Transnational Collaboration and Lifelong Learning: Looking back - looking forward
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)

Note: Average of OECD countries participating in PIAAC.
Issues to debate

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

OECD, 2019

Cedefop, 2004
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?
Leading pedagogic change

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

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

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 enigma nor a barrier; it seamlessly integrates into their everyday experiences.

In a recent survey of 2,500 people in the US aged 14–45, Pearson explored attitudes, preferences, and behaviors around technology in education, identifying key similarities and differences between Generation Z (ages 14–29) and millennials (ages 24–45). Examining the difference 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 values it for granted.

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

Millennials, on the other hand, may see technology as an add-on to existing ways of learning.

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

44% of millennials prefer online courses with video lectures. Only 35% of Gen Z prefer that.

36% of millennials prefer chat. 29% of Gen Z prefer that.

OECD/UNESCO/World Bank/UNICEF Research and Innovation
Rapport sur l’avenir de l’enseignement supérieur
Framework

How can we achieve this level of educational change

Policy Tools

(Re)Imagining - Research-led Education

Resource and Recognition
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
Skills Agenda – BUILDING BLOCKS

1. A Pact for Skills including upscaling sectoralBlueprints

2. Strengthening skills intelligence


4. Recommendation on VET

5. European Universities

6. Skills to support twin transitions

7. STEM graduates, entrepreneurial and transversal skills

8. Skills for Life

9. Individual learning accounts

10. Micro-credentials

11. Europass

12. Framework to unlock Member States’ and private investments in skills
PACT FOR 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 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
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

www.europass.eu
## The new Europass

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<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>e-Portfolio</td>
<td>My Skills</td>
<td>My Interests</td>
<td>Opportunities</td>
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<td>My Profile</td>
<td>Reflect on your skills</td>
<td>Career goals</td>
<td>Jobs</td>
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<td>CV editor</td>
<td>Document your skills</td>
<td>Learning goals</td>
<td>Courses</td>
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<td>Cover letter editor</td>
<td>Self-assessment tools</td>
<td>Mobility</td>
<td>Skills intelligence</td>
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<td>My Library</td>
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<td>Other information</td>
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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
Thank You
EUTOPIA LEARNING
COMMUNITIES SUPPORTING
FLEXIBLE LIFE LONG LEARNING
ACROSS BORDERS
EUTOPIA – the alliance

Univerza v Ljubljani

EUTOPIA WP2 coördinator – Rosette S’Jegers
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

- EUTOPIA curriculum
- Fluid mobility – policy adaptation

- Virtual/blended mobility
- Non-academic stakeholder engagement

- Existing Units
- Building on good practice

Angouri and S’jegers, 2021
Outcomes of the pilot experiment (education)- cont’d

<table>
<thead>
<tr>
<th>30 EUTOPIA labeled LUs emanating from present programs</th>
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<td>Directly involving:</td>
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<tr>
<td>180 teachers, 30 teaching assistants and</td>
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<td>900 students (based on a selection of 30 students per community)</td>
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<tr>
<td>participating in the pilot phase 2019-2022</td>
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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.
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
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
Skills and competences

- Digitalisation, data, AI
- Customer orientation
- Employer collaboration
- Co-creation of value
- New business models

Diagram:
- Gear
- Code
- Document
- Graph
- Binary code
- Chart
- Website

New business models

Co-creation of value

Customer orientation

Employer collaboration
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
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

- 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

- Build new skills and competences and develop an entrepreneurial and creative mindset
  - Professional Training Activities

- Explore a sequence of exciting lectures on European Identity/YFFE’s focus areas
  - YFFE Academy Lectures

- Enrich your curriculum and make a difference in the community
  - Civic Engagement Activities

- Get ready to embark on your YUFFE journey through these introduction to YUFFE courses
  - YUFFE Induction Courses

Which can be intra- or extracurricular
Individualised outcomes/rewards system

Outcome 1

Outcome 2

Outcome 3

Outcome 4
Thank you for your attention!