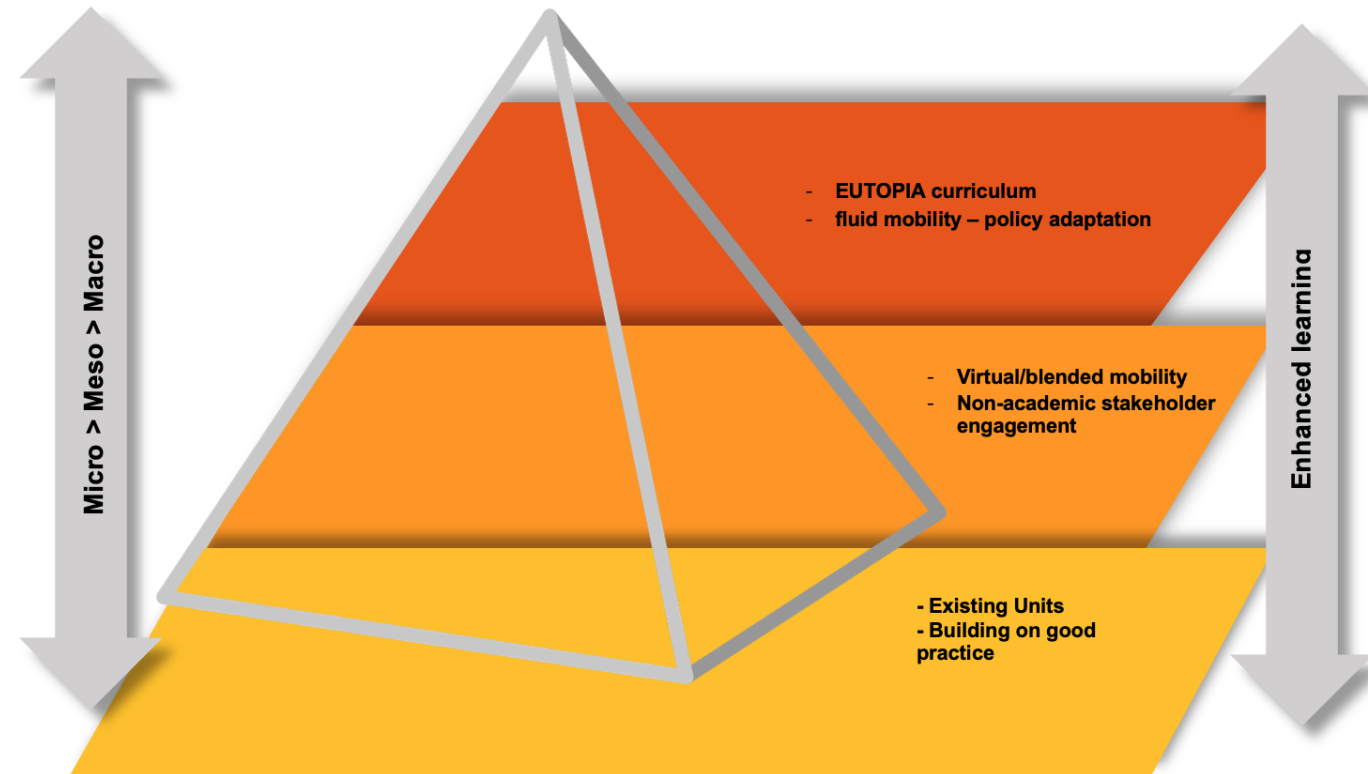
From embedded campuses to connected learning communities



- Teams of teachers, students and actors in society connected through active learning processes;
- Cooperating across disciplines , borders and institutions and inspired by real life challenges;
- Driven by existing best practices in teaching , research and outreach to society.

Outcomes of the pilot experiment (education)

FROM CONNECTED TO CONNECTEDNESS



Angouri and S'jegers, 2021

Outcomes of the pilot experiment (education)- cont'd

30 EUTOPIA labeled LUs emanating from present programs

Directly involving:

180 teachers , 30 teaching assistants and

900 students (based on a selection of 30 students per community)

participating in the pilot phase 2019-2022

Potential for life-long learning

- Connected learning communities: short term learning efforts underpinned by the quality control of full fledged degree programs;
- Blended learning formats and platform;
- Research-based/Challenged based learning aligned with needs of professionals and mature students;
- LLL access an international network.

Existential doubts

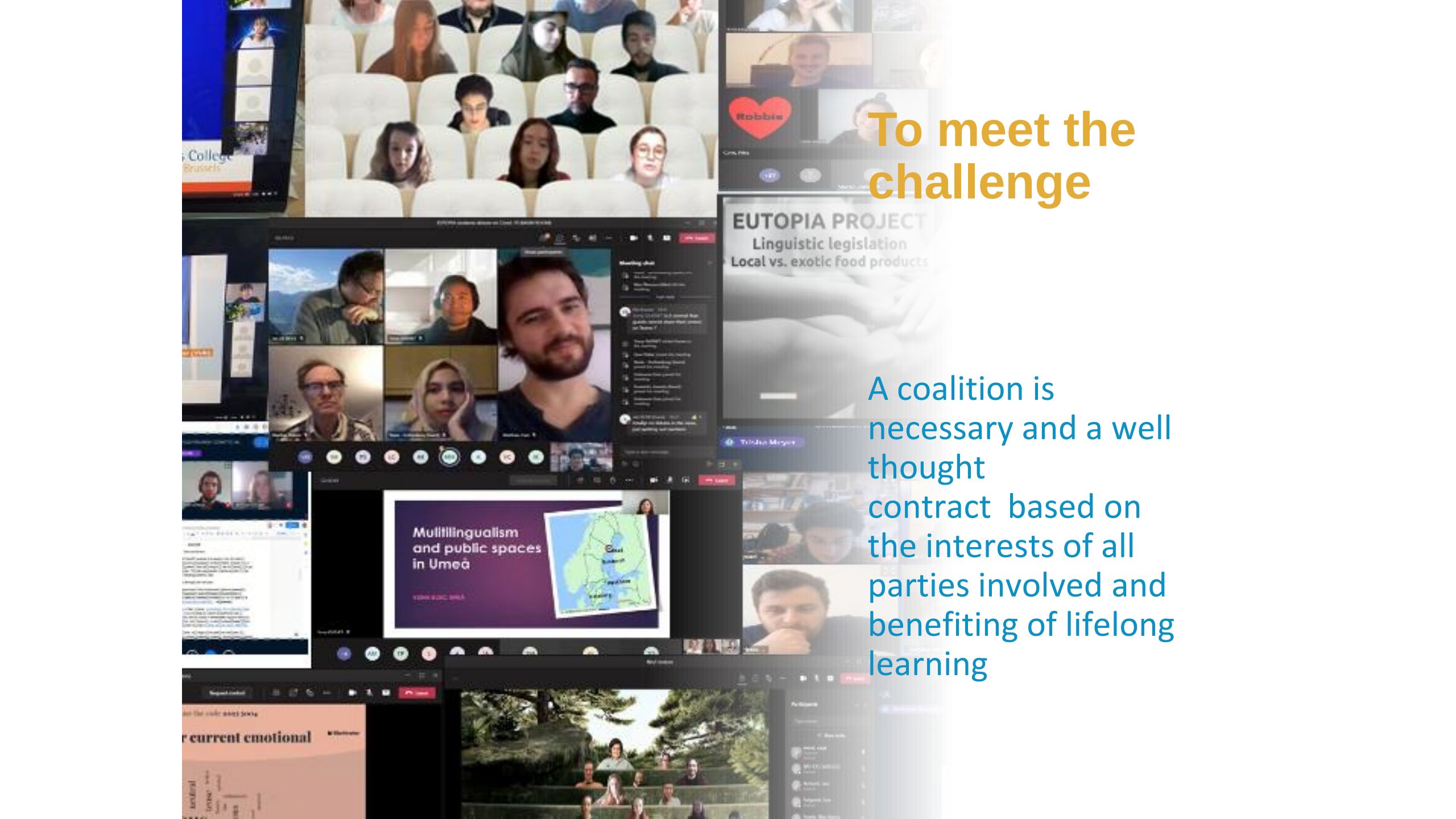
(of an educator dedicated to academia and
trained as an economist)

Implications: -Let's imagine...

50% of a European university project (3 million €) -6
university partners - goes into the direct costs of the
educational pilots gradually developing the 30 learning
communities over a period of 3 years .

- per year a partner university has an amount of 3 million €
divided by 6 partners divided by 3 years = 165.000 € per
year to participate in on average 15 communities (average
between 10 communities in the first year and 30
communities in the last year) or some 11.000€ per
community/per year

...



To meet the
challenge

A coalition is
necessary and a well
thought
contract based on
the interests of all
parties involved and
benefiting of lifelong
learning

CHALLENGING
CONVENTIONAL
THINKING



Life-long learning & micro-credentials

Heli Harrikari, Tampere University, June 29th 2021



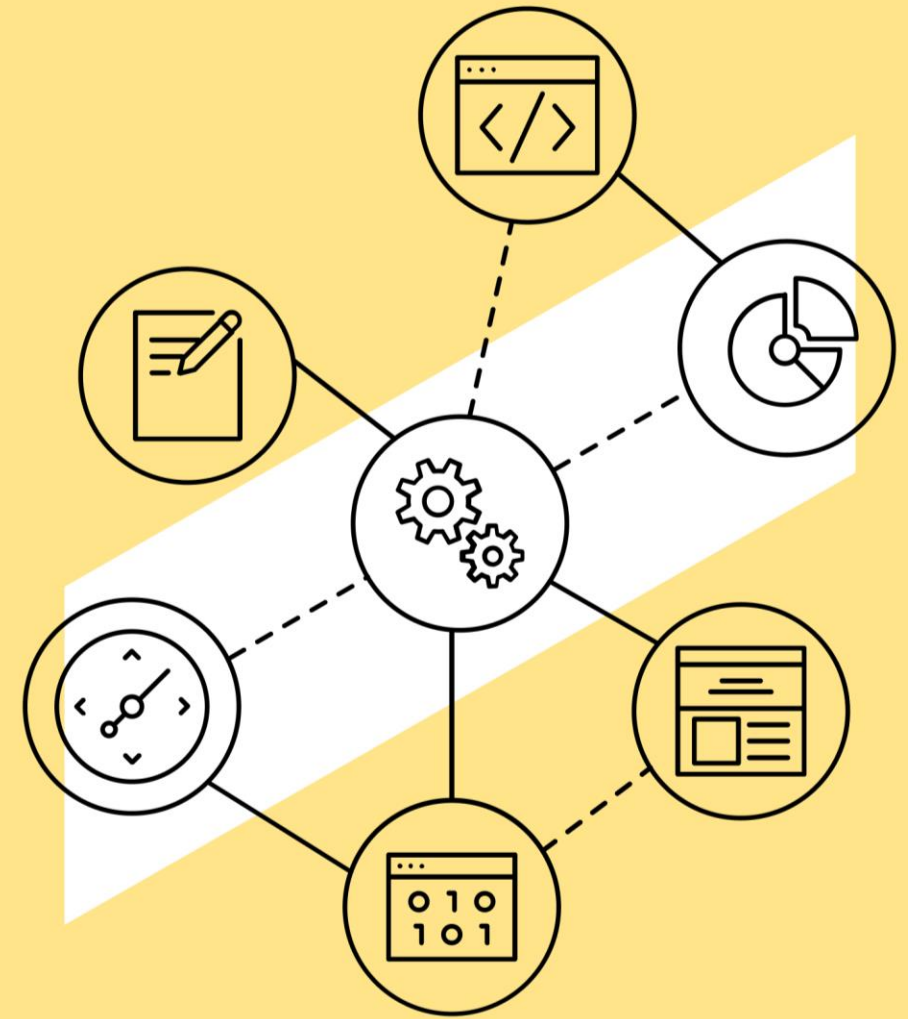
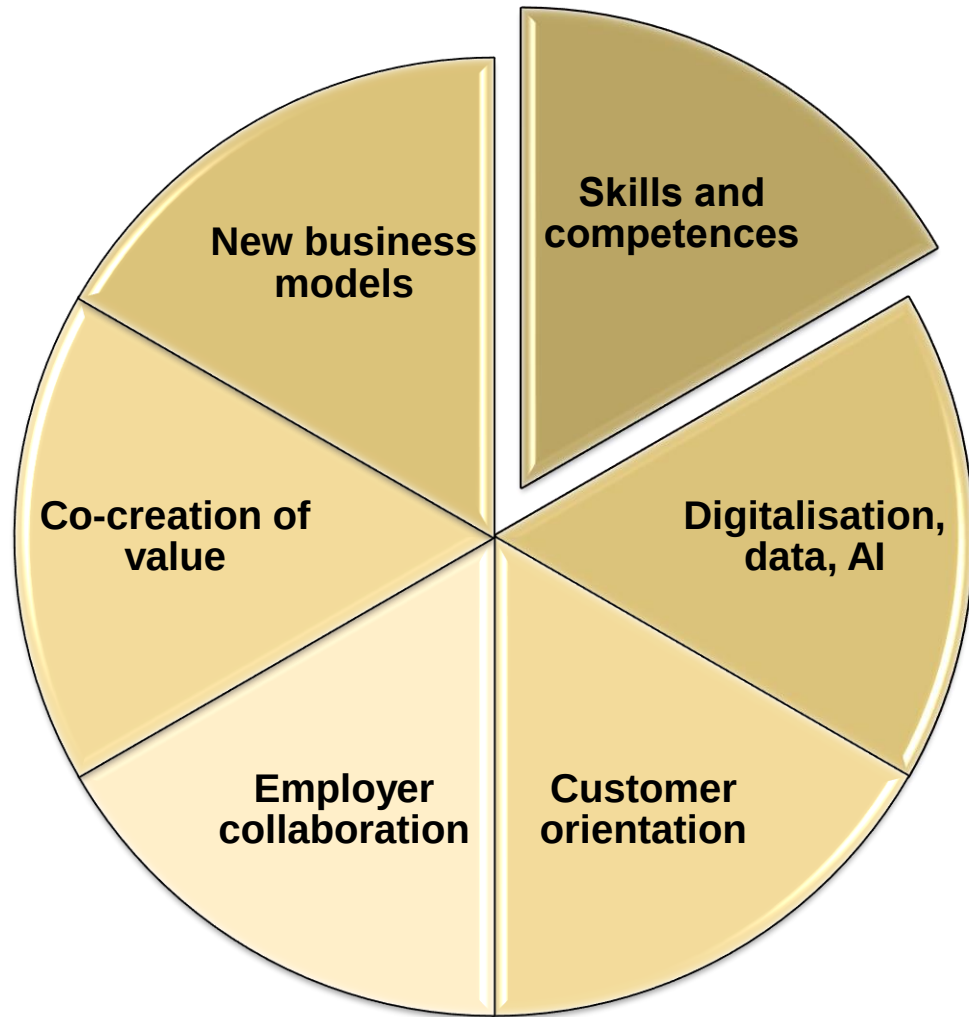
ECIU UNIVERSITY VISION

European wide ecosystem based upon open and inclusive collaboration connecting societal stakeholders, researchers and learners

Playground for solving multi-disciplinary challenges in entrepreneurial, innovative ways

Personalised learning and career opportunities

University model based upon co-creation



Individualized Life-Long Learning Pathways with Challenges and Micro-modules

- 1** Real-life challenges come from industry, society and university on SDGs
- 2** Teams of diverse learners and researchers are formed
- 3** AI assigns micro-modules to the challenges for skills and competence development
- 4** Gained skills and competences are stored in a digital competence passport
- 5** Micro-credentials accumulate into competence passport (or in a degree)

NINE NEEDS FOR THE SUCCESSFUL UPTAKE OF MICRO-CREDENTIALS

- 01 Living common language
- 02 Commitment to rigorous academic standards
- 03 Stronger focus on demand driven and co-constructed micro-credentials
- 04 Comprehensive programme of professional development
- 05 Targeted funding round to foster innovation
- 06 Significant investment in institutional taught leadership
- 07 Serious commitment to collaboration
- 08 Stronger community of European developers
- 09 Greater investment and commitment to research

Thank you!



The ECIU University is an EU-funded initiative that creates a ground-breaking and innovative educational model on a European scale.

www.eciu.org



With the support of the
Erasmus+ Programme
of the European Union

The European Commission's support for the production of the ECIU University content does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

YUFE

Flexible learning environment

Why do we need flexible learning?



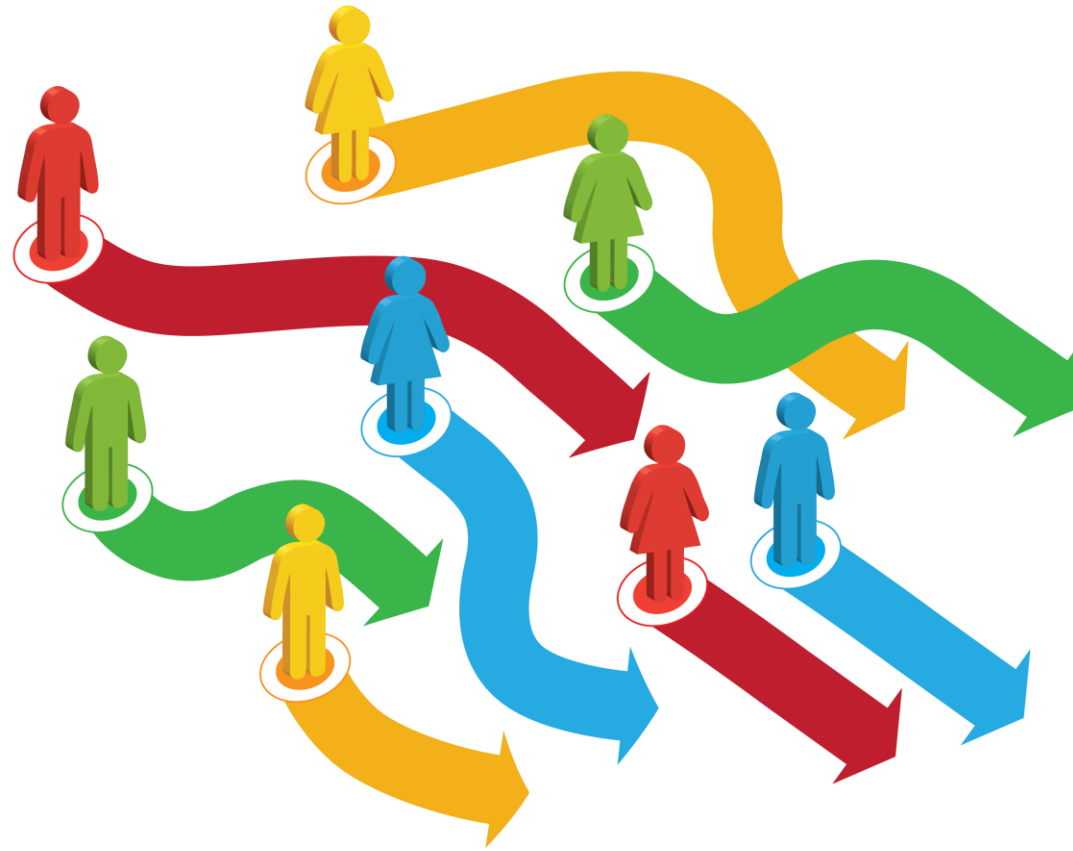
- Different learners have different needs -> flexibility maximises the benefits overall
- Individualised approach connected with accessibility, and therefore inclusion
- Acquiring meta-competences of autonomy, confidence and responsibility



What does flexible learning mean for the students?

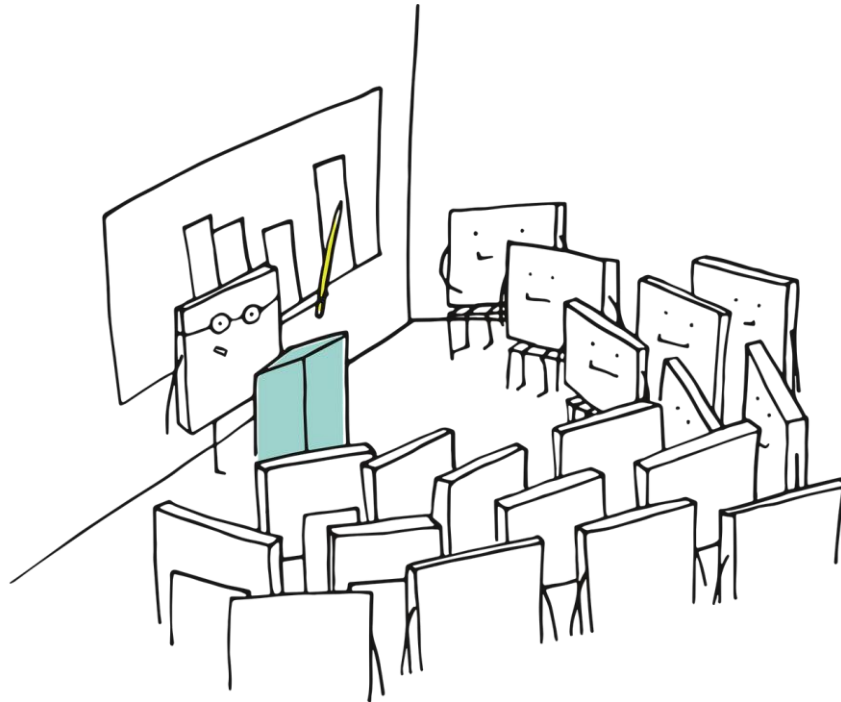


- Recognition of informal and non-formal learning, not only for access but also complementary to formal programme



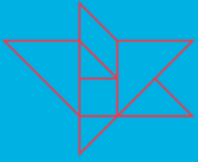


➤ Flexible and diverse learning methods

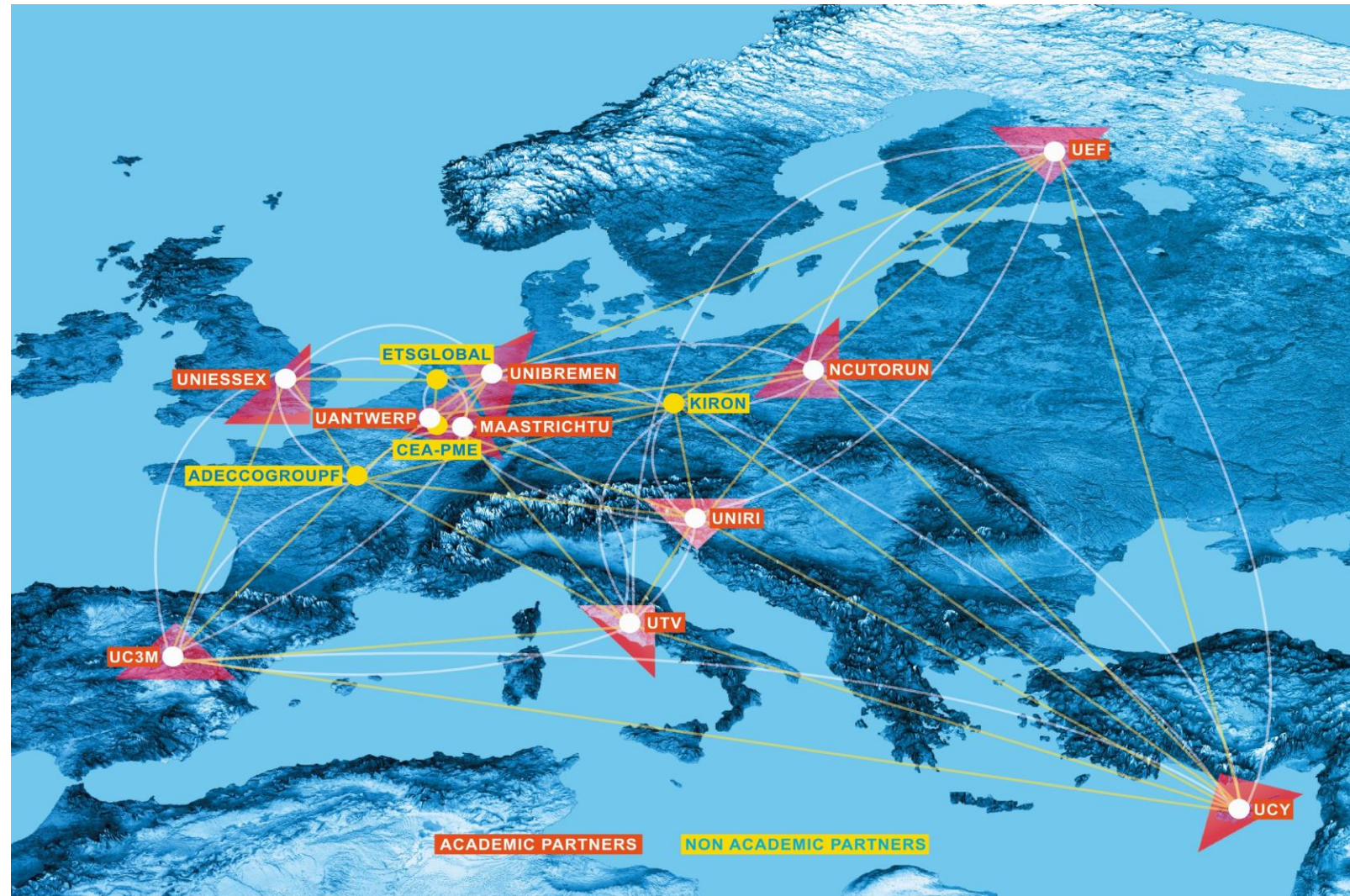


➤ Flexible assessment methods





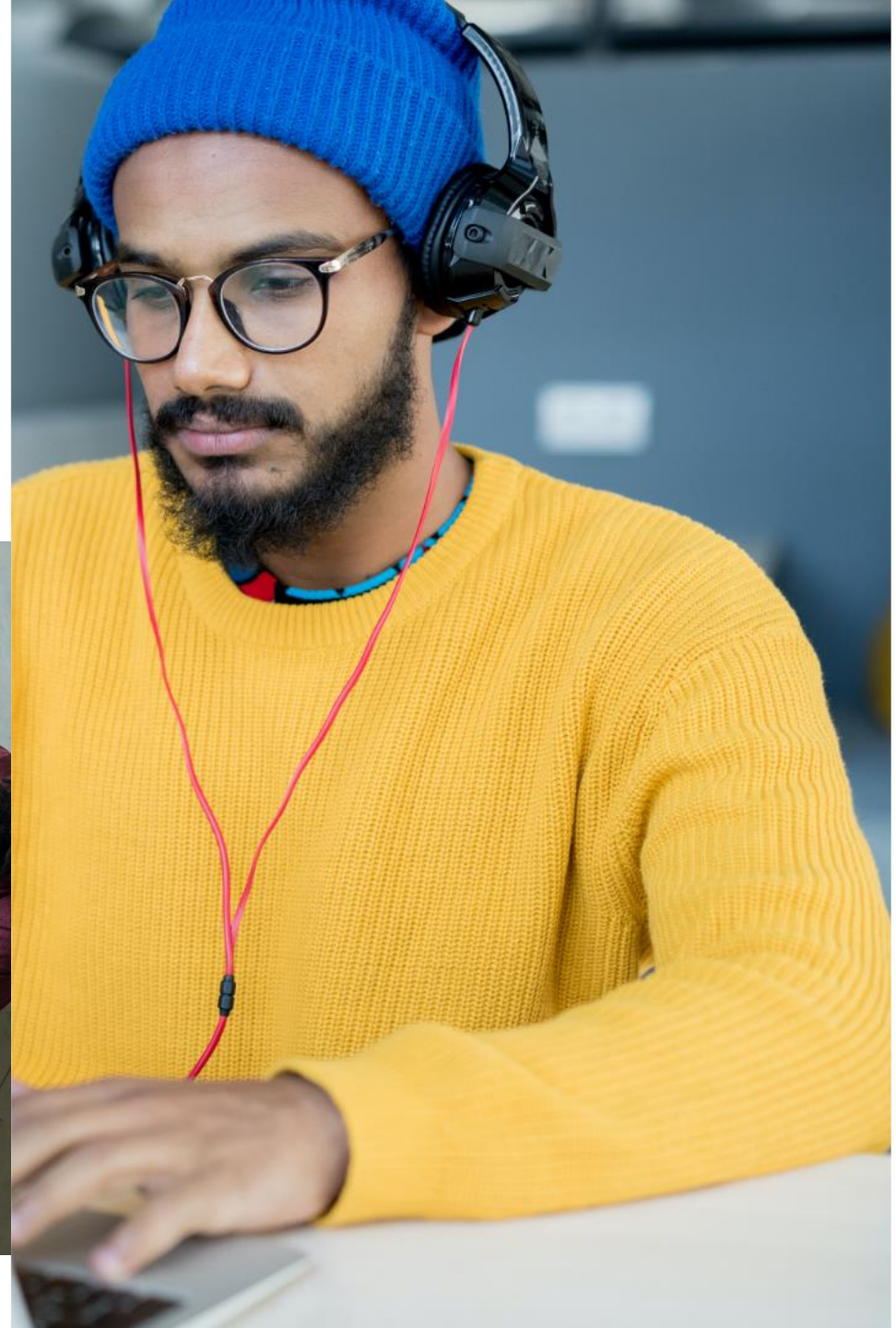
- Flexibility in programme design – enough electives
- Recognition of credits from abroad



How YUFE tries to make
this a reality?



- Taking (and combining) both online and physical courses



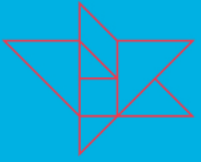


➤ Combining academic and non-academic aspects of learning

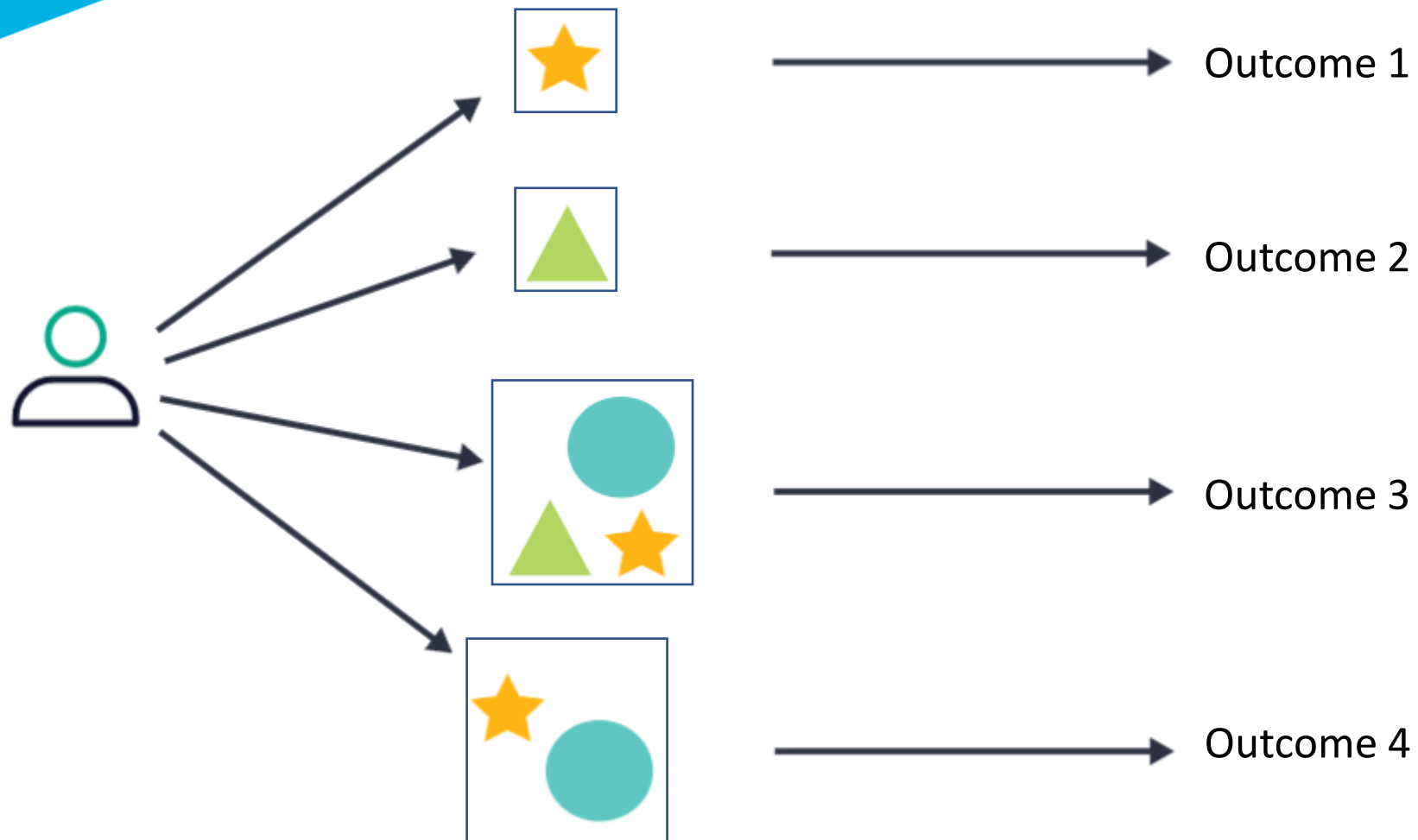
The screenshot shows the YUFE website interface. At the top is a blue navigation bar with the YUFE logo, 'Home', 'YUFE Catalogue', 'Progress Tracker', and a user profile icon. Below the navigation bar is a section titled 'Categories' with a horizontal line underneath. The categories are arranged in a 2x3 grid of colored boxes:

Study at 10 universities all over Europe virtually or physically Academic Courses	Become a local abroad and learn new languages virtually or physically Language Courses	Enrich your curriculum and make a difference in the community Civic Engagement Activities
Build new skills and competences and develop an entrepreneurial and creative mindset Professional Training Activities	Explore a sequence of exciting lectures on European Identity/YUFE's focus areas YUFE Academy Lectures	Get ready to embark on your YUFE journey through these introduction to YUFE courses YUFE Induction Courses

➤ Which can be intra- or extracurricular



➤ Individualised outcomes/rewards system



Thank you for your
attention!





Follow us

-  YUFEalliance
-  allianceyufe
-  YUFE Alliance
-  yufe_alliance

www.yufe.eu ›

Co-funded by the
Erasmus+ Programme
of the European Union

