

# Trender i akademia - aktuelle internasjonale saker

v/Jorunn, Karin og Petri

Nordisk møte, Bergen 10.-12. juni

# Tirana EHEA Ministerial Conference Bologna Process

29 – 30 May 2024

47 Bologna Process countries

Marked the 25 years jubilee and adopted next steps to fully achieve it's vision by 2023

ETUCE delegation with press conference and panel highlighting challenges from a union perspective, with examples from UK, Ireland and Germany



# ETUCE/HERSC call on the Ministers to commit to the following

- strengthen academic freedom and institutional autonomy
- sustainable and long-term public funding
- Ensure research-based teaching and learning
- strengthen collegial governance and effective social dialogue
- make the academic career attractive, including attractive salaries, decent working conditions, permanent contracts,
- respect and protect intellectual property

**«Teachers' working condition are students learning conditions»**

## Utfordrer regjeringen til å støtte europeisk fagforenings-initiativ

Den norske regjeringen må støtte et fagforenings-initiativ for bedre arbeidsvilkår og styrket akademisk frihet i europeisk utdanning. Det mener Forskerforbundets fagsjef Jorunn Dahl Norgård.





Education International  
Internationale de l'Éducation  
Internacional de la Educación  
Bildungsinternationale

CSEE  
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### CALL TO MINISTERS OF THE BOLOGNA PROCESS

For the Tirana Ministerial Conference, May, 2024

The digital and green transitions, the health and cost-of-living crises, demographic changes, attacks on fundamental values such as human rights, the rule of law and democracy, freedom and respect of knowledge and science, and Russia's war against Ukraine and the risk of its escalation are having a strong social, economic and political impact on the European Higher Education Area (EHEA) and higher education and research personnel.

The European higher education and research sectors and their personnel have a key role in defending the fundamental values of higher education, human rights, democracy and equality, based on these values, from generation to generation, and

# Tirana Communiqué – some wins

We reaffirm our commitment **to protect, promote and uphold academic freedom.**

We acknowledge **the crucial role of teaching staff** in supporting high-quality, learner-centred and innovative learning and teaching. Teaching should be on equal footing with research and other professional tasks, including transnational cooperation and community engagement. To ensure this, institutions need to offer adequate and **attractive working conditions, staff development opportunities**, and assessment and career progression based on appropriate criteria and metrics.



# 25 years with Bologna – What about the future?



/SULF/

**EU + EHEA**



Comité économique  
et social européen

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en Sociaal Comité

[www.eesc.europa.eu](http://www.eesc.europa.eu)



# ESG 1:5

## 1.5 TEACHING STAFF

### STANDARD:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

### GUIDELINES:

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment

- sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
- offers opportunities for and promotes the professional development of teaching staff;
- encourages scholarly activity to strengthen the link between education and research;
- encourages innovation in teaching methods and the use of new technologies.

# QA-FIT Expert Board, Quality Assurance Fit for the Future

- One of the main questions that will be addressed during the QA-FIT project is whether the ESG are ready for the future, and if not, how to make sure they are.
- Various stakeholders had appealed to make further revisions to the ESG in order to reflect recent developments in higher education, allow more room for innovation in quality assurance in the future and facilitate a more flexible application of common standards as well as room for development of alternative approaches.
- To this end, the QA-FIT project aims to gather comprehensive evidence and reflect if and how the current EHEA framework of the ESG is perceived to limit the responsiveness of quality assurance to trends and innovations in higher education.



# QA-FIT Expert Board, Quality Assurance Fit for the Future

- What are the main purposes and benefits of having a common European quality assurance framework? should be addressed by quality assurance.
- How do you/your members perceive the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)? What is the level of awareness and relevance?
- Should the ESG be a tool to develop and enhance systems, through good practice and innovation, or focus on achievement of minimum standards of quality?
- From your perspective/the perspective of your members, what are priority issues that

# EEA Strategic Framework WG on Higher Education

Some notes from the agenda next week

- European Degree Package
- Academic Freedom (with Sjur Bergan)
- Micro-credentials



# Introduction to the upcoming Communication on a blueprint towards a European degree



# Policy objectives

01

Increased  
employability  
&  
skills relevance

02

Increased transparency  
&  
visibility  
of higher education  
systems

03

A driver for  
Strategic cooperation,  
Global competitiveness  
& attractiveness

# European degree: horizontal principles



Delivered at national, regional or institutional level, in full respect of **subsidiarity, institutional autonomy and academic freedom**



Awarded jointly and **on a voluntary basis** by universities across Europe



Fully based on existing **Bologna Process tools** (no duplication of processes)



Cutting the red tape in establishing joint degree programmes, hence, **reducing administrative burden**

Based on **common European criteria** tested and agreed with **Member States, stakeholders and HEIs**

# European degree: horizontal principles

*would NOT be  
awarded by a  
European body*

*would NOT  
replace  
national  
degrees*

*HEIs decide  
voluntarily  
if they want to  
offer it*

*/SULF/*

**Tack.**



PROFESSORILIITTO  
PROFESSORFÖRBUNDET  
FINNISH UNION OF UNIVERSITY PROFESSORS

**Nordic meeting, Bergen, 10-12 June 2024**  
***Trends in academia: The HE package of  
the EU***

**Petri Mäntysaari**



# Background, the TFEU

The EU's core HE policy is based on the research and education provisions of the TFEU.

## 1. Research

- Article 179(1): "... European research area ... becoming **more competitive** ..." 😊
- *DG Research*, ERA, A New European Innovation Agenda, Pact for Research and Innovation in Europe

## 2. Research-based education

- Not mentioned in the TFEU 😞

### 3. Education

- Article 165(1): “The Union shall contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and supplementing their action, while **fully respecting the responsibility of the Member States** for the content of teaching and the organisation of education systems and their cultural and linguistic diversity.” 😊
- Article 165(2): ”... European dimension ... mobility ... recognition ... cooperation between educational establishments ... distance education ...”

- No goal other than “quality education” - and the general goals of the EU ☹️
- The regulatory strategy of the Commission is based on reliance on (politically binding) **recommendations** rather than (legally binding) legislative acts.
- *DG EAC*, EEA, European strategy for universities, Recommendation on building bridges for effective European higher education cooperation

In the long term, the EU's HE policy will be aligned with the core treaty objectives.

At the core of the EU you find:

- the single market
- the four freedoms
- mutual recognition
- standardisation

# The higher education package

## The (initial) HE package

- [Communication](#) from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a [European strategy for universities](#) (COM(2022) 16 final, 18.1.2022).
- [Council Recommendation](#) of 5 April 2022 on [building bridges](#) for effective European higher education cooperation (OJ C 160, 13.4.2022, pp. 1–8).
- [Council conclusions](#) on a European strategy empowering higher education institutions for the future of Europe (OJ C 167, 21.4.2022, pp. 9–17).

## The European degree package (the new HE package)

- [Communication](#) from the Commission ... on a blueprint for a European degree (COM(2024) 144 final, 27.3.2024)
- Proposal for a [Council Recommendation](#) on a European Quality Assurance and Recognition System in Higher Education
- Proposal for a [Council Recommendation](#) on attractive and sustainable careers in higher education 😊
- Commission staff working document - Accompanying the documents Communication ... on a blueprint for a European degree - Proposal for a Council recommendation on a European quality assurance and recognition system in higher education - and - Proposal for a Council recommendation on attractive and sustainable careers in higher education (SWD/2024/74 final)

# Careers (quality education)

- Value engagement in transnational cooperation.
- Value diverse roles.
- Encourage respect of collective agreements, effective social dialogue, and the autonomy of social partners.
- Provide attractive, inclusive and competitive working conditions.
- Engage in more evidence-based policymaking.

# European degree (stand. & mutual rec.)

Press release

[https://ec.europa.eu/commission/presscorner/detail/en/IP\\_24\\_1741](https://ec.europa.eu/commission/presscorner/detail/en/IP_24_1741)

- “The blueprint ... paves the way for a new type of joint programme, delivered on a voluntary basis at national, regional, or institutional level, and based on a common set of criteria agreed at European level.”
- “... a European degree recognised automatically across the EU ...”
- “... a gradual approach for Member States towards a European degree, with two possible entry points ...”
- “A preparatory European label: a label would provide a strong European branding. It would be given to joint degree programmes which meet the proposed European criteria: students receive a European degree label certificate together with their joint degree.”
- “A European degree: this new type of qualification would be based on the common criteria and be anchored in national legislation. It would be awarded either jointly by several universities from different countries or possibly by a European legal entity established by such universities ...”

ETUCE comments

<https://www.csee-etu-ce.org/en/news/education-policy/5472-etu-ce-s-analyses-on-the-new-european-degree-package>



# Quality assurance (accreditation)

The stated goal: simplify accreditation.

Key things to focus on:

- “the European Approach”
- “quality assurance agencies registered in EQAR” (*EQAR strategy = freedom to choose QA agency, automatic recognition*)
- “full alignment with the ESG” (*Standards and Guidelines for Quality Assurance in the European Higher Education Area an important piece of future standardisation*)
- “For educational provisions leading to micro-credentials, use the European Approach to micro-credentials for lifelong learning and employability and the Union principles for the design and issuance of micro-credentials as a reference.” (*In the long term, these principles likely to be applied generally.*)