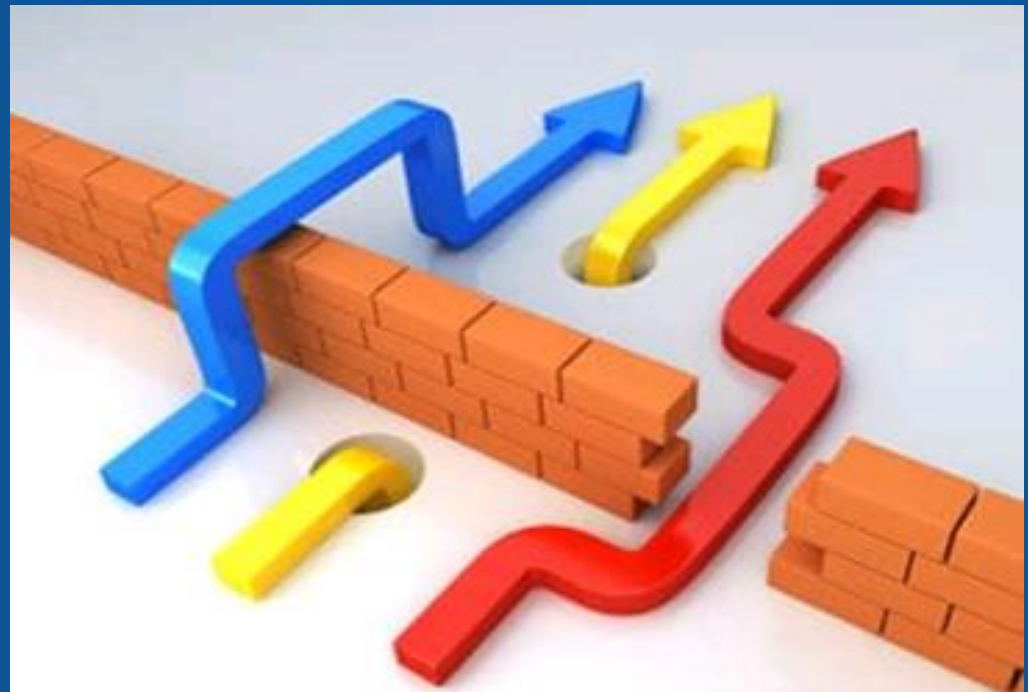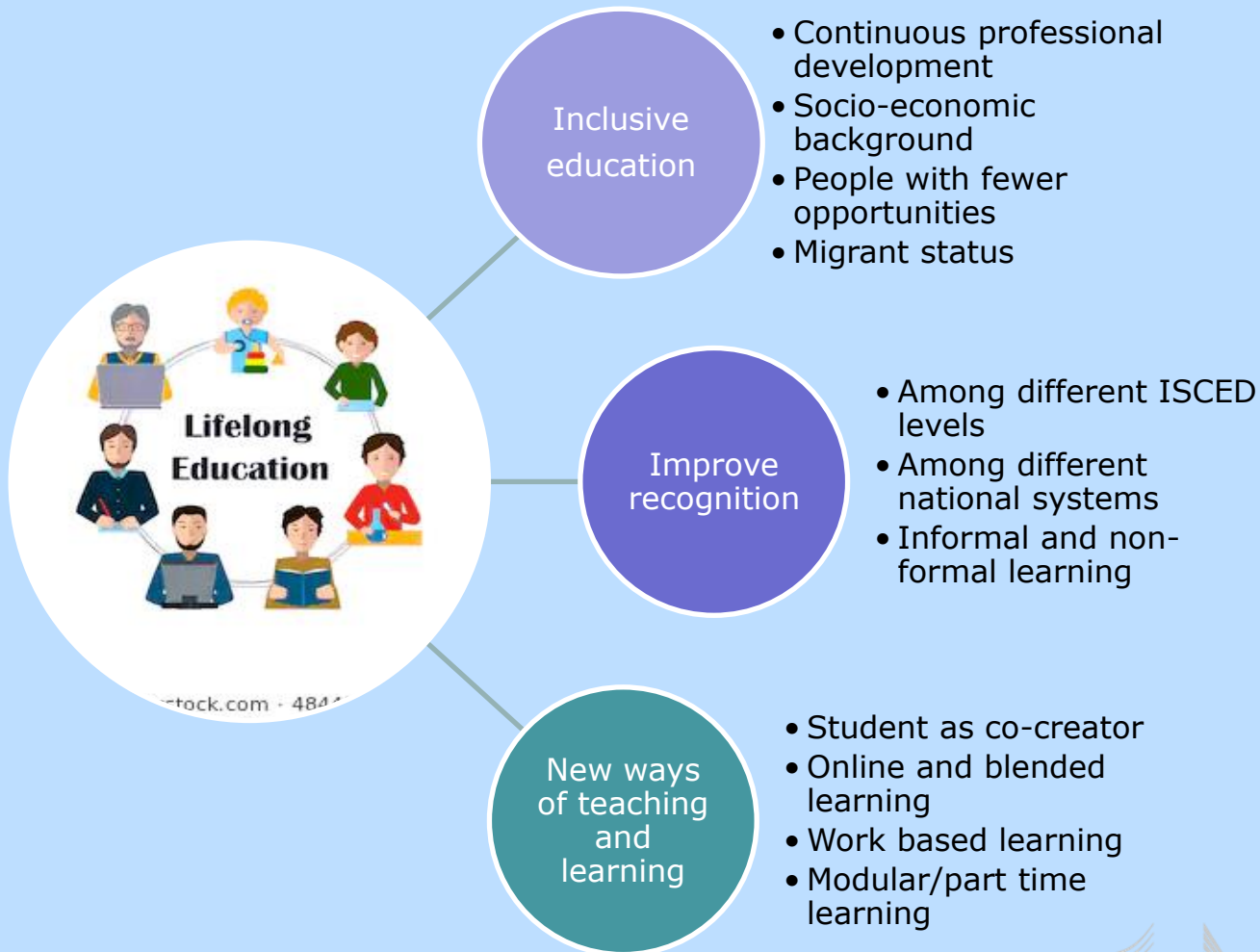# EU's initiatives to foster flexible learning

The New Student – Expert Conference
Kinga Szuly, European Commission
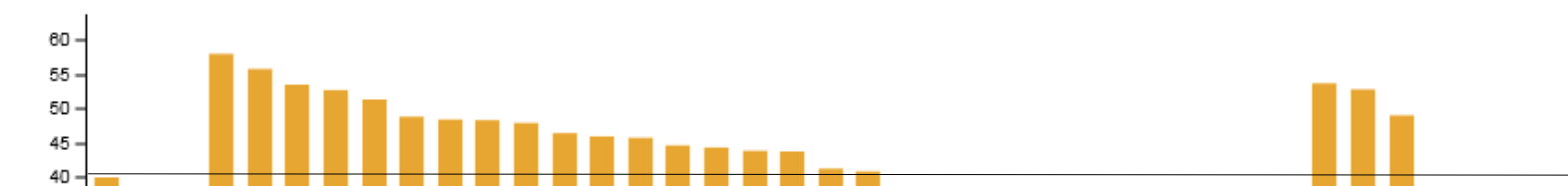
Vienna, 20/09/2018

Reducing barriers, improve mobility

Lifelong Education
tock.com · 484

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
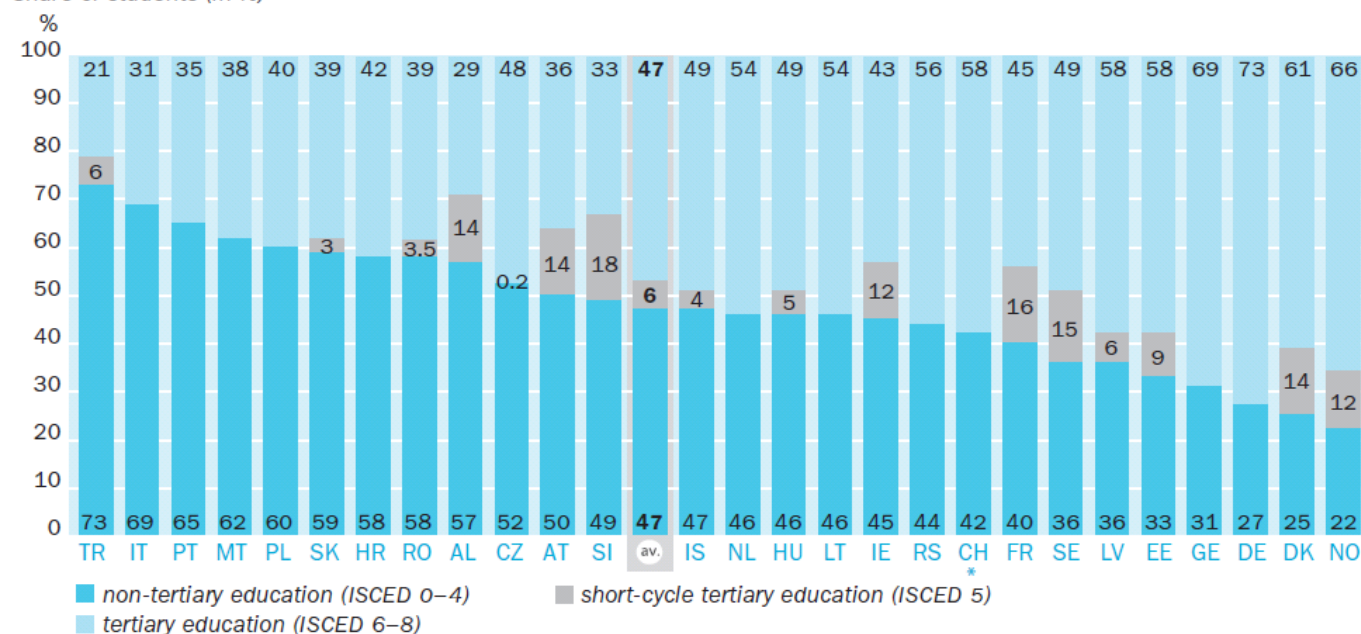- Modular/part time learning

European Commission

Tertiary education attainment

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

Educational attainment of students' parents

Share of students (in %)

	TR	IT	PT	MT	PL	SK	HR	RO	AL	CZ	AT	SI	av.	IS	NL	HU	LT	IE	RS	CH	FR	SE	LV	EE	GE	DE	DK	NO
tertiary education (ISCED 6–8)	21	31	35	38	40	39	42	39	29	48	36	33	47	49	54	49	54	43	56	58	45	49	58	58	69	73	61	66
short-cycle tertiary education (ISCED 5)	6					3		3.5	14	0.2	14	18	6	4		5		12		16		15	6	9		14		12
non-tertiary education (ISCED 0–4)	73	69	65	62	60	59	58	58	57	52	50	49	47	47	46	46	46	45	44	42	40	36	36	33	31	27	25	22

- non-tertiary education (ISCED 0–4)
- short-cycle tertiary education (ISCED 5)
- tertiary education (ISCED 6–8)

Data source: EUROSTUDENT VI, D.2. No data: FI.

European Commission

Alternative routes to higher education

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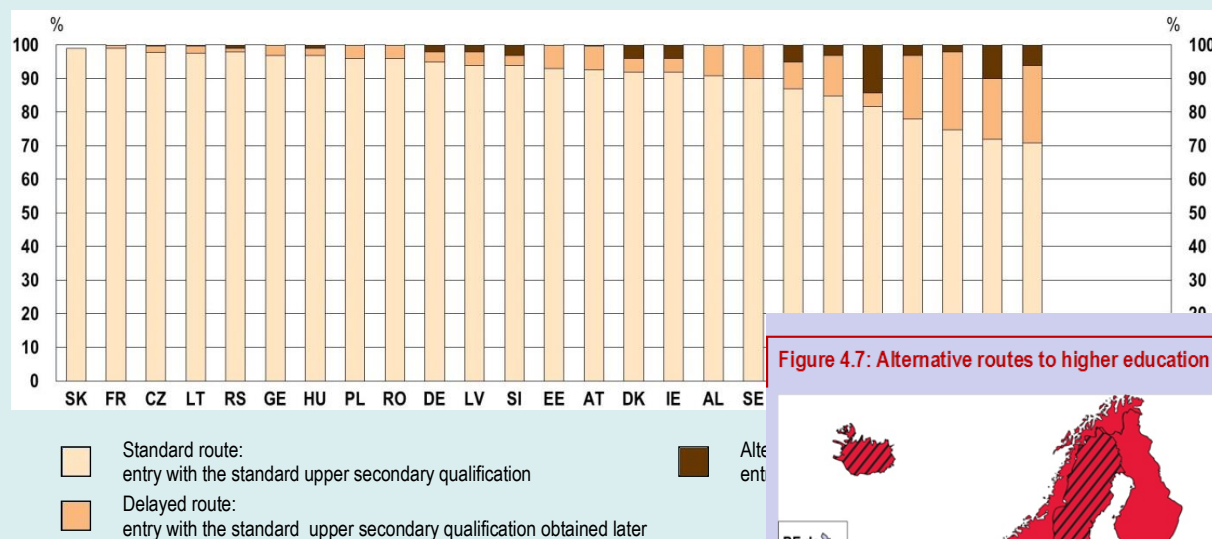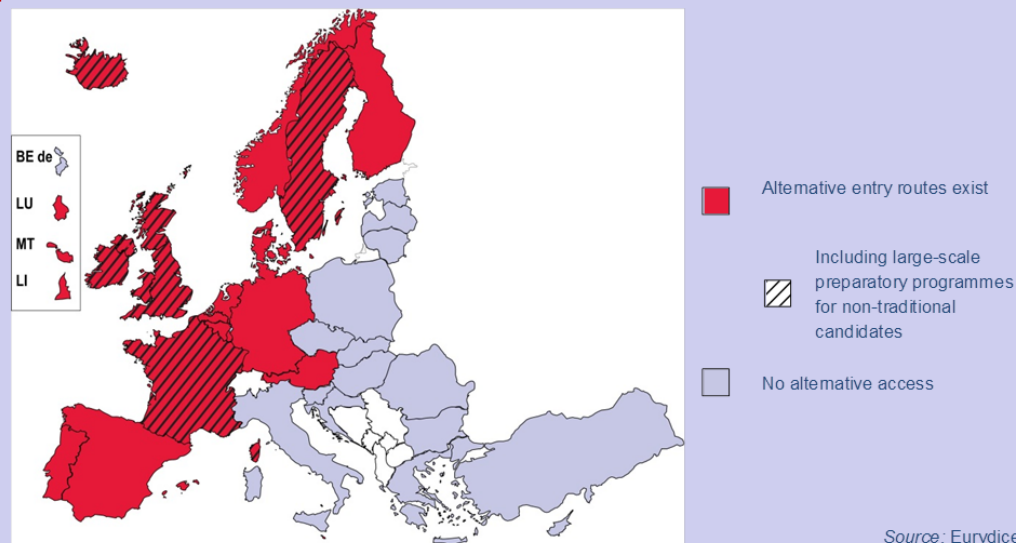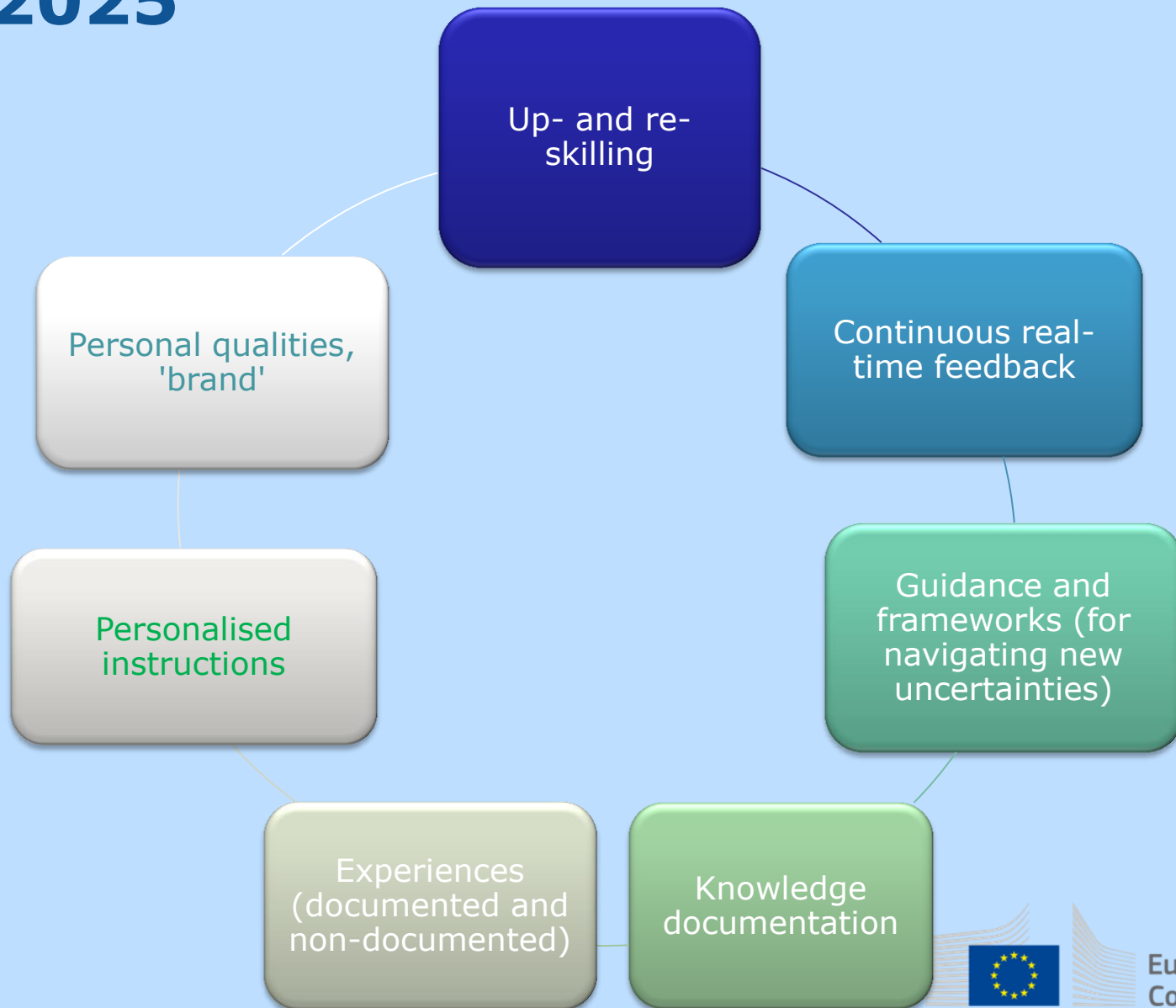

Standard route:
entry with the standard upper secondary qualification

Delayed route:
entry with the standard upper secondary qualification obtained later

Alte...
ent...

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

BE de
LU
MT
LI

Alternative entry routes exist

Including large-scale preparatory programmes for non-traditional candidates

No alternative access

Source: Eurydice

Foresight: emerging student needs by 2025

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

European Commission

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.
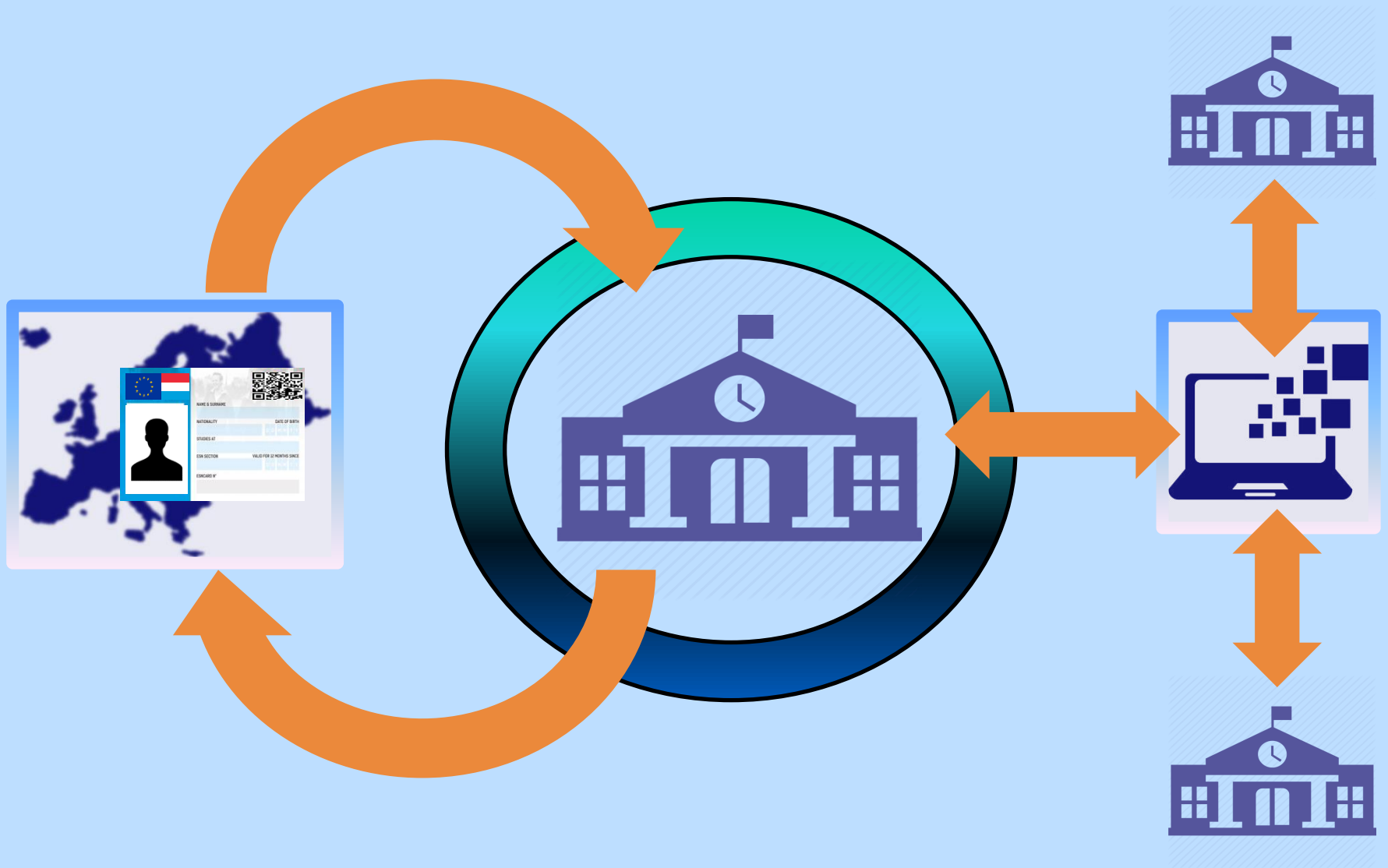
European Commission

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

European Universities

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

European Commission

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

European Commission

How 'European Universities' will look like in 2025-30?

Shared & long-term strategy on education, research innovation

Student

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

Multidisciplinary approach

European inter-university 'Campus'

Bachelor/Master/PhD

Innovative pedagogies

European Commission
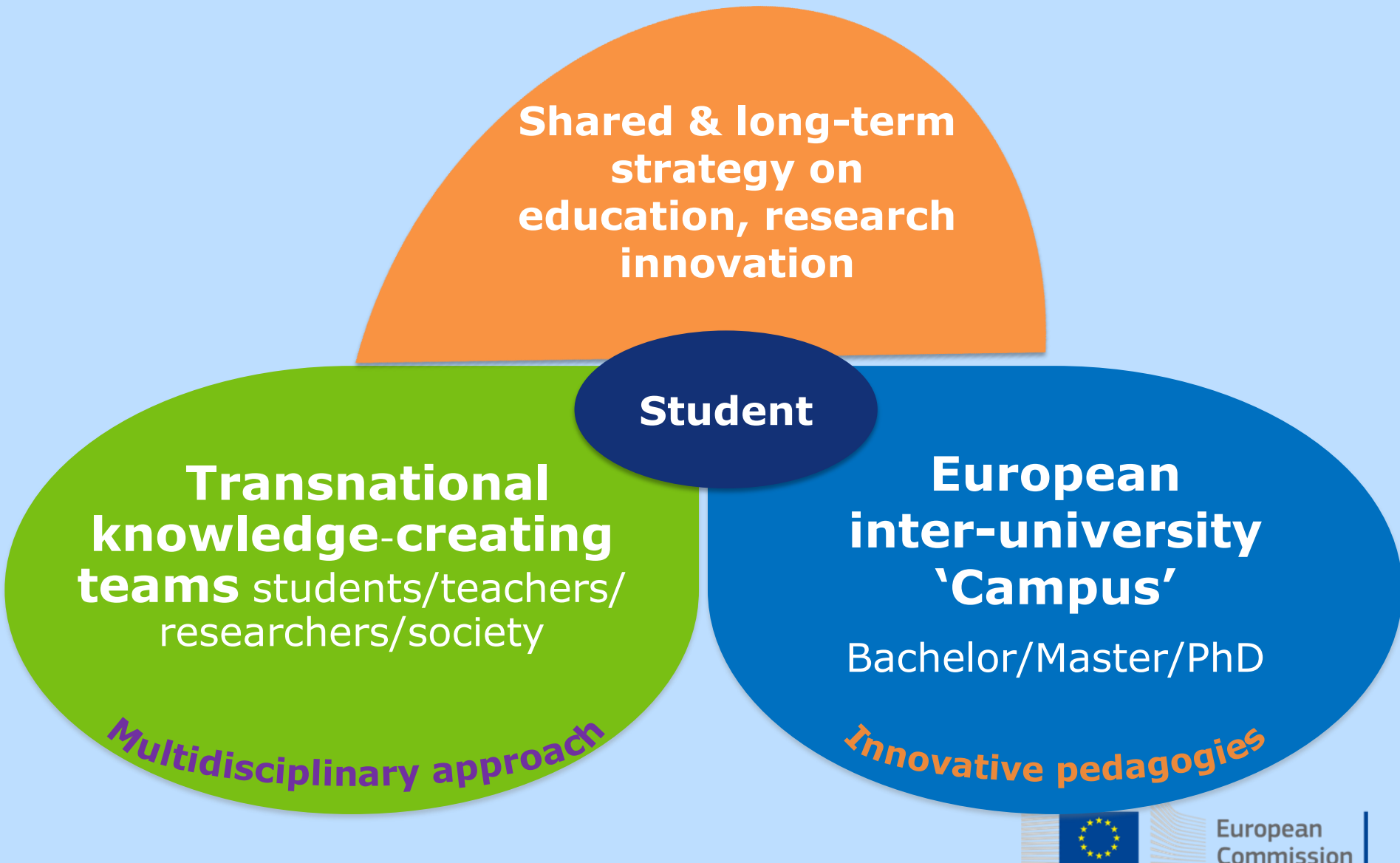
How to achieve the 2025-2030 vision?

Step-by step approach

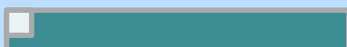...towards innovative structural models to implement and achieve the long-term vision

Increase integration at all levels

Sustainable cooperation

Develop joint activities

Appropriate management structures

European Commission

Erasmus 2021-2027

Enriching lives, opening minds
through EU-funded learning opportunities abroad, partnerships, support to reform

2014 - 2020

14.7 billion EUR
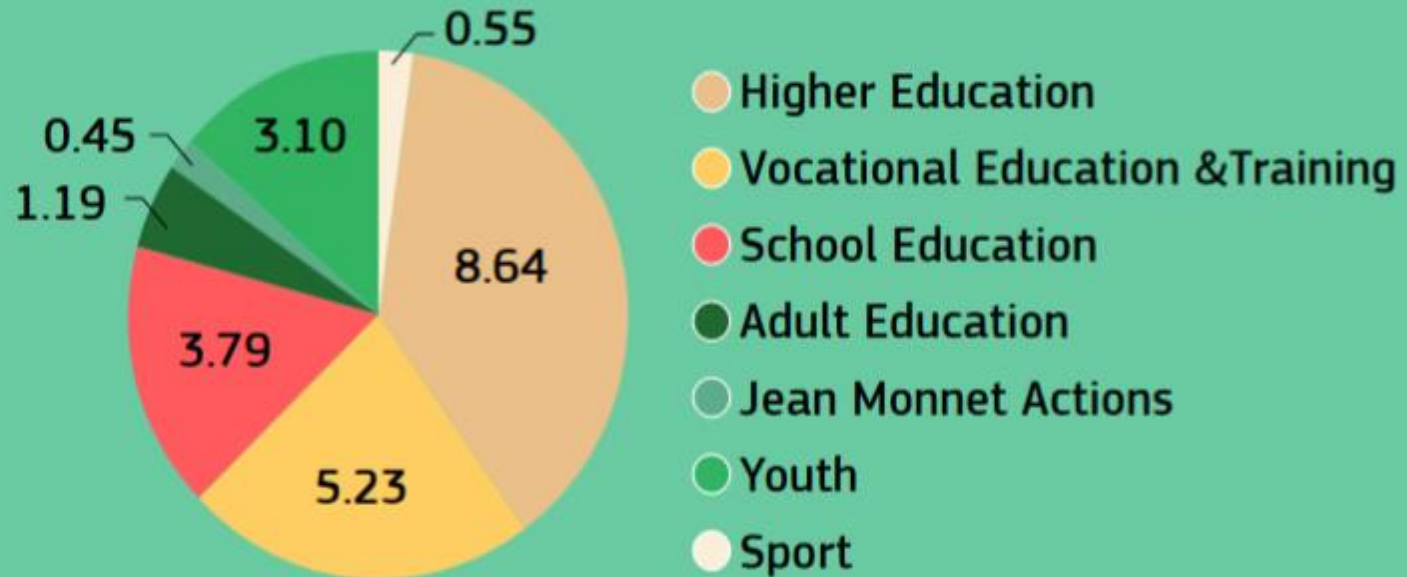
Opportunities abroad for over
4 million people

2021 - 2027

30 billion EUR

Opportunities abroad for over
12 million people

European Commission

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 €*

- 0.55
- 0.45
- 1.19
- 3.10
- 8.64
- 3.79
- 5.23

- Higher Education
- Vocational Education &Training
- School Education
- Adult Education
- Jean Monnet Actions
- Youth
- Sport

*only reflecting the minimum pre-allocated funding

Source: European Commission

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.

European Commission

From policy to practice:

Questions?