EU's initiatives to foster flexible learning

The New Student – Expert Conference
Kinga Szuly, European Commission

Vienna, 20/09/2018
Reducing barriers, improve mobility

Inclusive education
- Continuous professional development
- Socio-economic background
- People with fewer opportunities
- Migrant status

Improve recognition
- Among different ISCED levels
- Among different national systems
- Informal and non-formal learning

New ways of teaching and learning
- Student as co-creator
- Online and blended learning
- Work based learning
- Modular/part time learning
Tertiary education attainment

Population aged 30–34 with tertiary educational attainment (ISCED 5–8), 2017

Data source: EUROSTUDENT VI, D.2. No data: FI.
Alternative routes to higher education

**Figure 5.16:** Percentage of students entering higher education through standard and alternative routes, 2016/17

- **Standard route:** entry with the standard upper secondary qualification
- **Alternative route:** entry without the standard upper secondary qualification
- **Delayed route:** entry with the standard upper secondary qualification obtained later

**Figure 4.7:** Alternative routes to higher education for non-traditional candidates, 2013/14

- Alternative entry routes exist
- Including large-scale preparatory programmes for non-traditional candidates
- No alternative access

Source: Eurydice
Foresight: emerging student needs by 2025

Up- and re-skilling

- Personal qualities, 'brand'
- Personalised instructions
- Continuous real-time feedback
- Guidance and frameworks (for navigating new uncertainties)
- Experiences (documented and non-documentated)
- Knowledge documentation
European Education Area by 2025

- Spending time in another Member State to study, learn, or work as the standard
- Learning, studying and research not hampered by borders
- People with a strong sense of their identity as Europeans, as well as of Europe's cultural heritage and its diversity
Recognition and the EU

Proposal for a Council Recommendation published on 22 May 2018:

• A qualification in one Member State is automatically recognised, for the purpose of granting access to higher education, in the others.
• The outcomes from a learning period abroad are automatically and fully recognised.

Education and training institutions will remain free to make independent decisions on admission to their programmes.
Council Recommendation on Recognition

Transparent criteria for recognition that are applied consistently throughout each HEI

Targeted support for HEIs

Support further use of transparency tools
European Student Card
European Student Card

- Enables students to easily identify themselves
- Secure exchange of student data
- Better and faster student services
One of the flag-ship initiatives of the European Education Area fostering the emergence at least 20 "European Universities" by 2024 – as requested by the European Council in December 2017
An education-driven initiative towards...

A more united and stronger Europe with...

...increased quality, performance and competitiveness of European higher education institutions

Bottom-up alliances
Open to all types of HEIs
Geographically balanced
Socially inclusive
How ‘European Universities’ will look like in 2025-30?

Shared & long-term strategy on education, research innovation

Transnational knowledge-creating teams students/teachers/researchers/society

Student

Multidisciplinary approach

European inter-university ‘Campus’

Bachelor/Master/PhD

Innovative pedagogies
How to achieve the 2025-2030 vision?

Step-by-step approach...
towards innovative structural models to implement and achieve the long-term vision

- Increase integration at all levels
- Sustainable cooperation
- Develop joint activities
- Appropriate management structures
Enriching lives, opening minds
through EU-funded learning opportunities abroad, partnerships, support to reform

2014 - 2020
14.7 billion EUR
Opportunities abroad for over 4 million people

2021 - 2027
30 billion EUR
Opportunities abroad for over 12 million people

Source: A Modern Budget for a Union that Protects, Empowers and Defends. The Multiannual Financial Framework 2021-2027
Erasmus 2021-2027

Erasmus will provide increased support to all education and training sectors as well as to the youth and sport sectors.

Erasmus allocation to sectors in billion €*

- Higher Education: 0.55
- Vocational Education & Training: 3.10
- School Education: 1.19
- Adult Education: 0.45
- Jean Monnet Actions: 5.23
- Youth: 8.64
- Sport: 0.1

*only reflecting the minimum pre-allocated funding

Source: European Commission
Effective policy implementation

Smart policy design

• The justification, validity of its causal theory and goals, complementarity with other policies and feasibility should be well defined before implemented.

Inclusive stakeholder engagement

• Actors can interpret, react and influence implementation. Including them throughout the process facilitates success.
• Prevent reactions against reforms.

Conducive context

• The process’ features are adapted to the structures of its system at a given time, to the particular actors, and around the specific educational policy.

Coherent implementation strategy

• A coherent plan outlines concrete measures to make the policy design operational, with sufficient resources, capacity building, communications, and engaging stakeholders.
From policy to practice:

KEEP CALM AND MAKE IT HAPPEN
Questions?