



D9.1 Stakeholders related outcomes and plans for change

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About E-SLP Project

This report is published as part of the E-SLP project: European Short Learning Programmes. The E-SLP project is funded by the Erasmus+ Programme and from 1 January 2018 until 31 December 2020.

Short Learning Programmes (SLPs) are a group of courses (units, modules or other learning building blocks) with a common subject focusing on specific needs in society which can be used as stackable elements of larger formal degrees targeting non-traditional and adult learners. The E-SLP project focusses on online, flexible and scalable SLPs in the European context.

This report is part of work package and was coordinated by

Partners

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1. Introduction

Work package 9 of the ESLP project leads to recommendations for institutions, national governments and the EU on short learning programs and micro-credentials for continuing education and professional development.

To achieve this goal, the project partners have taken successive steps, represented also in the figure 1 below.

In step 1, a 2021 force field analysis was made, estimating the forces in the environment that could influence the future of continuing education and professional development, and short learning programs and micro-credentials. A new development was certainly the European Commission's commitment to a microcredential policy and framework.

Of course, the COVID-crisis also changed the context in favor of digital education.

In step 2, partners capitalized on stakeholder-related project outcomes for each relevant stakeholder group involved in change processes. The description of these outcomes is based on progress markers for developments in the short, medium, and long term. After this analysis, we have included proposals for each stakeholder group to accelerate the development of continuing education and professional development, short Learning programs and microcredentials.

In step 3, institutional and regional/national action plans were proposed by each of the partners, taking into account specific contexts and conditions at institutional and governmental level. In addition, research has been done on current institutional and national policies, interviewing key figures at both levels.

In step 4, recommendations were developed for the institutional, government and EU level on the development of continuing education on personal development, short learning programs and micro-credentials.

As the integration of continuing education and short learning programs and microcredentials in the European Higher Education Area is quite complex, stakeholders (learners, teaching staff, educational support services, social partners) were invited to stakeholder events and the final policy forum to discuss the main results of the project and formulate suggestions for the future.

All this has led to a strengthening of policies, strategies, and frameworks at all policy levels. The project has already provided relevant input to the European Commission's Microcredential in Higher

Education Consultation Group and the Microbol project on the application of the Bologna tools to microcredentials.

In this deliverable are detailed the first two steps: force field analysis and stakeholders outcome on progress markers and plan for change

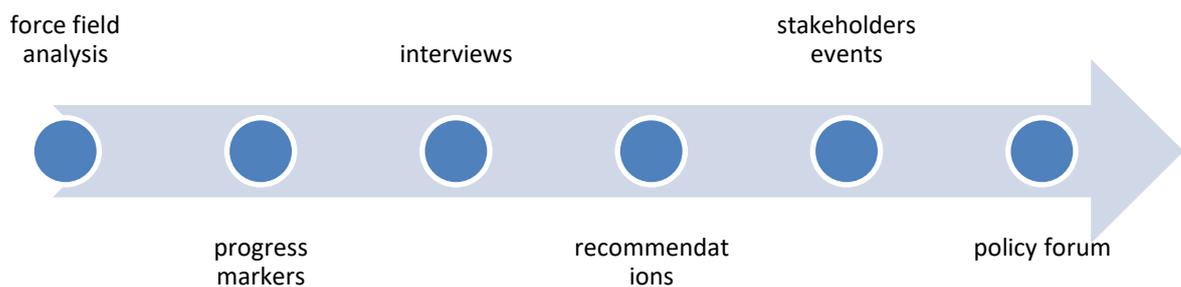


Figure 1- steps taken in WP9

2. Force field analysis 2021

As a first step, at the end of the project, a force field analysis 2021 was made based on the main project results and the changing contexts at different levels since 2017. **See Annex 1**. The changing contexts for digital education became extremely important during the COVID crisis of 2020 and 2021.

On the plus side, the main observations were that:

- the COVID crisis has attracted more continuing education learners to online distance learning;
- universities have an objective need to organize continuing education and professional development digitally instead of face-to-face;
- by offering short learning programmes, open and distance universities have begun to systematically and widely deploy the continuing education and professional development sector alongside online degree programs;

- Forerunner universities have started to change/innovate policies and strategies related to continuing education and professional development, using the potential of blended and online distance learning as it is scalable, accessible and inclusive through its design and flexibility. They start to develop comprehensive and integrated organizational, pedagogical and technological ecosystems for digital education that enable continuing education and professional development for individual learners and collective learning groups in enterprises and organizations;

- More and more universities are organizing MOOCs as a tool for continuing education and professional development, supported and delivered by MOOC platforms. In addition to individual MOOCs, MOOC-based short learning programs and microcredentials are being developed.

- European University Alliances (EUI) and other university networks are important multipliers for innovation in continuing education and professional development and organize short learning programs and microcredentials;

- All national governments are urged to develop policies for microcredentials and short learning programs in line with the European Commission's Recommendation on microcredentials in 2021 to be implemented by 2024. This will lead to strategic discussions on continuing education and professional development;

- The European Union promotes digital continuing education in the Digital Education Action Plan, the European Education Area, the European Higher Education Area, the New Skills Agenda and the overarching Green Deal.

Micro-credentials are a key priority of the European Commissioner. They are discussed in the Commissioner's Consultation Working Group on Microcredentials, in which the EADTU participated. A comprehensive report on microcredentials is published (2021) for discussion at all levels and by all stakeholders.

- National governments follow these developments in the Bologna Follow-Up Group, in particular with regard to the use of Bologna tools for microcredentials (Microbol project, in which EADTU participated).

- The European Commission has made funds available for the COVID-19 Recovery Plan to Member States to also use for education and training.

On the negative side, it was noted that:

- Universities lack expertise and experience in digital education and lack the institutional frameworks and business models to develop continuing education and professional development at the scale of the needs of the economy and society.
- In most European universities, the area of continuing education and professional development is still in an exploratory phase. Solutions for current needs are not available in a timely manner. Institutional developments in online continuing education and professional development do not match the magnitude of the needs in the labor market and in society.
- Institutions lack affordable business models.
- Steps need to be taken to implement and consolidate the results of the ESLP project. The implementation of digital continuing education and professional development requires a rethinking of continuing education offerings, where the ESLP results can help. Universities lack leadership and professional staff to support these innovation processes, while progress is being made in mainstream education after the COVID-19 crisis.
- Misconceptions about digital teaching and learning in many universities still hinder the institution-wide development of online microcredential and short learning programmes;
- In many universities, educational technology is under-developed, and universities lack adequate organizational and pedagogical models for digital education and training.
- Institutional and governmental policies and strategies for continuing education and professional development are still weak.
- In many countries there is insufficient government policy, strategy and support for lifelong learning continuing education and professional development, because a coherent vision has to be developed first.
- The relationship with external stakeholders (social partners, companies, the public sector) for the development of continuing education and professional development sector is too weak.

3. Stakeholder-related outcomes on progress markers, defining impact and actions for change

In a second step, stakeholder-related outcomes of the project on progress markers and actions for high-impact change building on this were formulated.

In the 2021 progress marker table, we show stakeholder-related outcomes in the final phase of the project. **See Annex 2.** It is based on the Roma approach to change (Young, 2014) and includes actor/stakeholder focused outcomes for all key stakeholders: learners, educators, education support services, university leaders, social partners, regions/cities, governments, and Europe (EU and non-governmental associations such as EUA and EURASHE). The table can be compared with the starting table of 2017. It shows very important differences for all stakeholders.

Innovations are defined for each stakeholder group:

- innovations we have seen *in the course of the ESLP project and which we expect in the future;*
- *medium term innovations* that we would like to see activated by the project, but their realization goes beyond the direct influence of the project; and
- *longer term changes* that we would like to see in the future, probably promoted by the project.

The table differs from the initial table at the start of the project (2017), because the project has met expectations. It also provides a glimpse into the future and is inspiring for the development of future policies and strategies.

Due to the complexity of fully integrating continuing education and professional development into the Bologna process and higher education systems, paths of change should be considered uncertain. Policies are made in multiple interconnected spaces in institutions, national governments and the EU. Therefore, the further planning of change must be light, flexible and responsive. It should be monitored beyond the project, learning from experience. The progress markers table can also help with this.

A fourth column has been added to the table describing possible EADTU and regional actions to promote and activate change through policies, strategies, frameworks and practices to promote the integration of SLPs/microcredentials for continuing education and professional development in the Bologna process . This has been done for actions at the level of each stakeholder group.

This table was discussed in meetings with all partners to enable them to further specify it for each university and country involved and to further prepare regional action plans.

3.1. Drafting institutional and regional action plans

As a third step, all partners were invited to update, supplement and specify the action plans in the fourth column of the progress marker table for their institution and their country, taking into account new developments. Each partner had to fill in the table by indicating what they:

- **Expect to see** engagement in the course and at the end of the project (2018-2021)
- **Like to see** messages of the project are taken on board after the project, but in some instances still uncertain change pathways (emphasis on incremental or partial change in most institutions) (2022-2025)
- **Love to see** deeply internalized change, systemic and sustainable in the long term they would love to see at long term (2026-2030)

The results of this work are described in a restricted document containing the institutional/national strategies. These are organized by topic: modularity in microcredentials and SLPs, the combination of an academic and professional orientation; building consistent institutional qualification structures for SLPs and micro-credentials; recruiting students; the supervision of students; the recognition of non-formal and informal learning; developing business models for microcredentials and short learning programmes; the continuing professional development of the teaching staff; experimenting with innovative programs; inclusive course and curriculum design; cooperation with partner universities; microcredentials and developing a vision for the future/transformation of the university 2030; medium and long-term strategic plans for continuing education and professional development; extension schools or similar structures; SLPs and micro-credentials in European alliances; the involvement of social partners; creating knowledge and innovation networks; collaboration with other knowledge institutions in the region; developing a quadruple helix plan with regions and cities; entering into a dialogue with the government and national Bologna coordinators; aligning and collaborating with key national stakeholders by developing scalable facilities; creating a framework for microcredentials and SLPs together with the government; develop sustainable business models together with the government and stakeholders; promoting to government long-term continuing education and professional development strategies; contribute to the EU discussions on the development of microcredentials and SLPs; promoting continuing education and professional development as a fully-fledged sub-area of the offer in the European Higher Education Area; and promoting continuing education and professional development by microcredentials and short learning programs with stakeholders, agencies, alliances and networks at European level.

The document shows the effects of the E-SLP project on current developments and the ambitions of each of the partners for the future. While diversity is seen, there are common trends in the partnership on which exchange of experience, expertise and synergies can be built.

The force field analysis, the stakeholder-related outcomes on the progress markers and the institutional and regional action plans have shown to provide a strong basis for the recommendations. In the D9.2 these recommendations are extensively detailed.

1. Acknowledgment

All the project partners are thanked for their contribution, without their inputs this report could not have been written.

2. Annex I: Force field analysis 2021

Contest: Implementing digital continuing education and professional development in higher education institutions by short learning programs

Strengths	Influence	Positive forces	Negative forces	Strengths	Influence
5	3	COVID 19 crisis has attracted more learners to online distance education, especially in open and distance teaching universities and MOOC platforms.		5	4
		<p>The COVID 19 crisis has drawn more learners to online distance learning, particularly at open and distance learning universities and MOOC platforms.</p> <p>Universities have an objective need to organize digital continuing education and professional development as face-to-face sessions are impossible to organize due to the COVID crisis and physical space is increasingly taken up by mainstream education as smaller groups are taught.</p>	Universities have a lack of expertise and experience in digital education and don't have the institutional frameworks and business models for developing continuing education and professional development at scale of the needs in the economy and society.		
5	4	Open and distance universities have started to deploy systematically the sector of continuing education		5	4

		and professional development next to online degree programs, notably by offering short learning programs.		
		<p>Frontrunner universities started to change/renew policies and strategies about continuing education and professional development using the potential of blended and online distance education as it is scalable, accessible and inclusive by its design and flexibility</p>	<p>In most European universities, the field of continuing education and professional development is still in an exploration phase.</p> <p>Solutions for current needs are not at hand in due time and support services are overwhelmed by the demand in mainstream degree education.</p> <p>Institutional developments in online continuing education and professional education don't cope with the extent of the needs on the labour market and in society.</p> <p>Lack of affordable business models.</p>	
		An increasing number of universities are organizing MOOCS as an instrument for continuing education and professional development, supported and delivered by MOOC platforms.		
5	5	The ESLP project has led to:	Steps have to be taken to implement and consolidate results of the ESLP project.	5 3

		<ul style="list-style-type: none"> • a joint concept on microcredentials and short learning programmes; • models and guidelines for the development of short learning programmes; • academic and professional recognition schemes for microcredential and short learning programmes; • a qualification framework for continuing education and professional development; • models and guidelines for collaborative short learning programmes; • the ESLP portal; • institutional, governmental and EU recommendations <p>Pilot projects have been set up.</p> <p>ESLP empowering seminars have shown real impact on institutional change.</p>	<p>The implementation of digital continuing education and professional development requires the re-thinking of continuing education offerings, by which the ESLP results can help.</p> <p>Universities lack leadership and professional staff to support these innovation processes, while progress is made in mainstream degree education after the COVID-19 crisis.</p>		
5	5	<p>Both university leaders and teaching staff are challenged by the impact of the digital transformation of education. They are very much motivated to find scalable, flexible, high quality and effective solutions.</p>	<p>Misconceptions on digital teaching and learning in many universities are still a barrier for institution-wide development of online microcredential and short learning programmes</p>	5	4
5	3	<p>Frontrunner universities develop comprehensive and integrated organizational, pedagogical, and technological ecosystems for digital education allowing for continuing education and professional development connecting external learners and collective learner groups in enterprises and organisations.</p>	<p>In many universities, educational technology is underdeveloped and universities lack adequate organizational and pedagogical models for digital education and training.</p>	5	3

5	5	Frameworks and instruments for assessing the quality of blended and online education are available (ESG 2015, complementary guide for e-learning; E-xcellence tool EADTU)		
			Institutional and governmental policies and strategies for continuing education and professional development still weak.	3
5	3	<p>Open and distance teaching universities are convinced to offer large scale provisions for online continuing education and professional development in all areas.</p> <p>Traditional universities will develop online continuing education and professional development in some areas only. The main focus remains on blended mainstream degree education.</p> <p>European University alliances (EUI) and other university networks are key multipliers for innovation in continuing education and professional development.</p>	<p>Also, open and distance teaching universities face issues with regard to organizing large scale continuing education and professional developments the right business models are not always in place.</p>	
5	4	All national governments are urged to develop microcredentials and short learning programmes following the Recommendation of the European Commission on Microcredentials in 2021 to	Not enough governmental policy, strategy and support for continuing education and professional development in many countries as a coherent vision has to be developed first.	3

		be implemented before 2024. This will lead to strategic discussions on continuing education and professional development.		
			The relationship with external stakeholders (social partners, enterprises, the public sector) for developing the sector of continuing education and professional development is too weak.	5 3
5	3	<p>The European Union is promoting digital continuing education in the Digital Education Action Plan, the European Area, the European Higher Education Area, the new Skills Agenda and the overarching Green Deal.</p> <p>Microcredentials are a core priority of the European Commissioner. They are discussed in the Commissioner's Consultation Working Group on Microcredentials, in which EADTU participated. An extensive report on microcredentials is published (2021) for discussion at all levels and by all stakeholders.</p> <p>National governments follow-up these developments in the Bologna Follow-Up Group, especially regarding microcredentials, using Bologna tools (Microbol project, in which EADTU participated).</p>		

	<p>The European Commission has provided resources for the COVID-19 Recovery Plan to the member states to be also used for education and training.</p>			
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3. Annex II: Stakeholder-related outcomes on progress markers and plans for change

In the progress marker table below, we show a comprehensive progress marker table at the final stage of the project. It is based on the Roma approach to change (Young, 2014) and contains actors/stakeholder-focused outcomes for all major stakeholders: learners, teaching staff, education support services, university leaders, social partners, regions/cities, governments, and Europe (EU and non-governmental associations like EUA and EURASHE). For every stakeholder group, innovations are defined: innovations we have seen during the course of the ESLP project and expect in the next future; intermediate innovations we like to see probably activated by the project, but their actualization is going beyond the direct influence of the project; and longer-term changes we love to see in the future, probably stimulated by the project.

The table is different from the initial table at the start of the project (2017), because the project has fulfilled its expectations. It gives also a look into the future and is inspiring for the development of future policies and strategies.

Because of the complexity of indicating continuing education and professional development fully in the Bologna process and of the integration of microcredentials and SLPs in higher education systems, change paths are uncertain. Policy is made in multiple interconnected spaces in institutions, national governments and the EU. Therefore, the further planning of change should be light, flexible and responsive. It should be monitored beyond, the project, learning from experience. The progress markers table can help with this as well.

Partners have been invited to update, complete and adapt the table according to new developments, foreseen or unforeseen, possibly referring to institutional and national changes or to the force field analysis.

Expect to see engagement in the course and at the end of the project (2018-2021)

Like to see messages of the project are taken on board after the project, but in some instances still uncertain change pathways (emphasis on incremental or partial change in most institutions) (2022-2025)

Love to see deeply internalized change, systemic and sustainable in the long term (2026-2030)

Actions: at the end of the project, we have added a column describing actions which can be undertaken by individual partners and by EADTU in order to promote and activate change.

ACTORS/stakeholders	EXPECT TO SEE	LIKE TO SEE	LOVE TO SEE	EADTU INSTITUTIONAL AND REGIONAL ACTION PLANS
Learners <i>Priority outcomes 1</i>	More learners get engaged in continuing education and professional development. An increasing number of learners is interested in microcredential and short learning programs from 5 to 30 ECTS with both an academic and professional	Learners see a growing number of learning opportunities for continuing education and professional development accessing the E-SLP portal. By the modular structure of microcredential and short	Learners register whenever they need in microcredential and short learning programs and add achievements in a portfolio (credits, awards, certificates, diplomas, degrees).	Promote the modularity of online distance education programs in your provisions Provide both an academic and professional orientation

<p>orientation for reskilling and upskilling and career development.</p> <p>Learners benefit from the modular structure of microcredential and short learning programs by which they can adapt their study plans according to the study time available to them.</p> <p>Learners like microcredential and short learning programs, because they constitute flexible trajectories, entailing relevant content and new developments in the field; they lead to competences which are relevant and applicable on the work floor; they are well-structured and designed to allow the combination with work; they deliver feedback to learners; they provide interaction with peer groups; and they are rewarded with ECTS study points which are recognized by academia and the labor market.</p> <p>Learners like the learning experience offered by microcredential and short learning programs which are designed according to principles to make it relevant, stimulating and activating.</p> <p>Learners expect that a formal qualification for a short learning program is awarded, which eventually is stackable to broader programs delivering a (degree) qualification.</p> <p>Learners know the ESLP portal which has an entry for learners to give them</p>	<p>learning programs, learners are awarded with qualifications of 5 to 30 ECTS, by which they can structure learning pathways aligned with their personal time horizon.</p> <p>Learners can eventually value stackable microcredential and short learning program qualifications in a degree program</p> <p>Modular microcredential and short learning programs trigger learners to further engage in continuing education and professional development or in degree studies.</p> <p>On the portal, learners find procedures on the recognition of informal and non-formal learning for entering microcredential and short learning programs as well as learning pathways do update their knowledge</p>	<p>Learners engage in a personal LLL plan.</p> <p>The efforts of learners are recognized by academia and employers and are the basis for a lifelong learning culture</p>	<p>in microcredential and short learning programs.</p> <p>Provide microcredential and short learning programs according to an agreed qualification structure, see annex.</p> <p>Complete your microcredential and short learning program files on the ESP portal</p> <p>The ESLP portal provides guidance to students for taking microcredentials and short learning programmes according to their needs, competence level and interests.</p> <p>Improve procedures for the recognition of non-formal and informal learning and develop learning pathways to upgrade competences to entry levels of microcredential and short learning programs.</p> <p>Develop business models for microcredential and short learning programmes affordable for individual learners.</p>
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	<p>guidance on online learning and lead them to repositories of microcredential and short learning programmes offered by the partners.</p> <p>Learners have trust in the quality of online learning and the SLPs offered by the partnership.</p> <p>Learners propose a microcredential or a short learning program as a continuous education or professional development pathway, recognized by their employer.</p> <p>Learners find the fee for short learning programs financially affordable for them (in case it is not paid by the employer, sectoral funds other sources).</p>			
<p>Teaching Staff and Programme Boards</p> <p>1 2 7</p>	<p>Teaching staff and program boards are familiar with the concept of microcredential and short learning programs, leading to both an academic and professional qualification for continuing education and continuing professional development (ECTS, EQF related and other criteria).</p> <p>Teaching staff is able to design microcredential and short learning programmes according to principles of learning design and active learning, based on interactions with staff and peers, using media and tools aligned with the learning outcomes, stimulating learner control within structured pathways</p>	<p>Online distance degree program offerings are increasingly structured in a modular way, awarding microcredential and short learning program qualifications, triggering learners to structure study time according to their personal learning pathways</p> <p>University teaching staff and program boards develop microcredential and short learning programs, meeting the demands of learners with a short time horizon and respecting their work-learning-life balance.</p> <p>Teaching staff and program boards develop microcredentials and short learning programmes for their alumni as postgraduate learning opportunities.</p>	<p>Teaching staff and program boards connect with their professional environment, the region and society at large in order to function as a knowledge innovation center, transferring innovative research and innovation results.</p> <p>Teaching staff and program boards connect with peer faculties and colleagues to improve educational offerings by collaboration and mobility of staff and students.</p>	<p>Organise continuous professional development of teaching staff for designing, developing and implementing microcredential and short learning programs.</p> <p>Experiment with innovative pedagogical, technological and organizational microcredential and short learning programs making them more relevant, interactive, structured and accessible.</p> <p>Improve inclusive course and curriculum design.</p>

	<p>and being inclusive and adaptive to the needs of learners. They benefit from the use of the ESLP models and guidelines for course and program design</p> <p>Teaching staff and program boards are able to embed course and curriculum design in collaborations with external stakeholders such as employers and professional organizations in order to make courses more relevant for continuous professional development, up- and reskilling and career development.</p> <p>Teaching staff and program boards are able to develop collaborative courses and programs and mobility with international partners, using ESLP models and guidelines.</p> <p>From the start of the development of a course or program, teaching staff and program boards seek support by institutional education support services like teaching and learning services, IT services, the course and program administration, the student administration, and legal services.</p> <p>Teaching staff and program boards embed microcredential and short learning programs in the offerings of the faculty</p>	<p>Program boards improve the recognition process for informal and non-formal learning for students and develop microcredentials and short learning programmes as preparatory pathways for degree programmes</p> <p>Teaching staff and program boards publish their study offerings on the ESLP portal to enhance the flexibility.</p>	<p>Seek collaboration with partner institutions to enrich and extend provisions for microcredentials and short learning programs by the mutual recognition of course packages and the mobility/sharing of staff and students.</p> <p>Develop a vision on continuing education and professional development for the Future of the University 2030 in your institution.</p>
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<p>Education Support Services</p> <p>1 2 7 9</p>	<p>Education support services are familiar with the concept of micro credentials and short learning programs?</p> <p>Teaching and learning and IT services advice and guide course teams and program boards in the design and development of online microcredential and short learning programs, using the ESLP models and guidelines.</p> <p>Teaching and learning services coordinate the continuous professional development of staff and program boards with regard to the design development and implementation of microcredentials and short learning programs</p> <p>Teaching and learning, IT and internationalization services advice course teams and program boards from the start when developing collaborative microcredential or short learning programmes in coordination with the services of partner institutions. The institution of the course or programme team leader coordinates this support</p> <p>Teaching staff and program boards take advice from administrative and legal services with regard to student registrations, qualifications an examination regulations, especially in the case of international collaboration.</p>	<p>Education support services update with peer institutions models and guidelines for course and program design, and collaboration and mobility in EADTU EMPOWER</p> <p>Education support services publish research and innovation on changing pedagogies, technologies, organisational models for microcredentials and SLPs on the eU.University BLOOM portal.</p> <p>Education support services advice the Rector of their university and contribute to the institutional implementation of concepts on microcredentials and short learning programs in strategies of the Minister of Education, the EU Digital Education Action plan, the European Education Area and the New Skills Agenda of the European Commission in 2021-2025</p>	<p>Education support services contribute to the institutional concept of the University of the Future 2030 and the development of lifelong learning, continuing education and professional development.</p>	<p>Create institutional synergies between education services and an institutional framework supporting teaching staff and program boards for developing microcredential and short learning programs, notably between teaching and learning, IT, internationalization, legal services, the student and course administration.</p> <p>Create cross-institutional collaboration between education services.</p>
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<p>University leaders <i>Priority outcomes</i></p> <p>2 3 4 7 8 9</p>	<p>University leaders are familiar with the concept of microcredentials and short learning programs</p> <p>Universities review existing institutional policies and frameworks for continuing education and develop new policies and strategies, supported by ESLP experts, in which microcredential and short learning programs have a central place</p> <p>Universities embrace innovative pedagogies and educational technologies building an ecosystem for a large-scale provision for continuing education and professional development.</p> <p>University's deploy microcredential and short learning programs according to ESLP criteria.</p> <p>(EADTU universities create networked and joint microcredentials and SLPs, benefiting from ESLP guidelines)</p> <p>University alliances (EUI) and networks start collaborative initiatives for joint microcredentials and short learning programs for continuing education and professional development based on common concepts.</p> <p>Universities organize continuous professional development of staff for the design and implementation of micro credentials and short learning programs</p>	<p>Universities develop a medium- and long-term institutional strategic plan for microcredentials and SLP's in cooperation with social partners, the regions and the cities</p> <p>Increasingly, universities organize modular degree programs and the number of microcredential and short learning programs grows in order to meet the demands of the economy, regions and society.</p> <p>Universities develop "extension schools" offering scalable and flexible online course provisions next to their degree programs in the mainstream. These extension schools operate as interfaces for continuing education and professional development with public and private enterprises.</p> <p>Universities build a consistent institutional framework for qualifications for continuing education and professional development, based on the concept note in annex.</p> <p>EADTU rectors continue building a common approach to this qualification framework for microcredentials and short learning programmes and approve a multilateral agreement to facilitate recognition, collaboration and mobility.</p> <p>University alliances (EUI) and networks develop collaborative microcredential and</p>	<p>Microcredentials and short learning programs are integral part of the European Qualification Framework and the European Higher Education Area, by which they are fully recognized by academia and employers</p> <p>University leaders develop an institutional concept for the University of the Future 2030 and lifelong learning, continuing education and professional development.</p> <p>EADTU universities create a culture of knowledge flows/networking with next to R&D transfer, education and training for knowledge and competences for innovation in the economy, the region and society at large.</p> <p>University leaders are continuously evaluating and innovating continuing education and professional development in all respects: policies and strategies, plans, staff and student support, pedagogies and technologies, optimizing business models; CPD for staff; and</p>	<p>Build a consistent institutional framework for qualifications for continuing education and professional development, based on the concept note of the EADTU rectors.</p> <p>Develop a medium and long-term institutional strategic plan for the development of microcredentials and short learning programs in collaboration with the social partners the regions and the cities</p> <p>Develop business models for inclusive microcredential and short learning programmes, stimulating individual learners to participate and to private and public enterprises to cooperate.</p> <p>Organize an extension school or similar structure, providing continuing education and professional development, encompassing an administrative, pedagogical and technological ecosystem accessible by individual learners and collective users like enterprises and public services.</p> <p>Build a European alliance for open and distance higher education, organizing cross-</p>
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	Universities and MOOC platforms build together company spaces for offering customized online courses and pathways for the corporate and public sector.	<p>short learning programs and related mobility schemes.</p> <p>Universities alliances (EUI) and other networks mutually recognize course packages in certain disciplines for mobility windows between institutions, and for a fluid credential evaluation when students continue a program at a partner university.</p> <p>Universities and governments optimize business models for microcredentials and short learning programs to make access by individual learners financially affordable.</p> <p>University leaders contribute to the policy development of the national ministers of education on continuing education and professional development and prepare advices to the EU on the development of the European Education Area, the Digital Education Action Plan and the New Skills Agenda.</p>	<p>international collaboration with other institutions.</p> <p>EADTU universities link distributed capacities and resources between institutions in order to create joint strengths and resilience.</p>	<p>border collaborations to strengthen and exchange courses and staff and to synergize expertise for the benefit of each institution. Preparing an EUI alliance.</p>
<p>Social partners</p> <p><i>Priority outcomes</i></p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>8</p> <p>9</p>	<p>Social partners are aware of the needs for flexible education throughout all stages of an employment career and innovation in a company</p> <p>Partners experiment with the co-creation of microcredential and short learning programs by contributing to the needs analysis, the definition of objectives, sharing content offering, (virtual) internships, project work, etc.</p>	<p>Social partners and enterprises are invited by universities for a structural collaboration in “extension schools” organizing microcredential and short learning programs to enrich the professional dimension of micro credentials and short learning programs, next to the academic orientation.</p> <p>Enterprises and professional organizations recognize the programmes and qualifications of</p>	<p>Enterprises (incl. SMEs) and universities participate together in professional or regional knowledge networks for continuing education and professional development.</p>	<p>Involve social partners (public and private enterprises, sectors and professional organizations) at all levels for the development of microcredentials and short learning programs: the course, programme and institutional level.</p> <p>Define modes of cooperation with social partners: needs analysis;</p>

	<p>Enterprises start integrating online learning in in house training packages</p> <p>Universities and social partners create a bond of trust for the development and organization of continuing education and professional development</p>	<p>micro- credentials and short learning programs for delivering an accreditation in a particular profession or field of expertise</p> <p>Social partners and enterprises participate in professional knowledge and innovation networks at the regional, national and international level</p> <p>Social partners take continuing education and professional development on board in sectoral collective agreements financed by sectoral funds.</p> <p>Social partners and universities promote and support governmental and EU policies of continuing education and professional development through microcredentials and short learning programs.</p>	<p>defining or validating course and programme objectives; internships; co-creation of content (eg case studies, skills development, project development, seminars); professional recognition, creditation and accreditation; recruiting learners in companies, sectors, public services; co-delivery of courses in in house CPD programmes; Marketing and advertising.</p> <p>Conclude agreements with social partners (public and private enterprises, sectors and professional organizations) in these matters;</p> <p>Create professional knowledge and innovation networks with social partners for increasing knowledge transfer, innovation and competence development in public and private enterprises.</p>	
<p>Regions and cities</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>8</p> <p>9</p>	<p>Innovative regions have policies and strategies for education and training in place, for example for smart specialization in which social partners and universities cooperate.</p> <p>Other regions are deteriorating, for example by brain</p>	<p>Regions and cities support projects for online continuing education and professional development in collaboration with higher education institutions.</p> <p>Quadruple helix models (research, innovation education and society) initiatives emerge in</p>	<p>Regions and cities have a long-term continuing education and professional development plan, including online education and training , to support enterprise enterprises and SMEs.</p>	<p>Develop a medium- and long-term quadruple helix development plan for continuing education with the regions and cities, gradually shaping your institutional vision on the Future of the University 2030</p>

	drain creating new educational needs	which microcredentials and short learning programmes are instrumental.		Collaborate with other knowledge institutions in the region to optimize notice transfer innovation and competence development in the region and the cities
Governments <i>Priority outcomes</i> 1 2 3 4 6 8 9	<p>Governments discuss the position of microcredentials and short learning programs in the context of European higher Education Area, the European Education Area and the new Digital Education action plan.</p> <p>Governments changed their discourse on continuous education and professional development, microcredentials and short learning programs in order to develop scalable provisions meeting the needs for lifelong learning in the economy and in society at large.</p> <p>The dialogue between universities and governments has been promoted by meetings, conferences and the final ESLP Conference and Policy Forum</p>	<p>Governments Integrate continuing education through microcredentials and SLPs in the Bologna process as part of formal education, next to degree education, linked to the European Qualification Framework and delivering ECTS.</p> <p>For making this happen the Bologna tools are used for defining microcredentials and SLP qualifications</p> <p>Governments are in a dialogue with higher education institutions and higher education councils on the implementation of the European Commission’s Recommendation for the implementation of micro credentials in higher education in the national higher education systems.</p> <p>Governments adopt a framework for microcredentials and SLPs in higher education systems, adapting regulations, standards, and funding</p> <p>Ministries of education seek cooperation with other ministries (social affairs, industry, SMEs,..) for coordinating policies</p> <p>Governments collaborate with universities and stakeholder groups to develop continuing</p>	<p>Governments deploy new policies and strategies for the future of the University 2030 by which universities are supported to develop interfaces and extension schools in direct interaction with stakeholders in society and in the economy (quadruple helix).</p> <p>Governments build a complete ecosystem for lifelong learning by which citizens are facilitated to participate massively to continuing education and professional development during the course of their lives.</p>	<p>Enter in the dialogue with the government and the national Bologna coordinators on continuing education and professional development and the place of microcredential and short learning programs, following up the commendation after European Commission to the Council of Ministers (2021) and the further implementation of it (2024) .</p> <p>Align and engage with major national stakeholders for continuing education and professional development to build develop scalable provisions meeting the needs for lifelong learning in the economy and in society at large.</p> <p>Support the government with developing policies and strategies for all three areas of education: mainstream degree education, large -scale continuing education and professional development meeting the needs of the economy, and open education</p>

		education and professional development policies.		<p>(MOOCs, OERs), (and their interaction)</p> <p>Create with the government a framework for microcredentials and short learning programs in higher education systems, adapting regulations, standards, and funding schemes.</p> <p>Developing with the government and stakeholders sustainable business models for continuing education and professional development</p> <p>Promote with the government long-term strategies for continuing education and professional development in line with a vision on the Future of the University 2030.</p> <p>Coordinate cooperation with governments within EADTU</p>
<p>European level policy makers</p> <p><i>Priority outcomes</i></p> <p>1</p> <p>4</p> <p>6</p> <p>8</p> <p>9</p>	<p>Microcredentials have become a priority policy action of the European Commission, pointed out in the European Education Area. The Commission has issued a draft recommendation to the Council of Ministers of Education to be discussed during 2021. The European-wide recognition of microcredentials in the European Higher Education Area is expected in 2024.</p>	<p>The Bologna Follow Up Group embraces the role of continuing education and professional development in the Bologna agenda.</p> <p>As a consequence of the European Commission's Recommendation to the Council of Ministers on the European Education Area, the implementation of microcredential qualifications will be</p>	<p>The EU supports the large-scale development of continuing education and professional development as a primary area of provision in European universities next to degree education.</p>	<p>Contribute to EU discussions on the development of microcredentials and short learning programs in consultation meetings, European conferences and projects in the framework of the European Education Area and the European Digital Education Action Plan (2021-2027).</p>

	<p>The ESLP project has prepared a scheme for microcredentials and short learning programs based on the Bologna tools which is well received in the Consultation Group on Microcredentials of the new European Commissioner Mariya Gabriel.</p> <p>ESLP experts have also participated in the Microbol project organized by the Bologna Follow-Up Group which produced convergent conclusions on the application of Bologna tools on microcredential and short learning programs and qualifications.</p> <p>The ESP partnership has built a bond of trust between with the European Commission with regard to microcredentials and short learning programs (European voice)</p>	<p>discussed at the national level in all European countries in 2021-2024</p> <p>The Council plans the implementation of microcredential and short learning programs before 2024.</p> <p>EADTU and ESLP experts collaborate with EUA, EURASHE, the European Commission and BFUG on this development and implementation process at the level of the EU and the national governments.</p>	<p>Promote online continuing and professional development as an area of provision and the European higher education area and the European Commission, the European Parliament and the Council of Ministers. Furthermore in UNESCO and the Council of Europe</p> <p>Promote continuing education and professional development, microcredentials and short learning programs with European level stakeholders, agencies, alliances and networks (EUA, EURASHE, ENQA; EUI alliances; university networks like ICDE, Eden, ECIU, Coimbra, LERU, Unica, etc.)</p>
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1= *Creating awareness, openness and interest* for SLPs and the large-scale development of CE/CPD as a necessary part of higher education systems.

2= *Responding to the demand of the public* and looking for their engagement

3= *Responding to other stakeholders* and looking for their engagement

4= *Contributing to the discourse* among policy actors and stakeholders on continuing education/CPD and the need for appropriate policies and strategies in higher education

5= *Improvements in policy making procedure/process*: consulting organisations, taking into account evidence

6= *Changing (or not changing) policy content*: legislations, budgets, programmes or strategies to be developed

7= *Behavior changes for effective implementation*: skills and incentives to deliver

8= *Networking* for supporting the large-scale development of SLPs and CE/CPD in higher education, in order to make different actors/stakeholders working coherently together to implement policy

9= *Contributing to alliances and bonds of trust* between actors/stakeholders to engage for change processes in countries, institutions and stakeholder organisations



European Short Learning Programmes

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Project Duration: 41 months

Start date: 01-01-2018

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Coordinator: European Association of Distance Teaching Universities (EADTU)

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