

Learning & Employability in PHE: From Policy to Implementation

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Michal Karpisek, EURASHE Vice-President

Content

- EURASHE
- Bologna Process – Reform of Higher Education in Europe
- Impact of Bologna Process
- Learning & Employability: Reflection in EURASHE Activities

EURASHE MISSION & OBJECTIVES

- **EURASHE** is the European association of European Higher Education Institutions (HEIs) that offer professionally oriented programmes and are engaged in applied and profession-related research within the Bologna cycles
- **EURASHE's mission** is to promote the interests of professional higher education in the EHEA and to contribute to the progressive development of the Area of Higher Education and Research (EHERA)

Professional Higher Education

A type of higher education which emphasises practical professional aspects and professional skills, which consolidates the link between elements of professional practice and academic studies

- A strong link with the world of employment & with enterprises
- Close involvement of all stakeholders (including students)
- Regional embedding of education & research
- Practice-oriented & competence-based
- Accessible and labour-market oriented
- Flexible schemes and study programmes for new groups of learners, following new requirements of the labour market

EURASHE in the EHEA

Representation of Professional Higher Education

- Contribute towards policy formulation and development processes within EU (ET2020)
- Consultative member of the Bologna Follow-up Group (BFUG) since 2001
- Member of the 'E4-Group' (ENQA, ESU, EUA and EURASHE)

BOLOGNA PROCESS OVERVIEW: SETTING UP POLICIES

European HE Challenges

- Common market & labour market
- Technological developments
- Qualification requirements & re-qualification
- Social responsibility & values
- Access to HE
- Regional coherence & development
- ... “preparing students for the jobs that don’t yet exist using technologies that haven’t yet been invented in order to solve the problems we don’t even know are problems yet”

Bologna Process

- Started in 1999
- From 23 to 47 countries
- Establishment of European Higher education Area
- Harmonisation of national HE systems
- Transparency
- Mobility
- Transferability & Recognition

Bologna process principles

- “Self-governed” discussion among the states/governments
- Every 2 years meeting of ministers – setting policy priorities & goals
- Participative process
- Involvement of stakeholders (students, universities, HE institutions, quality assurance, businesses, staff representatives)

Bologna process Priorities: Structure, qualifications, LLL

1998 Sorbonne Declaration	1999 Bologna Declaration	2001 Prague Communiqué	2003 Berlin Communiqué	2005 Bergen Communiqué	2007 London Communiqué	2009 Leuven Communiqué
A common two-degree system	Easily readable and comparable degrees	Fair recognition Development of recognised Joint degrees	Inclusion of doctoral level as third cycle	QF-EHEA adopted National Qualifications Frameworks launched	National Qualifications Frameworks by 2010	National Qualifications Frameworks by 2012
		Lifelong learning (LLL)	Alignment of national LLL policies Recognition of Prior Learning (RPL)	Flexible learning paths in higher education	Role of higher education in LLL Partnerships to improve employability	LLL as a public responsibility requiring strong partnerships Call to work on employability

Source: The EHEA in 2012: BP Implementation Report

2012 Bucharest Communiqué

- Europe is undergoing an economic and financial crisis with damaging societal effects.
- HE is an important part of the solution to our current difficulties, it should be at the heart of our efforts to overcome the crisis –now more than ever.
- We commit to securing the highest possible level of public funding for higher education and drawing on other appropriate sources, as an investment in our future.
- We confirm our commitment to public responsibility for HE.
- We recognise the importance of developing appropriate funding instruments to pursue our common goals.
- We stress the importance of more efficient governance and managerial structures at HEIs.

2012 Communiqué Priorities (selected)

- Widening access & raising completion rates
- Promote student-centred learning
- Enhance employability, LLL, entrepreneurial skills
- NQF and ECTS based on learning outcomes
(speed up with NQF implementation)
- Recognition of Prior Learning
- Short Cycle Qualifications
- Transparency & information for public

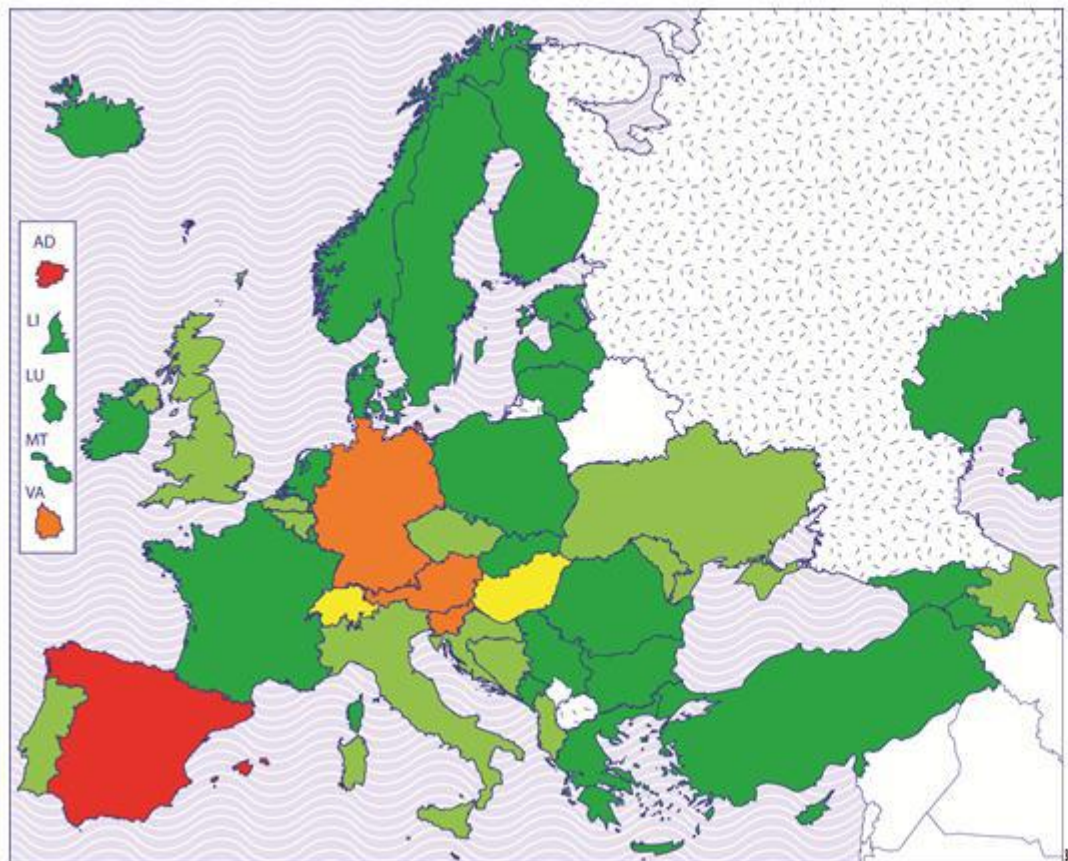
Other areas






- Mobility
- Quality Assurance
- Social Dimension
- Use of credits
- International Openness

IMPACT OF BOLOGNA PROCESS

Source: The EHEA in 2012: BP Implementation Report &
Presentation of Andrejs Rauhvargers, BFUG Implementation WG, 2012

Implementation of the first and second cycle, 2010/11



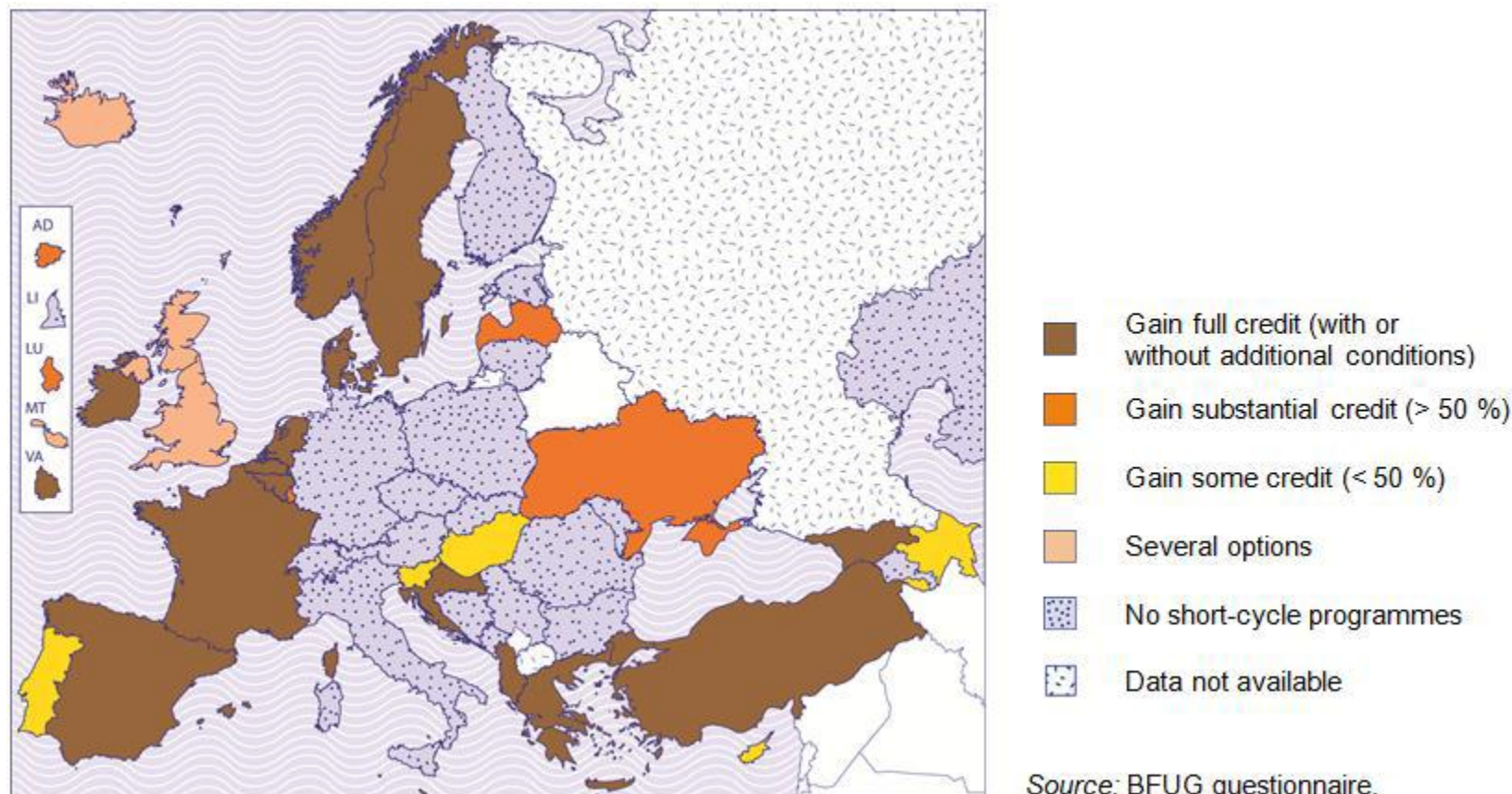
	2012¶ Report*	2009¶ Report**	
	26	31	
	13	10	
	2	3	
	4	3	
	2	1	

¶

* Sources: Eurostat and BFUG questionnaire, 2011.¶

** Source: Rauhvargers, Deane & Pauwels, 2009.α

Credit transfer to Bc programmes from Short-cycle HE



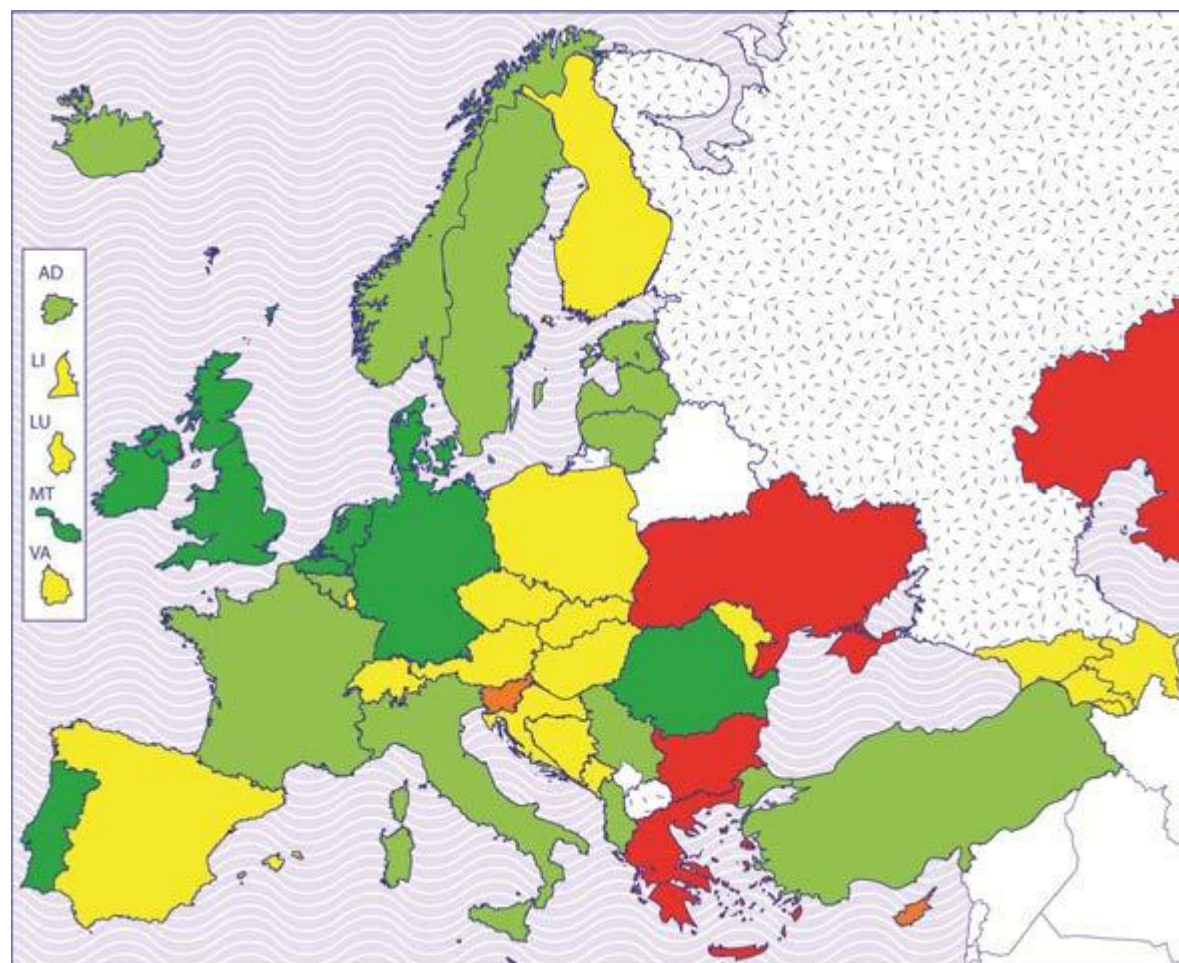
Source: BFUG questionnaire.



EURASHE ★

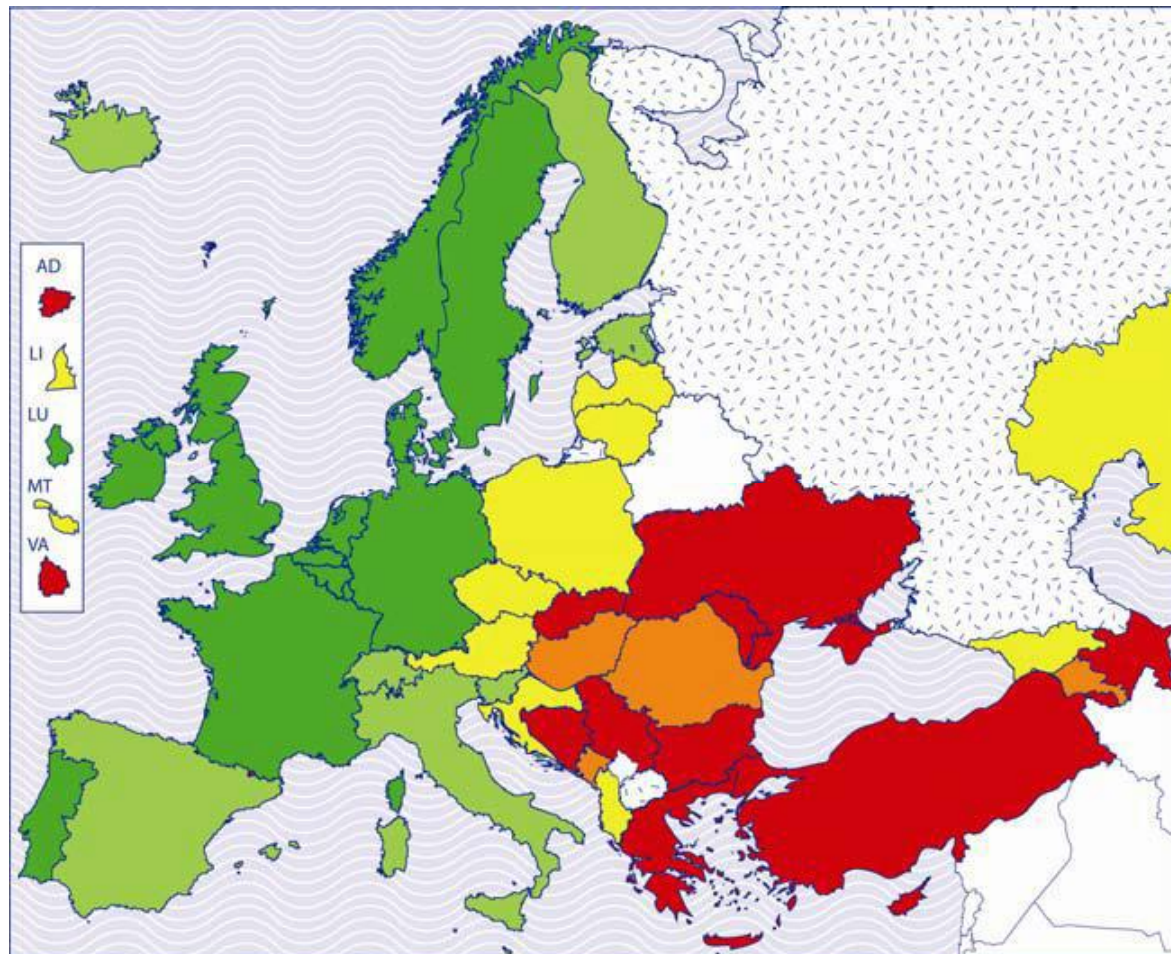
European Association of Institutions in Higher Education


Implementation of NQF



progress	2012 Report	2009 Report
	10	6
	13	6
	18	21
	2	6
	4	9
	Data not available	

Recognition of Prior Learning



	2012 Report*	2009 Report**
	13	19
	7	4
	11	9
	4	10
	12	6



Data not available

*Source: BFUG questionnaire, 2011.

** Source: Rauhvargers, Deane & Pauwels, 2009.

EURASHE RESPONSE: POLICY & MEMBERS' DEVELOPMENT

EURASHE Roles

- Representing PHE in Europe
- Policy formulation
- Promotion of PHE in Europe
- Research on specific topics
- Members' services, information & support

EURASHE policy documents

- 2010
 - EURASHE's 10 Commitments for the EHEA in 2020 – Visions & Strategies
www.eurashe.eu/pp10COM
- 2012
 - EURASHE Overarching Policy Paper 'Towards a Diversified, Responsive and Competitive European Higher Education' www.eurashe.eu/ppOVER
 - EURASHE-UASnet Position paper on Research and Innovation
www.eurashe.eu/ppRI
 - Policy Paper on Quality Assurance & Transparency Tools
www.eurashe.eu/ppQA
 - Policy Paper on Mobility www.eurashe.eu/ppMOB
- 2013 (announced)
 - Position Paper on Employability
 - Policy Paper on Lifelong Learning
 - Strategy 2014 - 2017

EURASHE policy areas

EURASHE's 10 Commitments for the EHEA in 2020 – Visions & Strategies (2010)

- Social Dimension
- National Qualifications Frameworks (NQF)
- Employability of graduates
- Lifelong Learning (LLL)
- Student-centred learning (SCL)
- Education, research and innovation
- International Openness (IO)
- Mobility
- Multidimensional transparency tools (TT)
- Funding

2. National Qualification Frameworks

*„EURASHE commits itself to cooperate with international bodies, national authorities, higher education institutions and external stakeholders in defining the **learning outcomes that will constitute a universal EQF**. We will initiate discussions and projects to explore the possibilities for sector - and/or **profession-specific approaches** in this context. And we will assist our members to ensure that the **principles of QFs** are understood, reflected in the **institutional policy and fully implemented into curricula**.“*

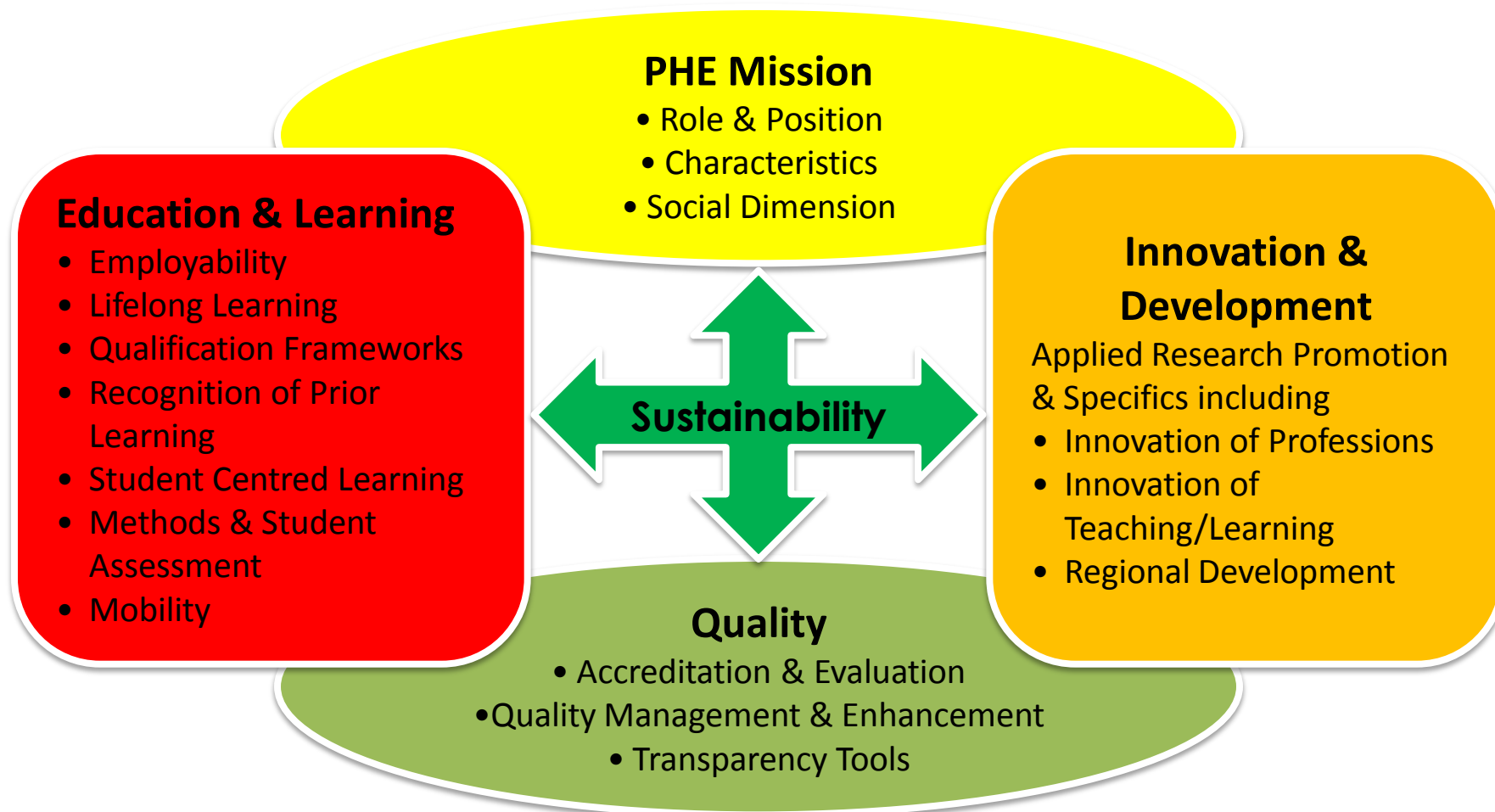
3. Employability

*„EURASHE commits itself and its members to create and further develop **provisions for students**, which directly affect their **job prospects**, e.g. careers services and skills-oriented education. We will increase partnerships with the public and private **world of employment** and establish cooperation for research and innovation. We will encourage quality-assured **work placements as integrated elements** in HE. And we will pro-actively look for and assist in the development of employment prospects that **reflect positive tendencies in society**, such as emerging ‘green-collar’ jobs , and provide appropriate training and certification for them.“*

4. Life-long Learning

*„EURASHE commits itself to assisting its member institutions, other HE associations and international and national authorities to **develop flexible and innovative HE programs** in all academic and professional fields, with appropriate methodologies, including distance-learning provisions. And we will take initiatives to establish **reliable indicators** and data-collection, which will help measure and increase the **effectiveness of lifelong learning policies** and practices in the different Bologna countries and the EHEA as a whole.“*

EURASHE strategy framework



Theme 2 Modernising Professional Higher Education
within diversified Higher Education

PROVIDING RELEVANT & FLEXIBLE LEARNING

Relevant & Flexible Learning

- Representation towards & partnership with businesses
 - Including EURASHE Advisory Board
 - Focus both on SMEs & multinationals
- Promotion at EHEA level of:
 - Teaching/learning within performance assessment
 - LLL as an integral part of the mission of PHE institutions
 - Relevant instruments (QF, LOs, RPL and common guidelines...)
 - Transfer from VET/secondary education to PHE
- Engagement in EHEA structures (EQF Advisory Board, ECTS)

Relevant & Flexible Learning

- Communication with students on SCL
- Learning more on
 - Employability of graduates
 - Life-long learning concept
 - Recognition of prior learning
- Promotion among members
 - Lifelong learning concept and relevant instruments (e.g. RPL)
 - Qualification frameworks & Learning outcomes and their communication towards employers

Relevant & Flexible Learning

- Sharing experience on
 - Methods of teaching/learning from the perspective of employability, initiative, creativity
 - Methods of students' performance assessment
 - Student Centred Learning
 - LLL activities and instruments, e.g. RPL, upgrade of alumni qualifications
 - Tracing alumni

SUPPORT FOR SCHOOLS & MEMBERS

Theme 2 Modernising Professional Higher Education
within diversified Higher Education

PROVIDING RELEVANT & FLEXIBLE LEARNING

EURASHE projects

- **HAPHE** – Harmonising Approaches to Professional Higher Education in Europe www.eurashe.eu/haphe
- **Level 5 Missing Link** – Short cycle Higher Education in Europe www.eurashe.eu/l5
- **MAP-ESG** – Mapping the implementation and application of the Standards and Guidelines for Quality Assurance in the EHEA www.mapesg.wordpress.com
- **FLLLEX** – Impact of lifelong learning strategies on professional higher education www.flllex.eu

EURASHE projects

- **CaribErasmus** – Caribbean opening to the Erasmus Mundus www.cariberasmus.eu
- **EquNet** – Enhancing Equitable Access to Higher Education www.equnet.info
- **CELAN** – Language Strategy for Competitiveness and Employability www.celan-project.blogspot.com
- **LLA** – Lean Learning Academies www.leanlaerningacademy.eu

EURASHE events

- **Annual Conferences** (Split, 2013; Riga, 2012; Nice, 2011; Tallinn, 2010)
- **Annual LLL seminars** (Prague, 2012; Budapest, 2011)
- **Seminars on ‘Bologna’ topics** (Moscow, 2011)
- **Tailor-made Events for members** (Nicosia, 2012)
- **Internal working groups’ meetings** (3-4 times per year)
- **Pre-Ministerial Convention** (Budapest, 2010)

More Information on the European Association of Institutions in Higher Education

Website

www.eurashe.eu

Email

eurashe@eurashe.eu

Brussels Secretariat

Tel: 0032 (0)2 211 41 97

Fax: 0032 (0)2 211 41 99

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www.youtube.com/eurashe