



D9.2 Policy recommendations at the institutional, government and European level

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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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- P2 Fernuniversität in Hagen
- P3 The Open University
- P4 Open Universiteit Nederland
- P5 Universidad Nacional de Educación a Distancia
- P6 Universitat Oberta de Catalunya
- P7 Hellenic Open University
- P8 Universita Telematica Internazionale UNINETTUNO
- P9 Anadolu University
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1. Study on current institutional and governmental policies

In addition to the institutional and governmental action plans for change based on the project results and the observations of the partners, a study was carried out on the current institutional and governmental policies (2020).

For this study, interviews were conducted by partners on the basis of semi-structured questionnaires.

At the institutional level, the interviews focused on institutional policies and strategies, recognition and qualifications and awards;

At government level, the focus has been on raising awareness of the higher education system and higher education institutions, policy development and management, specific legal requirements and funding rules.

This study added specific contexts and conditions to the progress marker analysis and action plans already formulated by the partners in 9.1.

2. Recommendations at the institutional, governmental and EU level

Based on 9.1 and the research in 9.2.1, recommendations are formulated at institutional, national and EU level.

2.1. At the institutional level

1. **Build a consistent institutional structure for continuing education and professional development qualifications**, based on the concept note (see Appendix 6 - discussed by EADTU rectors).

2. **Stimulate multilateral agreements between institutions on common framework**, which will ensure the recognition of SLPs and stimulate the organization of continuing education, promoting employability and inclusion in a competitive world. Promote international higher education cooperation.

3. Develop, in cooperation with the social partners, **a medium- and long-term strategic plan for microcredentials and short-learning programs** to meet the needs of economic regions and society. These courses can be stacked into modular courses.

4. **Recognize microcredentials and short-learning programs for fluid credential evaluation in networks and alliances** as students pursue a program at a partner university and as **mobility windows between institutions**

5. **Link micro-credentials and SLPs to Target 4.7 of the Sustainable Development Goals** (United Nations, 2015) so that all students can develop personally, academically or professionally (see: Irina Bokova, Director-General of UNESCO. “Now, more than ever education has a responsibility to respond to the challenges and aspirations of the 21st century, and to promote the right values and skills that will lead to sustainable and inclusive growth and peaceful coexistence”).

6. **Develop an institutional concept for the University of the Future 2030 and lifelong learning, continuing education and professional development**, capitalizing on major policy lines of discussions start at the European Commission.

2.2. At government level

1. **Engage in a dialogue with higher education institutions on the implementation of the European Commission Recommendation** on microcredentials in higher education in the national higher education system;

2. **Collaborate with universities and stakeholder groups to develop policies to build a lifelong learning ecosystem** that enables citizens to participate in continuing education and professional development on a massive scale during their lives.

3. **Improve the financing of microcredentials and SLPs to meet the needs of the economy and society related to emerging disciplines**, such as digitalisation, health care, education and training, climate change and other fields.

2.3. At European level

1. **Integrate and recognize continuing education through SLPs and micro-credentials in the Bologna process**, in addition to degree education, as part of formal education linked to the European Qualifications Framework and the delivery of ECTS. Harmonize continuing education awards, which is important for recognition by academia and employers. They increase the flexibility and scalability needed to meet the needs of society and the labor market.

2. To do this, **use the Bologna tools for defining Microcredential and SLP qualifications**, in particular ECTS credits, the SLP Diploma Supplement and levels 5 to 8 of the European Qualification Framework. This promotes the stackability of these qualifications for continuing education in degree programmes.

3. **Create an ongoing dialogue to involve all stakeholders in continuing education**, especially between educational and social partners and governments, to develop lifelong learning at scale in all EU Member States and to understand the relevance of lifelong learning for employability and entrepreneurship enlarge.

4. **Collaborate with university networks and stakeholders to recognize microcredentials and short learning programs as formal elements of the European Education Area**, to harmonize and scale up professional development of lifelong learning in national higher education facilities

5. **Develop policies for the large-scale development of lifelong learning and professional development** as a primary area of provision in European universities alongside degree education.



e)SLP

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