



**BOLOGNA
PROCESS
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1999 - 2019

Bologna, June 24 - 25 | 2019

BOLOGNA PROCESS BEYOND 2020: Fundamental values of the EHEA

PROCEEDINGS

Edited by
Sijbolt Noorda, Peter Scott and Martina Vukasovic



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Introduction

On June 24, 2019 Bologna saw the festive celebration of the 20th anniversary of the Bologna Declaration, which in 1999 was signed by education ministers of 29 European countries. This marked the beginning of the so-called Bologna Process, creating the European Higher Education Area (EHEA), which by now encompasses 48 countries.

There was every reason to celebrate this great initiative and the movement it started; even more so as it is hard to imagine that such an initiative would be taken and as widely followed today, under the present international conditions. Hence the European Higher Education Area is a precious legacy, to be cherished and honoured, an accomplishment of the past as well as a promise for the future; which finely characterizes what higher education itself should be and should do.

On the next day the University of Bologna, in cooperation with Magna Charta Observatory and the European University Association, hosted an academic conference, to identify important future challenges for universities and their role in society. The conference, which drew over a thousand participants from over seventy countries, was intended as an analytical as well as an agenda-setting contribution to the design of the Bologna Process in the decades to come. The proceedings of this meeting would then be presented to the 2020 EHEA Ministerial Meeting in Rome.

The idea behind designing and organizing this academic conference was that for all the important work of the ministers of the EHEA countries, their staff and the Bologna Follow-Up Group it would be meaningful to invite teachers, researchers and students to contribute to thinking ahead about the future of the EHEA and make suggestions for its dimensions and directions. At the end of the day it is the classrooms that decide what will be the genuine take-away of new generations of students and what bearing they will have on the development of society. In my days as president of a university I used to say that a university without students is as a bike without wheels: a sorry sight. The same could be said about fine declarations on Higher Education ideals that find no base or response in the classroom.

The organizers had identified five clusters of themes that seemed to be particularly relevant. They are a subset of one overarching theme: *in what way can universities be trustworthy communities of teaching and learning for a sustainable future for all citizens of our very diverse societies?*

Speaking on this theme Maysa Jalbout advocated that closing the educational gap by educating the most vulnerable and truly opening up Higher Education for all who need it regardless of status or financial means should be the top priority in the decades to come, for ministers as well as for universities and teachers.

In addition to this keynote the present publication contains all keynotes of invited speakers on all five themes. After that come selected contributed papers on these themes, some of which were already presented at the conference. In conclusion this volume includes reports of five roundtable sessions composed by the students that organized these sessions.

The first of these was on Academic Values. Autonomy, academic freedom, equity and integrity have entered common usage in recent decades. They are considered to be among the core values of academia and crucial conditions for trust and reliability. Yet making declarations about such principles of good practice isn't the same as actually embracing and practicing them. Clientelism, commodification, competitiveness, corruption are only a few among the many deviations from good and fair practice. How to combat these aberrations, how to build strong communities of good practice and how to monitor living or cheating academic values in the EHEA – these are the types of questions that should be addressed. Speakers and discussants stressed the need to better define, monitor and protect academic freedom, in the interest of the free pursuit of knowledge as well as the practice of open, respectful dialogue. At the end of day universities are and should be learning and exercising fields for democratic culture in society.

The second session addressed Student-Centred Learning, a concept often used but still imperfectly put in practice in many places.

Students are the primary *raison d'être* of any university. Their successful knowledge and skills acquisition and their subsequent graduate careers are what universities are for. So it comes as no surprise that student-centred learning has become a standard phrase in curriculum design, in quality assurance as well as in educational policies. At the same time mass enrolment, standardized performance measuring and classroom traditionalism are anything but promoting student agency, individual sense of ownership and freedom of choice.

At the conference a number of colleagues have presented inspiring cases of good practice and successful innovations, at the same time urging Bologna Process partners to re-ignite the fire of student-centred learning. As one of the speakers put it, learning to cultivate your own agency and make reflective judgments is a crucial educational asset and a top skill with enduring value throughout graduate careers.

'Providing Leadership for Sustainable Development, the Role of Higher Education' was the title of the third session.

The Sustainable Development Goals are set by the United Nations to achieve a more sustainable future for all. They each are specific and interconnected at the same time. It is crystal clear that working towards these goals requires skilled people and the right kind of policies, innovative solutions and constructive collaborations on many fields. Interdisciplinary teaching, learning and research at universities have a key role to play. For the EHEA this goal setting requires a deep rethinking of traditional education and the design of innovative research projects and programs.

At this session speakers and discussants – among them a good number of students – contributed by giving powerful impulses, sharing good practices and attractive in-

centives to academia. If Higher Education and Research systems in the EHEA would embrace their leadership responsibilities for sustainable development in a strategic and effective manner, they would be serving their societies well.

The fourth session was about the Social Dimension of Higher Education.

Universities do not exist for themselves or for members of their academic communities in the first place. Their role and use for society. This poses a catalogue of challenges. If society is to benefit, how can this best be done? If society is to benefit, which society are we talking about? How can existing inequalities of Higher Education and Research in terms of access and outreach be smoothened? How could academia avoid elitism and become a diverse community itself? As super-diversity is a characteristic of many societies in our time, it is a true challenge for universities to truly reflect and embrace this trait. Is HE ready to move beyond indicators of productivity in research and teaching and integrate scientific excellence with social responsibility?

One of the keynote speakers answered this last question by presenting and defending the thesis that excellence clearly is not enough. Universities may like to focus on what they are good at, they should put more weight on what they are good for, what their role and purpose in society must be.

‘Careers and Skills for the Labour Market of the future’ was the subject of the fifth session of the conference.

There is already a long tradition of skills and competences-oriented education to respond to the assumed demands of a developing labour market. This has been a welcome addition and correction to a knowledge base driven curriculum.

It seems, however, that additional adjustments are needed. Skills and competences have usually been defined in terms of a changing world of technological innovation, business reinventions and global connectivity. Isn't another look at the labour market of the future needed, one that includes social innovation, local relevance and community development? Our societal developments require profound and agile skills in teachers, local leadership professions and competences for community build-up.

In a wider perspective one of the keynote speakers stated that while a good match between education and labour markets is crucial, it isn't always easy to make this match; either because of traditional, out-of-touch education or because of underdeveloped labour markets. It is particularly challenging to design curricula and set goals in terms of skills and competences that intend to be future-oriented when at the same time employability is still defined in traditional ways and by established preferences.

This and much more can be found in the following pages.

In conclusion, it gives me great pleasure to thank all those who have contributed to the success of the Bologna Conference, its organization as well as its deliberations. The organizers were especially pleased with a high number of student participants and the many academic colleagues who are no regulars at EHEA meetings.

In addition, I would like to thank Federico Cinquepalmi, David Crosier, Giacomo Di Federico, Eva Egron-Polak, ESU, Liviu Matei, Alessandra Scagliarini, Peter Scott, Martina Vukasovic and Lesley Wilson for their invaluable help at the

assessment of the many abstracts that were submitted. Special thanks to Martina Vukasovic and Peter Scott for sharing with me the task of editing the contributions to the present volume.

Last but not least, I would like to acknowledge the generous support of the Italian Ministry for Universities and Research and of the University of Bologna, highlighting the role of Rector Francesco Ubertini. Without his energetic leadership none of this would have happened.

Sjbolft Noorda
Chair Magna Charta Observatory Council

Full papers
Keynotes

The Greatest Impact of Universities: Educating the Most Vulnerable

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Abstract: *Universities can have the greatest impact by serving the education needs of the most vulnerable people in the world. Universities need to shift their mission from educating the few to educating all; and they need to play a much more significant role in contributing to making learning possible at all levels.*

Keywords: *Impact; Inequality; Open; Refugees; Vulnerable.*

In 2015, the Yerevan Communiqué reaffirmed The European Higher Education ministers' commitment to inclusive higher education with the understanding that it contributes to inclusive societies. This was one of the most important commitments made by a collective group of higher education officials. The Yerevan Communiqué was ambitious. It called for making higher education more accessible to students from all disadvantaged backgrounds – including those who are from lower income families, from migrant communities, and young women who choose traditionally male specializations.

Universities are best positioned to assess whether each of their countries and institutions have done all they can to be more inclusive. Yet, there is a need to do much more. If universities work together, universities can turn one of our world's most unconscionable injustices – unequal access to quality education – into one of the greatest hopes for our future.

Addressing the education divide is not only a moral obligation; it is a crisis that can be averted. More than that, it is an opportunity to address some of the biggest challenges we face as a human race. No university would argue against a more inclusive education. I worry, however, that too many universities still equate more inclusion with less quality, more students with less research or even more flexibility with less innovation. This perspective would be mostly justified if we only attempted to do better at what we are already doing. The urgency and scale of the challenge we are facing, however, does not afford us the luxury of time to tinker with existing processes nor does accelerating our existing efforts give us the impact that we need.

Unprecedented challenges require unprecedented solutions. Nothing less than a complete shift in the way universities see their role in society will be enough. Universities need to shift their mission from educating the few to educating all. Today, more than ever, we are in urgent need for universities to lead the way in

educating everyone but especially the most vulnerable people in their communities and around the world.

Europe, like most of the world, is grappling with worsening and persistent challenges resulting from the slow or exclusionary progress for the most vulnerable people. Income inequality remains at an all-time high. In Europe, the average income of the richest 10% is 9 ½ times higher than that of the poorest 10% [1]. Climate change threatens to destroy our planet altering the course of humanity. Income inequality, like conflict and climate change, affects the most vulnerable more disproportionately, everywhere. And, recent reports project that it will take more than 108 years for women to achieve gender equality.

Education is both a remedy and at the root of inequality. Data shows that education attainment is directly related to higher levels of income and equality. For example, the World Bank estimates that every year of a women's education increases her income by 10% - 20% [2]. Yet, girls and women lag behind in access to education at all levels in many parts of the world, including in traditionally male dominated fields such as STEM education in the developed world. And, low-income, rural and first-generation students around the world are much less likely to enter and complete university. And, only 1% of refugees have access to higher education globally [3].

It is important to take a moment to recognize that universities face tougher times than ever. They are expected to reform more quickly than the societies they operate in while public funding for universities continues to be reduced. At the same time, they are expected to innovate and produce graduates ready for a changing world. Yet, despite how challenging it may be for universities at this time, there has never been a more critical time for them to have a greater impact on the world. Universities can and should educate the most vulnerable. All young people deserve an education, the world needs it and advances in and technology help make it possible.

Universities need to adopt two bold strategies to making higher education more inclusive at larger scale and with greater impact.

First, universities must make higher education open for all who need it regardless of status and financial ability. Common inclusion programs such scholarship programs like those offered by universities, governments and foundations are important and have had a marked impact on the lives of thousands of students in Europe and around the world. But, they cannot be the answer alone. The number of young people who deserve a quality higher education far outweighs what any one entity can offer. Even massive contributions to university endowment funds will only reach a select and lucky few every year.

In the meantime, inequality in access to education continues to grow. Access to higher education has become one of the most divisive socio-economic barriers of recent times. Every life changed by a university scholarship or financial aid is a life worth celebrating but scholarships that target students' merit and financial need often end up supporting some of the brightest students in the world. For every student who does receive a scholarship, there are thousands more who do not get the chance at continuing their education. For this to change, universities must refocus their efforts from raising

funds for a few select students to opening their education to everyone who needs it. With the advancement in technologies and improvement in online learning, arguments such as needing to maintain small class sizes or limited campus spaces no longer hold.

The universities that will have the greatest impact on the world will also be the most inclusive and it cannot be limited to a few universities. In the United States, the University Innovation Alliance is made up of universities as diverse as Georgia State to Purdue. The 11 universities came together with a common goal of innovating within their universities to significantly increase access to education among first generation students from 27% to 30% by 2022. One of the Alliance members – Arizona State University – has ranked as the most innovative university in the US by adopting metrics that measure how many students they take in rather than how many they keep out. One way they achieve this is by creating many pathways to entering and completing a degree such as offering online freshman courses and accrediting online courses towards full degrees. A recent example includes their recent collaboration with MIT, where students who successfully complete MIT's MicroMaster's in Supply Chain Management, can automatically receive credit and enrol in ASU's Masters. These innovative online solutions are encouraging and have the potential to be replicated by universities worldwide, including in Europe and by all the universities represented here today.

Technology is not a panacea. Education solutions that simply transfer courses offered face to face to online platforms, work for too few students to be worth any university's effort let alone have a large impact. Too many doomed-to-fail initiatives garner a great deal of attention and financial support with a promise to deploy the latest technology to deliver education to the most challenging contexts. These initiatives most often have three strikes against them: they do not understand the needs of the populations they intend to serve; they are too expensive; and they underestimate the commitment required to make their efforts succeed. By contrast, initiatives that have succeeded are designed around the needs of vulnerable populations. For example, rather than offer courses in the main language of instruction (primarily English), universities that have local partners understand that the most marginalized populations have limited access to English language training. Rather than offer courses online only, they build them around support from local organizations that offer counselling and mentoring. And, rather than end their commitment to students at graduation, they plan from the outset for how their offerings are going to help them transition to sustainable livelihoods.

In summary, if universities are truly committed to the mission of educating the most vulnerable, they redesign their education to meet their needs.

Second, universities must give higher education a higher purpose – the purpose of making learning possible for everyone at all levels of education.

Many universities perceive the business of widening the pipeline to university education to fall well outside of their jurisdiction. After all, K-12 education and adult education are led by other institutions and often regulated by other levels of government. Universities are especially reluctant to delve into the business of other levels of education, if they view themselves as research institutions only rather than hubs of teaching

and learning. But, if universities are committed to helping make education radically more accessible, they will reconsider whom they see as their students.

Studies have shown time and again that preparing students for success in colleges and careers must begin much earlier than the first year of university. To be truly inclusive, universities must partner with schools to ensure that students are prepared from the earliest age possible. Early counselling and mentoring programs can alter the trajectory of a student by helping them make good choices and develop the skills they need to succeed in university and beyond.

At the adult education level, universities are well positioned to offer up-skilling courses such as MOOCs. Early impact studies of MOOCs show that short online courses and credentials have had the largest take up among adults who are educated and are already in the workplace. They enrol in popular courses like coding and data analytics as a way to get ahead in their careers or in anticipation of career changes. MOOCs need to be rethought if they are to be more relevant to those who have not had access to an education or are unemployed. MOOCs alone are not a solution for reaching the most vulnerable but they do express an important sentiment and that is university innovation in making education more accessible does not have to be limited to transition to and from university education.

Universities, especially when they work in alliances, have unparalleled resources of talent and tools that could be used to solving the world's education challenges. To date, universities have not been tapped for the enormous potential they could offer in the way of research and experimentation in delivering education for all, especially for the most vulnerable. Universities must set themselves apart by not accepting the idea that we have to wait more than one hundred years for the world to close the education gap for all children. Universities and their partners can start by questioning why we do not see similar levels of intense research, resourcing and innovation in education as we see in other sectors.

Early childhood education is an area where universities can play a bigger role. Science shows that early childhood education can completely rewire a child's brain, setting them up for a lifetime of successful learning and good mental health. Yet, access to early childhood education is unequal for low-income children everywhere. And, in low-income countries only 1 in 5 children are lucky enough to have access to some form of early childhood education [4]. The scale and magnitude of the early childhood education challenge has never been met with the necessary level of commitment by universities or otherwise. Investment in early childhood research and programming is very low the world over.

Universities can change the future of every child in a reasonable amount of time, if they commit the same level of enthusiasm and resources they have made available to other sectors such as health. After all, it was not long ago when we could not imagine the progress universities have made in stem cell research and 3D printing of organs. Why should we not imagine that universities could not help every young child access an education or that we could close the 100-year education gap much faster than current projections?

Universities should not stop at seeing themselves as institutions limited to helping more students transition into and out of university successfully but begin to see themselves as the best hope the world has to develop new education solutions. As institutions that have helped alter the course of society for the better so often in the past, we need universities to lead the way in changing the current course of education. It is time to expand the mission of universities from educating the few to educating everyone, including those who are most vulnerable.

There are university presidents who were refugees, heads of global institutions who were children of economic migrants, and women in political office who were born in countries where girls have no rights. Every child under 6, every girl child, every refugee youth, every economic migrant, every woman deserves the same chance at success. And, universities can make it possible, if they truly harnessed their power for the purpose of educating vulnerable people.

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Academic freedom in the European Higher Education Area: crisis or celebration?

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Abstract: *This paper addresses briefly three topics: (1) the achievements of the European Higher Education Area (EHEA and its sui generis, unprecedented nature); (2) the need to recognize the people who made these achievements possible; (3) what can be considered as the single biggest failure of the Bologna Process thus far, namely the crisis of academic freedom in Europe.*

Keywords: *crisis of academic freedom; European Higher Education Area; university autonomy.*

1. The Bologna Process turns twenty: failures and reasons to worry, but remarkable achievements as well

Whatever the shortcomings of the Bologna Process, and there are many [1], we have a lot to celebrate as we mark its 20th anniversary in 2019. I would like to propose that the achievements of the Bologna Process include: the design and implementation of a new structure of degree programs in Europe; the emergence of new, European models of master and doctoral education, and the extraordinary expansion of master education in Europe; the emergence of a European model of quality assurance; new principles and tools in higher education policy and management; some new developments in higher education pedagogy; the emergence and assertion of a European model of university autonomy; the unprecedented intra-European mobility, etc. The most important achievement, however, for me, is the creation of a common European space for dialogue and action in higher education. This space includes nowadays 48 European countries – basically all countries of the continent. In terms of political geography of higher education, this is unprecedented. The EHEA brings together an entire continent, in spite of numerous and momentous national differences; it is a mosaic of different languages, economic systems, political regimes and educational traditions. The EHEA is not only a nominal transnational common space for higher education; it has a real substance, in spite of the variable geometry in the implementation of the commonly agreed upon principles, models and concrete reform measures of the Bologna Process. Moreover, the reforms, innovations and transformations made possible by the Bologna Process are sometimes of spectacular magnitude, such as those mentioned in this section.

2. The “Bologna soldiers”

Many European organizations, but also anonymous individuals – students, academics, administrators and policy makers – have made a contribution to the vast changes of the last 20 years in the European higher education stimulated by or generated directly within the Bologna Process. These are the people I like to call the “Bologna soldiers”. I am one of them myself. 2019 should be their celebration. I find it important to evoke them because they are never acknowledged. In fairness, history is ungrateful not only with the foot soldiers in higher education, who remain always anonymous, but also with the leaders and groundbreakers, who most often remain anonymous as well. We rarely know where major initiatives, which have changed the face of higher education if not the world, originate. Who had the idea of the GI bill in the US in 1944, which opened the door to the massification of higher education? Who exactly in 1999-2000 had the idea of the European strategy for a knowledge society, and, as part of this, of a European Research Area? Who invented the Erasmus program, one of the most remarkable episodes in the history of higher education worldwide? Very few know, and no particular individual gets recognition for it. For the case of the Bologna Process, not only the general public, but even most of the people who have studied or worked in universities in the EHEA in the last 20 years and whose life have been dramatically impacted by this Process don’t know who devised it or any of its major distinct components and constitutive initiatives.

3. The crisis of academic freedom in Europe

University autonomy and academic freedom are matters of global relevance. They are universal values in higher education. They are also challenged everywhere; they are **global challenges** nowadays [2]. And yet, as policy concepts and practical facets of governance in higher education, they acquire specificities that have to do with particular contexts. It is with this observation in mind that I would like to argue that we, in Europe, or the EHEA, are facing a crisis of academic freedom presently and that we have to take ownership of this **European** crisis.

The situation of academic freedom is in many respects different in Europe compared to other regions of the planet, which are not without challenges either. There is also significant variation within Europe itself. There are, in particular, national differences having to do with traditions, legislation and regulations, and also with the nature of the current political regimes in each European country.

Why talk about a crisis of academic freedom after having just cited reasons for celebration and some very significant, even breath-taking achievements in the EHEA? Is this assertion about a European crisis of academic freedom justified? What is the nature of this crisis? Is there a way out? Is there a European solution to a European crisis? Should any solution to the crisis of academic freedom in Europe

be based, instead, on a global-universal perspective? Or, perhaps, rather on national efforts and regulations?

I would like to argue that there are two main dimensions of the crisis of academic freedom in Europe. One is intellectual in nature, or conceptual: we lack a clear concept of academic freedom in Europe, a definition or conceptual articulation that would have academic, legal, regulatory or policy relevance. We have a common European higher education area, but no explicit common conceptual reference in it for academic freedom.

The second dimension of the crisis of academic freedom is empiric: academic freedom is under attack in many EHEA countries. It is challenged, even threatened. This is a recent development, in part the result of a changing political climate, with new ideologies and public policy narratives that undervalue liberty and freedoms more generally, including the freedom of science and higher learning. A new political epistemology is spreading in Europe. In the thinking and action of powerful political forces the last few years have marked the corrosion of the centrality of policy concepts supportive of university autonomy and academic freedom, such as knowledge society, democratisation, Europeanisation or social inclusion. This new political epistemology is not supportive of higher education in general and may simply not tolerate academic freedom [3].

The most severe situation in the EU is in Hungary. In 2010, the Hungarian Constitution was amended, the principle of academic freedom was abolished and substituted with the principle of government control. Since 2017, my institution, Central European University (CEU), has been subject to repeated attacks from the regime instituted by Viktor Orban. As a consequence of these attacks, CEU will be forced to go in exile to another country from September 2019. This too, forcing a university out of a country, is an unprecedented, unexpected and unbelievable development in an EU member state in the 21st century. It is not a good development, obviously, but rather a brutal example of infringement of academic freedom in Europe and of the failures of the Bologna Process. The other Hungarian universities, while remaining open for business in Hungary, are subject to a degree of control from the government that is reminiscent of the totalitarian regimes of the 20th century. More recently, the government decided to disband the network of research institutes of the Hungarian Academy of Sciences, the most prestigious research institution in the country.

There are many cases of infringement of academic freedom in Europe. This is not a Hungarian disease only. Some are well-known, other less so, some quite extreme, other rather insidious. The severe restrictions, even repression, of academic freedom in Turkey are public knowledge. The government has closed down entire institutions, fired faculty and staff, and sent academics and students to jail by the thousands in the wake of the coup of 2016. Turkey is not a member of the EU, but it is a European country and an important member of the EHEA.

Of course, the situation is not identical or equally bad in all EU and EHEA countries. But there are worrying signs elsewhere too, including in Western Europe. In 2017, for example, a member of the UK parliament from the main governing party sent a letter to all vice-chancellors asking that they submit to his office the names of any aca-

demics who teach European affairs-related subjects, Brexit in particular, and all teaching materials, paper-based or online used by these academics. This incident represents a significant attempt at intimidation and restriction of academic freedom. It generated a lot of emotion in the UK. At a conference I attended two years ago, a senior policy maker from another Western European country stated that academic freedom is a concept of the past, a privilege for a small elite, and therefore in no need to be protected or perpetuated. He said that we should simply stop talking about academic freedom, which is not a value or principle that makes any sense today. In Italy, just recently, an Italian politician tried to impose that a particular book, based on serious research, be removed from the list of readings for a particular course at the at the Università di Bologna because it dealt with the political organization of this particular politician. This too is an attempt at restricting academic freedom. Gender studies degree programs are banned through national regulations and acts or university-level administrative measures in at least two EHEA countries.

In Europe, we have developed a model of university autonomy, embedded in the EUA Autonomy Scorecard. This Scorecard is supposed to be only a monitoring tool. However, the “tool” is in reality also a conceptual model of university autonomy, and as such highly influential on our continent and worldwide [4]. This model of *autonomy* does not mention *academic freedom* at all, not even as a phrase, and there is not similar European model for academic freedom. This is another illustration, I would like to argue, of the crisis of academic freedom in Europe: we have a model, a common reference for autonomy, but not for academic freedom.

These examples are not isolated, nor exactly random either. They belong to a trend; they are symptoms of a deeper illness. A lot more can be mentioned, unfortunately, even though there is no systematic monitoring of academic freedom in the EHEA. Are examples like these, however, sufficient to support the assertion about the existence of a crisis of academic freedom in Europe? This can be debated. I believe that the list of recent incidents involving infringements of academic freedom is sufficient to make us worry. Moreover, carefully analysed, it does prove the point about a real-life crisis of academic freedom. This crisis has as its main source the changing political epistemologies, public policy and political narratives in Europe, that is, a source from outside the higher education sector itself. It is equally important, however, to note that the crisis of academic freedom in Europe is also a result of internal evolutions within the higher education sector itself and also specifically within the Bologna Process. It is true that we have witnessed unprecedented developments in higher education in Europe since the signing of the Bologna Declaration in 1999. **Unfortunately, academic freedom cannot be counted among the achievements.** It has been systematically neglected in the Bologna Process, until recently. For almost 20 years, we have taken academic freedom for granted. Save for a few brave but isolated attempts, we have not even talked much about it, let alone make it a core part of the intellectual and policy reflection in higher education. Academic freedom is an underdeveloped and undervalued concept in the EHEA. There is no European definition, conceptual reference or model for academic

freedom. This makes it difficult to monitor academic freedom, to develop, promote and evaluate policies and practices for which academic freedom is or should be relevant.

Let me illustrate this with one last example: to its credit, the European Commission tried to address the worrying evolutions in Hungary. The Commission sued Hungary over the new legislation that was meant to shut down CEU in 2017. In the original submission to the European Court of Justice, a direct allegation of infringement of academic freedom was made by the Commission. The Hungarian government contested the existence of a European legal ground to make the case for academic freedom. In response, and implicitly acknowledging that there is no, or no clear, actual or useful European reference, the Commission changed the head of charge and the case is becoming currently about the right of establishment and delivery of commercial services!

This grim situation that I am describing in Europe has, however, a silver lining. Last year, the ministers responsible for higher education of the EHEA countries agreed to bring university autonomy, academic freedom and integrity to the forefront of the Bologna policy dialogue for the first time. A sentence to this effect was inscribed in the 2018 Paris Ministerial Communiqué. This is a potentially major breakthrough. Subsequently, an expert group was appointed, tasked with developing an initial proposal for an EHEA reference for academic freedom to be considered soon by the ministers, along with possible mechanisms for monitoring and protection. It seems that the work has started, seriously, towards a European solution to the European crisis of academic freedom. Of course, this work is not done yet and as in the case with other worthy Bologna initiatives, it may lead to a dead end. I am confident that will not be the case, I am optimistic about the result.

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Measuring Academic Freedom Across the World: Insights from a New Exploratory Project

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Abstract: *Our knowledge of worldwide restrictions on academic freedom is limited. To date, no comprehensive and comparative measurement tool is available. This gap not only inhibits a better understanding of the phenomenon, but also allows for universities in repressive countries to gain international reputation while disregarding and violating academic freedom. A new pilot project implemented by researchers at the Global Public Policy Institute, in collaboration with various experts and practitioners, aims to develop and test a methodology to close this knowledge gap. Improving quantitative and qualitative information on levels of academic freedom will both facilitate further research into the subject and serve as a basis to reevaluate transnational interactions and partnerships in the academic field. The keynote gives insights into the workings of the project, methodological decisions and challenges, as well as possible synergies with the monitoring efforts in the EHEA context following the Paris Communiqué.*

Keywords: *Academic freedom; case studies; index; measurement; monitoring.*

Restrictions on academic freedom come in many shapes and forms. Sometimes they are crude and obvious; sometimes they are soft and subtle. When the Khmer Rouge took power in Cambodia in 1975, as part of their brutal “year zero” campaign, they suspended all academic activities, destroyed school buildings and libraries, and killed thousands of professors, teachers and students. This complete wipe-out of the academic sector is one end of a very broad spectrum of restrictions on academic freedom. Closer to the other end of the spectrum, we would find the conflicts of interest that may arise from corporate influence over universities – when they turn to private money to sustain their operations. For example, in Cologne, Germany, a pharmaceutical company finances graduate programs on medical research, which has raised suspicions about the company’s interference in research and teaching contents. Those two scenarios – the abolition of everything deemed ‘intellectual’ and the subtle influence of corporate money – may seem hard to compare with one another. But this is precisely what my colleagues, Katrin Kinzelbach, Ilyas Saliba, and I are trying to achieve by creating a comparative global index of academic freedom. The attempt to do justice to the nuances between such disparate scenarios as Cambodia in the 1970s and Germany today is one of five key challenges in devising such a measurement. Before turning to these five challenges and how we are addressing them, let’s first consider why such a global measurement is so needed in the first place.

Academic Excellence vs. Academic Freedom

You might say we have several well-established university rankings: the Times Higher Education ranking, the QS World Rankings, the Shanghai ranking, for example. They rate universities across the world for their excellence in research and teaching – why do we need a separate measurement of academic freedom? Apart from the widely known methodological shortcomings and biases of these rankings, the key problem is that academic freedom is distinct from academic excellence. Think of Nazi Germany when institutions of higher education were under tight control by the government. Nevertheless, they produced several Nobel laureates in the 1930s and 40s. Similarly, the limited scientific autonomy and intellectual freedom in the Soviet Union did not prevent their pioneering of space exploration in the 1950s. And in more recent times, we see rapid technological progress coming from an increasingly authoritarian China. In fact, a lot of staggering scientific research and innovation has resulted from extreme government pressure – in particular to gain the upper hand over enemy technology in times of war.

The fact that university rankings measure academic excellence but not freedom has two consequences: First, it means that universities in countries that extensively violate academic freedom do not experience negative effects to their international reputation as a consequence. In a way, these rankings make it not only tolerable but – at times – even rewarding to repress the freedom of scholars and students. Such reverse incentive structures should be of great concern to the international academic community. And indeed, the fact that the Bologna process has taken up this issue proves that there is an increased awareness and sense of responsibility around this issue. Second, the total lack of comparable data on academic freedom prevents us as researchers and practitioners from studying these phenomena in more depth. Indeed, not only university rankings have failed to take up this issue – even existing democracy or human rights indices are so far not collecting data on academic freedom in any meaningful way. Having such data would go such a long way towards improving our knowledge of the state of academic freedom across the world – a knowledge that is still very limited today. A global measurement on academic freedom is thus very much needed today. In fall 2017 my colleagues and I convened an expert conference in Germany to discuss possible strategies forward. Since then, after continuous work on the subject, we formally started a pilot project earlier this year. The project's goal is to develop a methodology and to collect initial data. This endeavour faces several challenges:

The Challenge of Defining Academic Freedom

First of all, there is no legally binding international definition of “academic freedom”. There is not even an authoritative definition that is widely agreed upon. Furthermore, the concept in its positive form is very elusive. By positive form, I mean the freedom *to do* – the freedom of academics to carry out their work in a self-determined way: How

can one measure freedom? So, inspired by existing measures of other freedoms and rights, we decided to look at academic freedom in its *negative* form, meaning the freedom *from* interference. Strictly speaking, we are not measuring academic *freedom*, but rather the degree to which there are *infringements* of academic freedom. What exactly are we looking at then? While there is no clear definition, there are a number of elements that are generally accepted as being part of or closely linked to academic freedom. The freedom to research and teach is one of them. Are scholars free to determine their own research agenda and their teaching curricula? The exchange with other academics in the research process, uncensored access to research material, and the publication of findings within academia *and* for the wider public, are other key ingredients of academic freedom. Many studies also emphasize the aspect of institutional autonomy, which can be regarded as a necessary precondition of academic freedom: Are universities exercising autonomy over their internal governance, including budgeting, hiring, student admissions, and so on? A further precondition of academic freedom that we found important to include is what we call ‘campus integrity’. What we mean by that is the absence of a climate of intimidation through securitization, targeted physical threats or oppressive surveillance on campus. In sum, without committing ourselves to a particular definition of academic freedom, we have set out to measure the extent to which these different elements are restricted or not.

The Data Challenge

The second measurement challenge relates to the fact that no data source exists on these issues that cover countries across the world. There are several methods that have been applied to gather data in some geographical areas – mostly in Europe. These include self-reporting mechanisms like the EUA’s Autonomy Scorecard, surveys among academics or students, or legal analyses of countries’ protection of academic freedom. However, if we were to widen the scope of these studies to a global level, or even a wider European level, we would encounter a number of problems. In repressive countries, the discrepancies between the *de jure* and the *de facto* situation are often substantial, so that a purely legal analysis risks capturing a very misleading picture. Just because a constitution stipulates that academic freedom is protected doesn’t mean that scholars aren’t intimidated in practice. Surveys among academics and students can give a good impression of their situation and opinions in an open country context. But as researchers who have worked extensively on repressive countries, we know that manipulation and self-censorship would very likely distort both the selection of participants and the survey results. Furthermore, conducting surveys in repressive countries always raises serious ethical questions, as even a survey request might put people at unforeseeable risk. Lastly, self-reporting can only meaningfully be applied to relatively factual questions, and even these can easily be manipulated if done in bad faith. A fourth method that has been applied globally is the collection of so-called events data. That means that incidents of repressive events against

scholars or students are documented, as done by Scholars at Risk in their Academic Freedom Monitor. However, from the literature on conflict data and my own experience with human rights case data, we know that events data have critical limitations. They typically capture only the tip of the iceberg. For this reason, they are also unfit to paint a representative and comprehensive picture of global restrictions on academic freedom. This is not to say that all of these methods are useless in a global context, quite to the contrary. Legal analyses, for example, can be extremely useful in furthering our understanding of the *de jure* situation of universities across the world. And events data, even if incomplete and selective, can be of great illustrative value, and indicative of academic communities that are particularly under attack.

However, for a global measurement design, we needed a different approach. After much deliberation, we found that the most promising approach was to rely on expert assessments. Expert surveys have been used for many years in political science endeavours. In its most condensed form it can deliver a numerical country score that indicates how well the country is doing. One of the clear advantages of assessments by country experts is that they are able to incorporate in-depth analyses. It is important to emphasize, though, that expert assessments have their own methodological shortcomings. An important challenge is the dependency on the expertise and integrity of all the experts involved. A second problem is to ensure the comparability of the data, as different experts might interpret measurement standards differently. Lastly, expert assessments, especially if done well, are relatively expensive and logistically demanding. I will come back to these issues below.

Comparing the Apparently Incomparable

The third challenge is the one that I started with: how to devise a comparative measurement between situations that seem so utterly incomparable – between the Khmer Rouge’s “year zero” approach and Bayer’s funding of graduate programs? First, I want to make clear that in comparative measurements, there is an inherent tension between the level of comparability and the level of complexity that can be achieved. In other words: We need to simplify in order to compare. This is always unsatisfactory, because simplifying means losing information, variation, context. So comparative measurements are a lot about striking the right balance between information loss and comparability. This is particularly true when it comes to quantitative measurements in the form of scores or rankings. Their distinct strength is the ease of comparison between countries. However, without the necessary level of complexity, these scores are relatively meaningless and do not actually bring us closer to understanding the underlying issue.

We approach this dilemma in two ways: Firstly, it is very helpful to understand academic freedom as a composite concept that consists of several distinct elements like the ones I mentioned earlier. Different country cases show us that restrictions on academic freedom not only vary widely in severity of infringements. Repressive actors also em-

ploy a very diverse mix of methods of interference. Scholars might have the freedom to determine what they want to research, but they could be strongly limited in what they can or cannot communicate to the public. Universities might enjoy complete autonomy from the state, while their scholars are influenced by corporate money on what they teach their students. On a basic level, by breaking the measurement of academic freedom down into different elements and measuring them separately from each other, we can depict some of the complexity of restrictions on the academic sector. In addition, when asking experts to assess these different aspects, they not only determine whether the situation is good or bad, but they evaluate the given situation using a scale that has several levels: ranging from very severe restrictions to the absence of restrictions. Taken together, the different dimensions and scaling levels thus allow us to capture a relatively broad variety of scenarios.

However, as handy as quantitative scores might be when comparing countries, we do not rely exclusively on the quantitative approach in our pilot project, but will complement it by qualitative case studies. Here, too, we are developing a research protocol that seeks to establish some level of comparability between the studies. But through the use of a narrative approach, these studies will of course allow for a much greater degree of complexity, detail and historic context. In the long run, ideally, we would have historic and recent country-year scores at a global level as well as a growing number of case studies on individual countries. These two methods are mutually beneficial. For example, the quantitative scores will allow researchers to detect recurring or unusual patterns, which can then be further explored in case studies. As for the practical use of these tools: those who represent universities or ministries which are committed to the cause of academic freedom could use this quantitative tool to identify countries with problematic track records of infringements. If such an institution seeks to collaborate with partners in one of these countries, they could refer to the case study for further detail, to help them assess risks, inform their strategy, and develop appropriate measures for cooperation agreements.

Dealing with Within-Country Variations of Academic Infringements

Furthermore, there can be a lot of variation in the degree and type of infringements on academic freedom within a country itself – be it between different institutions or between subject areas. These within-country variations represent the fourth key challenge of measuring academic freedom on a global scale. The variation between subject areas is indeed a crucial part of academic freedom infringements. Looking at examples of authoritarian governments, the social sciences are typically under stricter control by the state. In contrast, natural sciences are more easily exposed to the influence of corporate money. We firmly believe it is important to assess the integrity of the academic community as a whole, and that it would be dangerous to excuse or relativize the infringements on some subjects by the freedom of others. At the same time, the quality of restrictions

on the academic sector as a whole is different depending on whether only some or all disciplines are targeted. For these reasons, we include the scope of interference across disciplines as part of our measurement. Measuring the variation on a subnational or university level, on the other hand, is unfortunately not realistic within the scope of our pilot project, especially if we want to reach global coverage. At this stage of the methodological design, we focus on the country level and ask experts to generalize across universities. By doing so, we can at least find out what the prevailing practices and restrictions are. I should add, though, that the qualitative case studies allow us to account for variations at the subnational level in more detail.

From Design to Data: Implementing the Measurement

The question of what is realistically possible brings me to the fifth and last challenge of designing a global measurement: Namely, the data collection has to be practical and feasible, both within the context of our pilot project, and for the measurement to continue in the future. I mentioned earlier that expert assessments are expensive and logistically demanding. At the Global Public Policy Institute, where our project is based, we have the methodological and substantial expertise to design the questions for an expert survey; and we have a network of committed experts and practitioners who are advising us in this process. But what we do not have is the necessary infrastructure to carry out a global expert survey in a sound and credible way. For this reason, we decided to collaborate with V-Dem (Varieties of Democracy), a well-established democracy measurement project based at the University of Gothenburg in Sweden. At V-Dem, they have the necessary infrastructure for and experience in carrying out such a survey. This includes a broad network of experts across the world; a statistical approach that helps to cross-verify ratings and to reduce biases in the results; and transparency and public accessibility of all the collected data. We are currently at the stage of finalizing our partnership with V-Dem. If all goes well, we will have global data on five questions relating to academic freedom by spring 2020. The ratings will be available on a country-year basis reaching back to the early 20th century. With this data, we – and others – will be able to develop a comprehensive picture of the global state of academic freedom and explore some more complex research questions around the topic. In addition, as previously mentioned, we are preparing a methodology to carry out complementary case studies. This methodology will be tested and refined with a handful of pilot countries, and the results presented within a year from now.

Beyond the Data

This brings me to my last point: the synergies that I see between our measurement project and current political efforts around the issue of academic freedom, in particular the

Bologna monitoring endeavour. In their Paris Communiqué last year, the ministers of the European Higher Education Area (EHEA) made a strong commitment to protect and promote academic freedom in their higher education spaces. This commitment and the envisaged monitoring effort are a very timely endeavour. It rightly puts the issue of academic freedom on the political agenda – even if it focuses on the European Higher Education Area, it will have a signalling effect not only to countries in this area, but also to the rest of the world.

The success of university excellence rankings shows that the higher education sector is very reputation-sensitive. I strongly believe that collectively we can contribute to a shift in reputation criteria; a shift to a situation where academic freedom constitutes a necessary building block of universities' reputation. This can only be done by systematically monitoring restrictions on academic freedom, by exposing unacceptable practices, and by increasing the overall knowledge around the state of academic freedom in the world. Our quantitative data, as well as our case study methodology, will be available within the timeframe when the Bologna Follow-up Group is devising a possible monitoring mechanism. I am convinced that the data we collect on European countries could very usefully feed into this effort.

I want to emphasize that the current Bologna process is a unique opportunity to create a monitoring structure that is embedded in an existing institutional – and, of course, also political – process. The key advantage of this embeddedness is that we can set up an incentive structure for countries and universities to better protect academic freedom. I believe, however, that the data collection itself should not be placed under the control of EHEA member states. Rather, it should be carried out by academic institutions that can ensure that academic standards are upheld in the process.

There is not one ideal method to evaluate academic freedom and there are a number of limitations to our measurements. We excluded possible data sources due to the methodological problems attached to them at a global, and already at a wider European level. But we also deliberately decided to focus on a type of data that can bring something new to the table: New data that can be used in combination with all other types of data wherever available. New data that strike a reasonable compromise between levels of abstraction and worldwide coverage. New data that allow us to look at restrictions of academic freedom as a global phenomenon that requires global action.

I personally believe that establishing a global comparative measurement of academic freedom will be a great and very important achievement. But data alone will not improve academic freedom. A global measurement tool is only one step, and the new data will tell us just how much work there remains to be done.

Liberal Arts Education, Student-Centred Learning and the Art of Reflective Judgment

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Abstract: *One of the most important skills that university students need to develop to function in tomorrow's society is the ability to make reflective judgments. This ability to make decisions in the absence of determinate and authoritative criteria will form the enduring basis of careers and meaningful lives in a world in which artificial intelligence and global competition are becoming ever more present. Fostering this ability requires a student-centred approach to higher education, in which students take control of both what they study and how they study it, so that they can cultivate their own agency. Liberal arts programs, as they have appeared in Europe since the Bologna process started, can provide examples of how this approach can be realized in the context of the modern university.*

Keywords: *Liberal Arts; Reflective Judgment; Student-Centred Education; 21st Century Skills.*

The human condition is making choices and judgments. We are confronted with problems, examine them, and then decide what to think and what to do. We do this every day in our work, but also as citizens and individuals. How well we make those choices and judgments determines the quality of our communities and our lives. Since all education should prepare students to live well, both as individuals and in societies, it follows that one thing education, including higher education, should teach students is how to make choices and judgments in a good way.

This means that, in order to determine how higher education should be shaped, one must consider how choices and judgments are made, and what it means to make them well. While there are many ways of making judgments, two important mechanisms are determinate judgment and reflective judgment.

Determinate and Reflective Judgment

Determinate judgment is the judgment of experts. It solves problems by asking what a particular set of rules, or system of thought, says about the issue under consideration. The quintessential example of this is the work of judges in a criminal law system. Judges apply the law, by determining what crime a defendant has committed, following the definitions of various crimes established in the criminal code. Once they have determined this, they follow the rules set out by the law concerning what the appropriate penalty for that crime would be. However, this kind of judgment happens in many other contexts

as well; whenever problems are solved by the application of existing rules or standards determinate judgments are made.

Reflective judgments, on the other hand, are not made by asking what the rules say about a particular case, but rather by asking which of many rules that one could apply to a given situation should be used. There are many problems in which different rules could be used, and there is no agreement as to which one should be applied. Each set of rules gives a different solution, and these are better in some ways but worse in others. Some people benefit more from one answer than others do, and different groups are disadvantaged by different solutions to different extents. Hence it is of no use to merely be able to determine what a certain rule says about a problem, as the question whether that rule is the one to use is precisely what is at stake.

The Importance of Reflective Judgment

Being able to solve such so-called complex or wicked problems through reflective judgment will be particularly important in the future. For one thing, the major challenges of the 21st century are problems that cannot be resolved simply by the application of existing rules or systems of thought. These include preventing environmental change, dealing with social inequality, or pacifying long-standing international conflicts.

Moreover, being able to make reflective judgments well will be of particular economic importance in the context of the rise of artificial intelligence. Computers are designed to apply algorithms to a wide variety of cases based on large amounts of data, and hence they are very capable of making determinate judgments. As a result, many occupations that primarily consist of making determinate judgments will cease to exist, because this work will be taken over by computers. However, occupations which consist largely of making reflective judgments cannot be automated because computers are fundamentally incapable of making these kinds of judgments. After all, computers can merely execute pre-determined programs and carry out instructions that human being have issued. These will be the jobs of the future.

One might also add that being able to make reflective judgements is an important aspect of being a citizen in a democratic society. The idea of democracy is that citizens consider different solutions to, or at least different visions about, social problems, and then decide what they feel is the best solution. All these perspectives are then exchanged and aggregated, through debate and voting, to come to some collective decision. This is a process of reflective judgment. Democracy cannot survive if all citizens do is ask what an external system of rules says about a social issue and act accordingly. That may be appropriate in an authoritarian regime, but a true democracy requires people to make up their own minds.

However, despite the importance of teaching students how to make reflective judgments, much of higher education is fundamentally concerned with teaching students how to make determinate judgments. Especially in teacher-centred pedagogies, the

model seems to be that teachers are the experts, who know what the rules say and how one can classify cases into the categories they create to determine what those rules say about them. The goal of education seems to be to transfer this knowledge to students, so that they learn what the experts already know. Traditional lectures make perfect sense as a didactical tool in this vision, because they are an efficient way of conveying this kind of knowledge. Similarly, it is appropriate to not give students the possibility of composing their own curriculum. Rather, teachers are best placed to decide on the correct sequence and content of instruction. When it comes to assessment, the goal is to determine how well students have internalized the rules and can apply them to the kinds of problems they are likely to encounter. This can be tested through multiple-choice exams or closed questions, which pose a problem and ask what the correct solution is. While this is, in some ways, a caricature of much higher education and many universities have abandoned this model, it is exemplary of a teacher-centred approach to education.

This focus on teaching determinate judgment through a teacher-centred model of education, which still seems to be present in much of European higher education, is ill-suited for teaching students how to make reflective judgments. As this will become increasingly important in the future, a different approach is required. This approach must be much more student-centred, because this is a much better way of learning how to make such judgments. To see this, one must consider how one makes reflective judgments.

Making Reflective Judgments through Student-Centred Education

By its very nature, making reflective judgments cannot be understood as a mechanical process. Nevertheless, one can identify certain phases. Firstly, one must consider what rules or systems of thought can be applied to a particular problem. This requires one to apply different perspectives to it. For this reason, determinate judgement still has a place in making reflective judgments. However, one must go further, initially by considering the effects of each of the possible solutions on different aspects of the situation and on different groups of people. This gives one a sense of the different consequences one must accept if one chooses a particular solution, and the trade-offs involved. Then, and this is the most difficult part, one has to decide what to do. In doing so, one must formulate reasons that one finds persuasive, and that one can explain to those affected. That means that reflective judgment is ultimately a matter of values. Indeed, that is why computers are fundamentally incapable of making reflective judgments; they have no values except for the ones those who program them give them.

Education can help students learn how to do this in a number of ways. In order to do so, it must expose students to different disciplines and ways of looking at problems. It must also make them aware of how different interventions affect different groups in society. But above all, it must help students discover their values, and teach them how to articulate and communicate those values to others. The best way of doing this is to

let them deal with complex or wicked problems during their education, providing them with the disciplinary resources they need to consider what different ways of looking at various problems exist, but also giving them an opportunity to discover their values. For while one can only make reflective judgments based on one's values, one discovers one's values by making reflective judgments. One must make a decision and reflect on why one feels that is an appropriate conclusion, considering what values might animate that conclusion and what that says about what one finds important. That makes learning how to make reflective judgment a matter of experience, but also of self-discovery.

These goals cannot be accomplished through a teacher-centred approach to education; a student-centred approach is better suited to allowing students to develop the ability to make reflective judgments. The central idea behind such an approach is that students should have the freedom to ask and answer complex questions, and thereby learn how to apply different systems of thought to different problems, thus developing a value system that will enable them to deal with these kinds of problems. This means that students should have ownership of what they study and how they study it, but should also be invited to develop their own perspective on what they study. This is an abstract ideal. However, a recent development in European higher education can provide a model of how this educational ideal can be realized.

Liberal Arts Education and the Art of Reflective Judgment

Since the start of the Bologna process, Europe has seen the introduction of a significant number of liberal arts programs. By some counts, there are over 80 programs of this type, mainly in the Netherlands and the UK, but also in a range of other countries. These programs typically cater to students in the first cycle of their higher education and, while they differ in a number of respects, they usually share a number of features. These features all contribute to a student-centred model of higher education, which fosters students' ability to make reflective judgments.

Firstly, they offer an interdisciplinary curriculum, in which students are exposed to a range of different disciplines. In most cases, students are given considerable freedom of choice in designing their course of studies, either through an open curriculum or through a system of majors and minors. Students are expected to both develop themselves broadly and to develop expertise in a particular combination of disciplines or topical issues. This T-shaped curriculum ensures that students learn to see what each discipline can contribute to understanding particular problems. Every academic discipline is a particular system of thought, and it looks at questions in a specific way. Studying only one discipline might make sense for learning determinate judgment, but it is insufficient to learn how to make reflective judgments. Moreover, allowing students to design their own curriculum and giving them freedom in what they study requires them to consider, more carefully than most students do, what subjects they feel they need for their further development. This is an example of those complex or

wicked problems that require reflective judgment. Forcing student to think about it gives them an opportunity to practice this kind of decision making and come to a self-understanding of their values and goals.

Secondly, liberal arts programs typically have an active pedagogy. They mostly shun large-scale lectures in favour of small-scale tutorials or seminars, in which students take a much more active role. In such formats, students are asked to pursue questions, consider scientific sources, weigh evidence and draw conclusions concerning the subjects they study. This makes these pedagogical formats conversations between students, in which they are expected to present their perspective on the material and questions under consideration, exchange their perspectives with others, weigh those perspectives and come to well-justified conclusions. Teachers do not act as sources of knowledge, but play much more of a coaching role. They engage in a Socratic dialogue with the goal of challenging students to clarify their own thinking and face the complex problems their studies raise.

Moreover, many liberal arts programs seek to enrol a diverse range of students. They often promote themselves as international communities, consisting of students from many different countries. These programs also try to attract students from all kinds of social and economic backgrounds, through outreach activities and scholarships. They do so because they believe that this creates a better educational environment. Students learn as much from each other as they do from their teachers, and a diverse student body exposes them to many different viewpoints. This is especially important in the context of the active pedagogy discussed above. In a lecture-based education system, it does not matter where students come from, as they are passive consumers of education. However, if education is to be an active process in which different sides of issues and questions are explored, it helps to have a diverse student body. Students from different backgrounds will bring different perspectives and insights to the table, which all reveal something about the issues under consideration.

All of this contributes to students' ability to make reflective judgments. This type of pedagogical approach forces them to consider different perspectives on problems, and makes students realize the effects of different decisions on different people. These active pedagogies require students to listen to the contributions their peers make, and present their own opinions to others. The former asks them to understand the perspectives of a range of other participants, ask clarifying questions, and consider why they came to the conclusions that they did, giving students a sense of the effects of various answers and solutions to problems on others. Moreover, they must present their own solutions in such a way that others can understand and scrutinize them. This requires them to reflect on and articulate their own values, as is required for making reflective judgments.

Thirdly, liberal arts programs assess students in a much more process-oriented way. They typically prefer not to rely on closed questions and multiple-choice exams. Rather, they ask students to write essays, give presentations and do their own, independent research. Students usually receive extensive feedback, and are welcome to engage in further discussions concerning their work with their teachers. This approach to assessment

is only logical. While one can assess the extent to which one is able to make determinate judgments correctly by posing a problem and looking at the answer students provide, the quality of reflective judgment cannot be measured in this way. How well one makes such a judgment depends on the number of perspectives one has considered, how carefully one has taken the consequences of different answers into account, and how clearly and consistently one has articulated the reasons and values that led to the conclusion one has reached. It makes assessing reflective judgment a matter of assessing a process, and it requires one to examine how that process unfolded. Closed questions and multiple-choice exams do not allow for this. Essays, presentations and the like allow teachers a much better insight into how students come to their conclusions.

Conclusion

For all its limitations, the idea that education is only real if it involves experts transferring knowledge and teaching students how to apply rules or systems of thought to particular cases is persistent. It still informs a lot of thinking about higher education, if only implicitly. However, the increasing need for individuals who can make reflective judgments will require that the teacher-centred approach that a focus on determinate judgment often generates be replaced by a more student-centred way of learning. Liberal arts programs can provide examples of how this can be done. While they remain a niche in the European higher education landscape, many of their features, such as freedom of choice, more active pedagogies, and more process-oriented forms of assessment, can be implemented in a wide range of contexts. In this way, European higher education can make good on the promise of the Bologna process: to create an education area that prepares future generations for realizing a society that does justice to a fundamental aspect of the human condition, i.e. choosing well.

Successful Design of Student-Centered Learning and Teaching (SCLT) Ecosystems in the European Higher Education Area

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Abstract: *Implementation of student-centered learning and teaching (SCLT) environments has been a repeatedly affirmed objective in the European Higher Education Area (EHEA). Yet, the implementation of SCLT has been hampered by the ambiguities in the definition of SCLT, its key elements and the indicators to demonstrate presence of SCLT in an institution. Recognizing the problems with implementation of SCLT in EHEA, this keynote first discusses the key misconceptions of SCL and introduces a comprehensive framework for a SCLT ecosystem with 10 key elements and their indicators at the institutional and departmental level.*

Keywords: *Flexible Learning Pathways; Learning Support; Student-Centered Learning and Instruction; Student-Centered Learning Spaces and Infrastructure; Teaching Support.*

Introduction

This keynote begins with good news. The EHEA policies on student-centred learning and teaching (SCLT) capture the essential elements of SCLT environments recommended by scholarship. First, SCLT is firmly linked to the learning outcomes, including the competences needed in changing labour markets and the competences for active and responsible citizenship in democratic societies. Second, EHEA policies mention the importance of effective support and guidance structures for SCLT, including professional development opportunities for higher education teachers. Third, since Paris Communique (2018), SCLT is also linked to flexible learning pathways in the context of lifelong learning. Fourth, the European Standards and Guidelines for Quality Assurance in the EHEA include several standards specifically addressing student-centered learning, teaching and assessment, in particular Standard 1.3 stating that “[i]nstitutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.” (ESG, 2015, 1.3), as well as the related standards on learning resources and student support (ESG, 2015, 1.6), and teaching staff (ESG, 2015, 1.5). Finally, the EU’s renewed modernization agenda highlights the importance of work-based learning and activities involving real-world problems, as well as the role of technology in enabling the flexible and individualized learning pathways.

The problem with the existing policies is, however, as European University Association (EUA) researchers Gover and Loukkala (2018, p. 24 cited in Dakovic and

Zhang, forthcoming, p. 9) point out, that “across institutions and countries, there is still a lack of formalized definition or common approach to SCL” and “there is no common understanding of what features or indicators would demonstrate the presence of SCL at institutions, even when institutions do implement SCL, and internal policies are explicit on the need for SCL.”[1] Similarly, European Students’ Union (ESU) researchers suggest that studies conducted by ESU show that “the implementation of SCL in practice is lacking” (Šušnjar and Hovhannisyán, forthcoming, p. 2) [2]. In short, a visible shift to SCLT in EHEA has been hampered by the fragmented mention of SCLT across EHEA policies and instruments, the lack of an overarching EHEA policy framework for SCLT along with the ambiguities in the definition of SCL, its key elements and the indicators to demonstrate presence of SCLT in an institution (Klemenčič, 2017) [3].

In the present situation, any higher education institution can rather easily comply with the EHEA/ESG guidelines on SCLT by showing evidence of *some* SCLT practices in selected courses, *some* academic advising, *some* flexible learning pathways, *some* internal policies demonstrating intention to implement SCL, etc. However, in most institutions we have not witnessed a general shift to SCLT environments. Often SCLT is merely a catchphrase in the course design documents or the study program self-evaluation reports or a reference merely to the teaching method (McKenna and Quinn, forthcoming)[4] rather than a comprehensive framework and indeed a culture permeating all educational processes at the higher education institution.

This keynote argues that for institutions to make such a “paradigm shift” to SCLT the institution has to develop an overarching framework, indeed a **student-centered learning and teaching ecosystem (SCLTE) as an interactive system of multiple key elements** centered around the study programs and their courses in which the student-centered instructional practices are designed for the purpose of activating and deepening learning towards the expected learning outcomes (see Figure 1 below). Such ecosystem will follow the explicit purposes and principles of student-centered learning and teaching (SCLT) as an overarching approach to deepen student learning by (adapted from Hoidn & Reusser, forthcoming [5]; Klemenčič, forthcoming [6]; Lea, Stephenson & Troy 2003 [7]; Blumberg 2019 [8]; Weller 2019 [9]):

- purposefully defining meaningful *learning outcomes*, and aligning learning and teaching activities, assignments and assessment tasks to these outcomes to engage students in active learning experiences;
- recognizing mutual *interdependence* between students, teachers and support staff in the co-construction of knowledge and fostering mutual respect and *shared responsibilities* in teaching and learning processes;
- recognizing the *diversity of the student body* and seeing students as persons with lives beyond higher education and recognizing that learning happens both inside and outside of the classroom and accordingly supporting students to make connections between learning and their lives;
- strengthening *student agency* in institutional governance of teaching and learning as students’ capabilities to actively participate in decisions on the design, imple-

mentation and evaluation of courses, study programs, and institutional learning environments (i.e. all of the components of what we term the student-centered ecosystems) and strengthening students' *learner autonomy* through offering personalized and individualized learning opportunities and fostering self-regulated learning;

- developing *all-supportive and inclusive learning environments* in the classroom as well as within broader institutional contexts by considering learning support, learning spaces, learning resources, and learning communities and partnerships;
- enable *formative as well as summative assessment* that promotes achievement of learning outcomes;
- enable *flexibility in academic pathways* through recognition of prior learning, flexibility in curriculum and schedule and permeability of degree programs.

Student-centred learning and teaching ecosystems (SCLTEs) encompass 10 elements:

1. High-impact student-centered instructional and curricular methodology including **active learning activities** (i.e., activities that all students in a class session are called upon to do other than simply watching, listening and taking notes of the lecture) and that are involve higher-order cognitive activities (such as questioning, problem-solving), **collaborative learning activities** (i.e., activities that prompt students to working in pairs or groups on an assignment or project leading to a final product whereby each student individually is held accountable for doing their share of the work), **experiential learning activities** (i.e., activities that engaged students in doing some educationally-purposeful work and reflecting on the experience of doing that work), and **self-regulated learning activities** (i.e., activities that strengthen students' learning autonomy).
2. **Learning support** (i.e., academic advising to students).
3. **Teaching support** (i.e., professional development opportunities and mentorship to teaching staff as well training for graduate students and undergraduate teaching assistants).
4. **Active learning spaces and libraries** (i.e., active learning classrooms: student-centered libraries, laboratories, studios).
5. **Learning (technology) infrastructure** (i.e., academic technology support).
6. **Community learning connections** (intra-institutional partnerships with research, entrepreneurship and outreach functions as well as educational partnerships with local community actors).
7. **Flexible learning pathways** (broadening the curriculum to include elective courses, allowing for more flexible entry routes to the study programs, flexible delivery modes through part-time, distance and e-learning provision and broadening the curriculum to include elective courses, interdisciplinary courses, interdisciplinary study programs, etc.).
8. Student-centered assessment (with formative and summative elements, enabling learning through timely feedback).

9. **Quality and teaching and learning data analytics** (for quality assurance purposes);
10. These elements are enabled with **institutional SCLT policies, rules and regulations**, and SCLT governance and administrative structures that express institutional norms and values, and reward and incentivize SCLT practices across the institution.

In short, the student-centered learning and teaching ecosystems in EHEA are interactive systems of multiple elements supporting the design and the implementation of study programs and courses based on SCLT instructional and curricular methodologies. They are premised on the existence of SCLT institutional policies, rules, regulations and incentives and SCLT governance and administrative structures which reflect the collective values and norms on SCLT. Such ecosystems allow for interactions between the multiple and intertwined learning communities – within each course, course-based projects, advising or peer tutoring groups, study programs, multiple related study programs, research and entrepreneurship labs, etc. – that comprise of internal stakeholders – students, teaching staff, relevant administrators, researchers, etc. as well as their

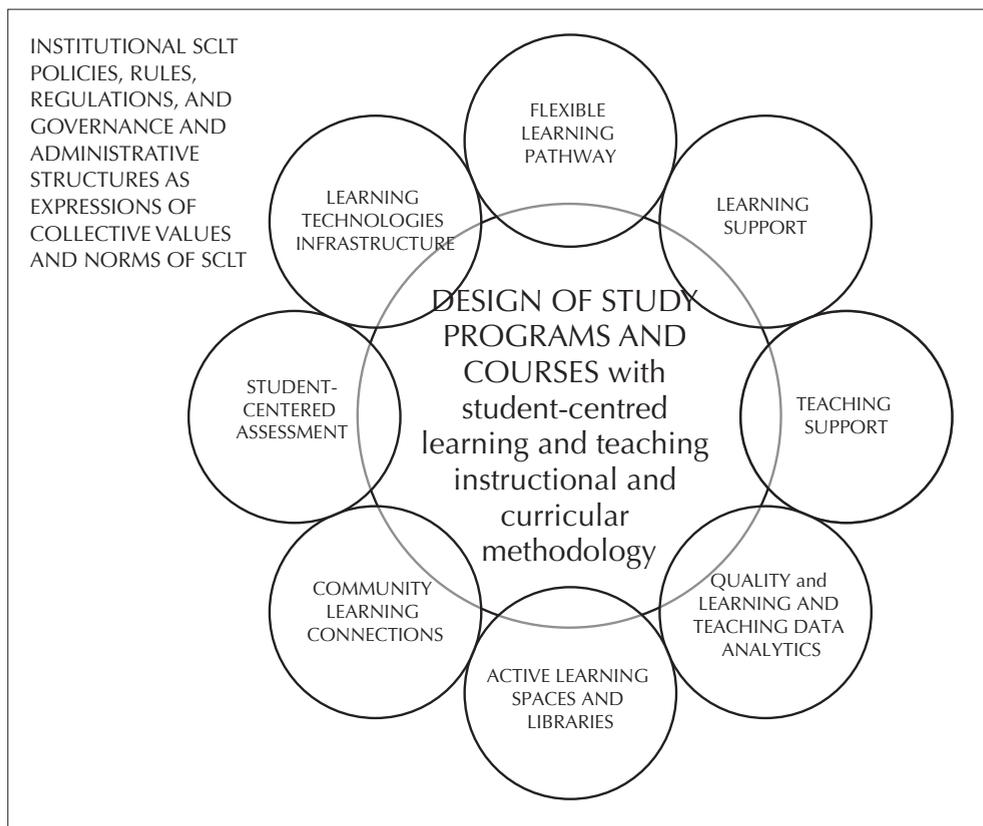


Figure 1: Student-centered learning and instruction ecosystems in EHEA.

educational partners from outside communities, i.e., industry, government, non-profit organizations, etc.

Recognizing the problems with the implementation of SCLT in EHEA, the keynote first discusses and refutes the common misconceptions of SCLT. Next it lists the key indicators for evaluation of SCLT at the level of a higher education institution and within study programs. The keynote draws on the author's prior work on SCL policies in the EHEA (Klemenčič 2017) and the contributions to the forthcoming Routledge Handbook on Student-Centered Learning and Instruction in Higher Education edited by Sabine Hoidn and Manja Klemenčič (forthcoming) [10].

Misconceptions of SCLT and steps towards successful deigning of SCL ecosystems

(1) Scholars, such as McKenna and Quinn (forthcoming) argue that policy deliberations on SCLT are particularly prone to misconceptions because pedagogical approaches are introduced as a corrective of existing practices **yet the institutional culture underlying these practices remains unchanged**. Indeed, the higher education institutions and their departments have robust sets of collective values, traditions and narratives of learning-teaching processes that shape and are shaped by student and teachers' identities, and in turn impact students' and teachers' agency and their interactions in teaching and learning environments. Implementation of SCLT, therefore, necessarily involves exploring both collective values and personal beliefs of teachers and students and how these interact with the principles of SCL. As ESU suggests, SCLT is not only a set of teaching-learning practices, but is "both a mindset and a culture within a given higher education institution" (ESU, 2013, p. 3 cited in Šušnjar and Hovhannisyan, forthcoming, p. 12).

Exploring students' and teaching staff's values on teaching-learning can be conducted through an internal survey or focus group meetings or as part of the deliberations developing new institutional and departmental policies on SCLT. In the next step, these collective values and collective narratives have to be adjusted to align with the principles of SCLT. Changing institutional culture, is of course, neither easy nor quick. Inclusive process of drafting new institutional and departmental policies and guidelines for implementation of SCLT is one important step in this direction. Students, teaching staff and administrative teaching and learning support staff should be involved in drafting the policies and guidelines. The more inclusive the process and the more open to the input from the departments, the better chances it has to result in successful implementation. Institutional policy and guidelines provide a framework for the preparation of the departmental policies and guidelines.

Merely new policies and guidelines for implementation, even if drafted through an inclusive policy process, often do not suffice for a necessary change in institutional culture. To bring about cultural change, institutional leaders need to consider a long-term

public relations campaign that will signal the institutional values on SCLT, justify and explain the elements of SCLT ecosystem, and showcase the internal examples of impactful and innovative SCLT practices. Furthermore, opportunities for learning about SCLT and exchange of best practices have to be created for teaching and teaching-support staff as well student representatives and student teaching assistants and institutional leaders and administrators.

(2) Another common misconception of SCLT is that **there exist teaching practices that can and should be universally applied** – without consideration of the disciplinary knowledge as part of the expected learning outcomes or without consideration of type of the course (foundational vs specialized) or without consideration of size of the course (mass lecture course or a small seminar). SCLT policies and practices are often discussed as generic pedagogical tools removed from the disciplinary knowledge and the expected learning outcomes. This is obviously wrong and goes against the basic principles of SCLT which highlight the key function of content in SCLT in the sense that SCLT seeks to impart students with the ways of thinking, communicating and practicing as disciplinary access and allowing students to access new ways of knowing and inquiry through discipline-specific methodologies. Design of SCLT without knowledge content and learning outcomes in its core, “obscures the ways in which students are transformed by their engagement with knowledge, second it obscures the importance of the expertise of teachers in designing an environment that provides students with access to knowledge, and third it obscures the role of educational institutions in providing a context in which this transformation can take place” (Ashwin forthcoming, p. 1) [11]. It is therefore necessary that the design of the aforementioned elements of SCLT ecosystem is centered around the design of the study programs and the learning outcomes they seek to develop and the knowledge - content they are based on. This is to ensure that the ultimate purpose of SCLT is achieved that is to activate student learning, to help students to achieve and exceed the expected learning outcomes defined as “[...] statements of what the individual knows, understands and is able to do on completion of a learning process” (ECTS Guide, 2015, p. 10).

Tuning Project has assisted institutions within EHEA (and beyond) towards reforms of study programs based on definition of study program profile and learning outcomes, and the Tuning Methodology also requires to define approaches to teaching, learning and assessment (Wagenaar, 2019) [12]. However, the aforementioned perceptions of uneven implementation of SCLT point to weaknesses in this area. So how to remedy this? It should be expected of each study program and of each course to develop the teaching and learning methodology for achievement of expected learning outcomes in the same way – in as much detail and attention - as researchers are expected to describe research methodology by which they expect to come to research findings. Such teaching-learning methodology also has to explain how the aforementioned elements of SCLTE are utilized and to what purpose.

Over the past 20 years of the Bologna Process, we have witnessed across EHEA

higher education institutions unprecedented reforms of the study programs following the policy recommendations on the European Credit Transfer System and European Qualifications Frameworks (Wagenaar, 2019). These reforms have shown that European-led initiatives can bring about visible changes in how higher education institutions conduct their study programs; even if the reform processes were not without challenges and often happened at different speeds across countries and institutions.

Similar large-scale reform of teaching and learning environments to implement SCLTEs are possible. As departments and institutions put effort towards designing their study programs with learning outcomes and degree profiles of their graduates in mind, so can departments reassess their teaching, learning and assessment methodologies and other elements of SCLT ecosystems. Each study program and each course description should include an elaborate description of SCLT methodology specifically designed for that study program and each course in that study program.

SCLT methodology cannot be copy-pasted from one study program to another nor from one course to another. There will be variety of methodologies across study programs reflecting the fact, as suggested by McKenna and Quinn (forthcoming, p. 7) that “[t]he nature of knowledge differs from discipline to discipline. Disciplines vary along multiple lines: from how reality and truth are understood to how arguments are built, from the types of evidence that are considered valid to the ways of writing that are required for communicating knowledge, and so on.”

Furthermore, each study program follows a careful sequence of courses applying logic of scaffolding to guide students from more directed instruction in foundational courses progressively towards more independent learning and independent knowledge construction. Similarly, in each course, the instructors use scaffolding logic to help students progress from basic to deeper understanding and greater learner autonomy. These differences in scaffolding logic also result in differences in SCLT methodologies which have to do with the choices in material, activities, sequencing, etc.

Finally, the contents of study programs as well as teaching-learning processes ought to – at least in some part – reflect the needs and the specific characteristics of the immediate local communities and create opportunities for learning interactions with and within these communities to better equip graduates for working life after they graduate. Undergraduate research work in local communities, project work with local communities, internships, field visits are all excellent examples of impactful community learning interactions. McKenna and Quinn (forthcoming, p. 9) also point out that SCLT approaches can “provide a strong vehicle for connecting students’ lived experiences to powerful disciplinary knowledge” as well as take account of the prior knowledge that students bring with them.

(3) SCLT approaches are often (wrongly) conceived as a **less rigorous teaching learning methodology focused on satisfying and “Edu entertaining” the students-consumer** (McKenna and Quinn, forthcoming). Critiques of SCLT argue that SCLT **allows student-consumers to make requests and direct the contents and the teach-**

ing-learning processes even when at odds with their learning needs (McKenna and Quinn, forthcoming). I want to make clear that SCLT is not about lowering academic standards to satisfy students. SCLT does not mean that challenging activities and problem-sets need to be removed to keep the student-consumer satisfied. SCLT also does not mean that students should never struggle to accomplish an assignment. To the contrary: SCLT practices allow for more personalized, more individualized instruction, for differentiated instruction when students come with different levels of prior knowledge and competences.

Indeed, SCLT approaches presume more choice for the student over learning-teaching contents, processes and deliverables, but these choices are offered within a carefully designed curricular framework. In other words, there is no free choice, but choice within the course structure defined by the teaching staff with academic expertise in that subject. Furthermore, these choices also presume more responsibility of the student over his/her learning, self-regulated learning capabilities building towards greater learner autonomy (Hoidn and Reusser, forthcoming; Klemenčič, forthcoming). Such expectations toward the learners, do not undermine the responsibilities or professional integrity of teachers. Teachers still define the expected learning outcomes and teachers still define the content, the process, the deliverables and the assessment in a given course.

In defining their SCLT course methodology, teachers have to purposefully consider how – through what material, activities, sequencing - student learning will be activated and deepened. Teachers also have to allow enough flexibility in their course methodology that they can adjust it based on student feedback during the course, new information on student prior knowledge or specific needs or interests, and based on own reflection about the ongoing teaching-learning process. In addition, teachers have to be aware of the high-impact classroom practices (and or given opportunity to learn about these practices and receive instructional support) and seek to integrate them – when possible and when meaningful in terms of expected learning outcomes – into their course methodology. SCLT indeed changes the relationships between students and teachers from paternalistic authoritative partnership based on mutual respect and belief that in learning-teaching processes there are shared responsibilities and students and teaching staff in a course all constitute a collective learning community. These relationships are also based on understanding that learning is inherently social process and that students do not only learn from teaching staff, but also from peer students and that teaching staff also learn from students.

There are several high-impact SCLT classroom approaches, which I will discuss below. For SCLT techniques, please see the description on Harvard's [ablconnect](#) [13] or similar teaching and learning sites.

First, **assessment** in SCLT is multifaceted, consisting of assessing and offering feedback on several small (lower-stake) assignments rather than one final high-stake assessment. **Testing** has often been understood as going against the mindset of SCLT and to be used only to measure learning. There is powerful evidence from research that testing helps learning (Schell and Martin, forthcoming) [14]. As argued by Schell and Martin (forthcoming, p. 1), “learning is dramatically enhanced when students retrieve

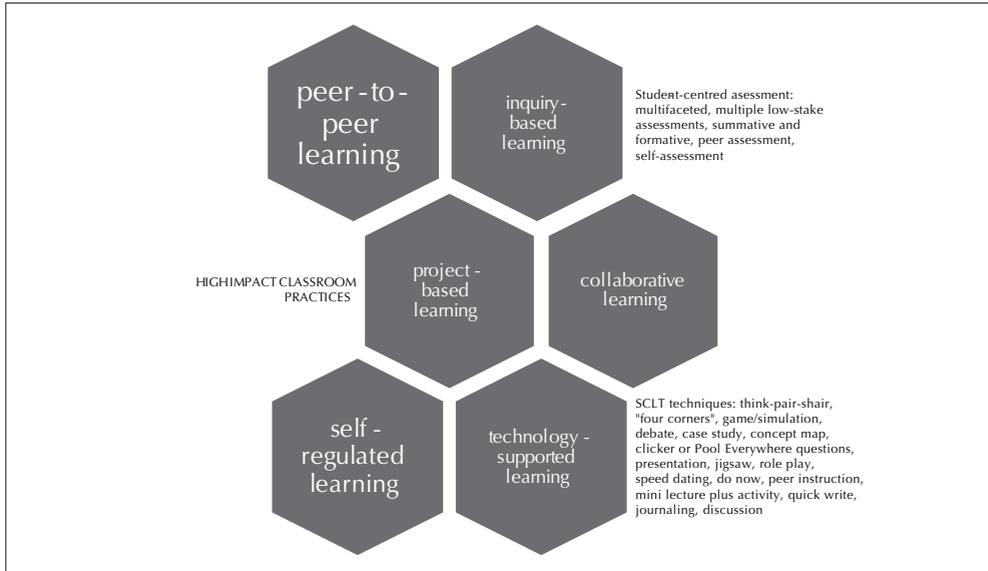


Figure 2: High impact SCLT classroom approaches and techniques.

or pull information from their memory, a theoretical principal known as retrieval, or test-enhanced learning... Examples of evidence-based, student-centered learning outcomes that result from test-enhanced learning include dramatically increased long-term retention of knowledge, improved performance on inferential tasks, increased motivation, increased social-emotional well-being, enhanced ability to transfer learning to novel situations, and engagement in the construction of new knowledge and meaning.” In fact, the authors argue that “using the principle of retrieval-enhanced learning to guide pedagogy in higher education is one of the easiest and most promising ways instructors can deliver student-centered instruction” (*ibidem*).

Student-centered assessment is not only summative but formative by offering students **timely feedback** on their academic progress. Such feedback helps students self-regulate, i.e., develop strategies for improvement. Such assessment also helps teaching staff develop support measures within the class or with help of student academic support services. Low-stake assessment throughout the course also allows teaching staff to adjust the teaching interventions and support according to individual students’ or student groups’ readiness, progression, prior knowledge and possible gaps in prior knowledge, learning profiles and interest, i.e., engage in **differentiated instruction** (Gheysens, Griful-Freixenet and Strayven, forthcoming) [15]. **Recognition of prior knowledge** through course-entry assessment or questionnaire is a pre-condition for differentiated instruction and another high-impact SCLT practice. Furthermore, assessment within SCLT also includes self-assessment/self-quizzing (to activate reflective practice) and peer assessment (to activate peer-to-peer learning) (Motschnig and Cornelius-White, forthcoming) [16].

Second, **technology-supported teaching-learning processes** have also been shown effective not only to offer flexible delivery modes, but also to strengthen contact to student and student engagement (Motschnig and Cornelius-White, forthcoming). Technology-supported SCLT also shows excellent capabilities to bring about more personalized education ('allowing for student choice in contents and relevance of contents to the individual student') and individualized education ('allowing students to work at their own pace and according to their particular learning needs') education (Langworthy, Shear, & Means, 2010, 111-112 cited in Klemenčič, 2017).

Third, while research shows that a straight lecturing is far from an effective practice, this does not mean that **lecture** is no longer an acceptable method in SCLT (Hoidn and Reusser, forthcoming) [17]. However, lecturing needs to be modified: broken-up into mini lectures (recognizing students' **limited attention span**) (Doyle and Doyle, forthcoming) [18], multimodal (to allow enable dual coding of information), and to include active learning components, such pair or group work on a problem-sets or work on a prompt with class discussion (McCarty and Deslauriers, forthcoming) [19]. As McCarthy and Deslauriers (forthcoming) demonstrate on the case of transforming a mass lecture-based physics class this can happen with a moderate investment of time by the teaching staff, without sacrificing content and with evident improvement in test scores and student attitudes to the course compared to the traditional lecture. Both **collaborative learning** and **peer-to-peer learning** activities are excellently suitable for large lecture classes (Duraisingh forthcoming) [20].

Fourth, SCLT approaches seek to overturn the practices which rely on impairing knowledge and insights discovered by others – typically through an uninterrupted lengthy lecture – and then test students' memories for recall of those insights, a practice popularly referred to as rote learning. SCLT does not mean that we should conduct all teaching-learning processes always and necessarily through experiential learning rather than guided learning. However, SCLT is an umbrella for a number of high-impact approaches to help activate and deepen student learning, such as different forms of experiential learning: **inquiry-based learning** (research-based and research-tutored practices are widely considered high-impact SCL practices) (Struthers and Van Arsdale, forthcoming) [21], and **project-based learning**. Study programs should be expected to offer such types of experiential learning opportunities to students. Again, it might not be suitable for every course to have an experiential learning component, but within the entire study program, there must be many courses based on experiential learning.

Fifth, high-impact classroom practices also include helping students to become self-regulated and thus more autonomous life-long learners. **Self-regulated learning** means that students continually reflect on their own learning process and when needed adjust their learning strategies (Hoidn and Reusser, forthcoming). Classroom practices that invoke and strengthen self-regulation include entry-point assessment for prior knowledge and gaps in prior knowledge, low-stake assessments, self-quizzing and reflection prompts. In brief, in a course, teaching staff need to help students define their personal learning goals, plan their learning strategies and reflect in meeting these goals and pos-

sible needs to adjust their strategies. There exist various activities to activate reflection on own learning, such as reflective journaling (private or public) and purposeful reflection on group work activity or on experiential learning activity, such as conducting research for a research paper.

Key indicators of presence of SCLT at the national and institutional level SCLT policies, rules and regulations

National and institutional policies on SCLT

Relevant considerations for **national and institutional policies on SCLT**:

- A student-centred approach to learning and teaching is seen as a prerequisite for quality in learning and teaching.
- There is a commitment to implement all the elements of the SCLT ecosystems.
- There is a commitment to organizational learning – be a learning organization – through supporting data collection and research into own functioning and to support professional development of own personnel.
- Practice evidence-based policy making by enabling data collection and analyses to assist policy-decisions.
- Policies are coordinated and integrated horizontally with other public or institutional policies and vertically across all levels of governance for a concerted effort to achieve desired policy outcomes.
- A strategy document includes benchmarks to best performing countries or institutions, objectives aligned with the overall vision, instruments and responsible authorities and individuals to achieve the objectives, a timeline and concrete indicators to evaluate policy implementation.

Rules and regulations concerning teaching staff in SCLT

Relevant considerations for **rules and regulations concerning teaching staff in SCLT**:

- Rules and regulations on hiring, promotion, remuneration, workload and professional development of academic teaching staff include SCLT criteria, such as submission of teaching portfolios (complete course design (syllabi), assessment guides and rubrics checking for evidence of SCLT approaches, teaching statement expressing understanding of, and commitment to, SCLT and (if applicable) certification from professional development programs in SCLT in higher education), etc.
- Attention to reasonable teaching workloads (possibly supported with graduate student fellows and or undergraduate teaching assistants).
- Teaching-track career pathways are considered next to the traditional academic (professorial) tracks for academic staff whose primary engagement is in teaching.
- Institutional evaluations and measures of teaching effectiveness are considered in hiring and promotion decisions, and they are matched with teaching support.

- Funding is available for professional development of teachers and innovation in learning and teaching.
- Rules and regulations on hiring, remuneration, workload and professional development of graduate teaching fellows, undergraduate teaching assistants and teaching support staff (e.g. instructional designers, learning technology experts, librarians) include SCLT criteria, such as familiarity with SCLT approaches in classroom instruction, ideas about using learning technologies to further SCLT practice, etc.
- To ease the workload on academic staff, HEIs should seek to offer opportunities for teaching fellowships to graduate students and teaching assistantships to undergraduate students.
- To strengthen support services for SCLT and at the same time offer educationally-purposeful work or extracurricular volunteer opportunities to students, the HEIs should offer paid and volunteer opportunities to (both undergraduate and graduate) students to serve in learning and teaching support roles.

Rules and regulation concerning students in SCLT

Relevant considerations for **rules and regulations concerning students in SCLT**:

- Guidelines on student conduct (e.g. student handbooks) have to set expectations for students to take responsibility for learning and develop as self-regulated and autonomous learners.
- These guidelines have to clearly communicate student rights and complaint procedures; which have to be transparent, fair and objective with ensuring that students do not face retaliation in case of complaints.
- There also ought to exist clear guidelines stating expectations of students' academic integrity and ethical behaviour in education processes and offering resources to help student understand and meet this regulation.
- There ought to exist provisions for student engagement in learning and teaching through generating research on SCLT, act as consultants for SCLT and serve in learning and teaching support roles.

Funding of SCLT

Relevant considerations in **funding of SCLT** include:

- Providing human (teaching staff and learning and teaching support staff) and material (technology infrastructures, learning spaces, libraries) resources to implement SCL across HEIs and HESs.
- Include implementation of SCLT and SCLT relevant student outcomes among criteria for performance-based funding; paying attention to teaching staff workload, remuneration for teaching, advising and mentoring; financial (or time) incentives for educational innovation; grants for professional development and mobility for professional development.
- Offering competitive project funding for advancement of SCLT practices.

- Offering competitive research funding for basic and applied research as well as knowledge exchange in learning and teaching.

Governance and strategic leadership of SCLT

Relevant considerations on **governance and strategic leadership of SCLT**:

- The central decision body responsible for education mission involves students and other stakeholders.
- Governance of education mission/SCLT is coordinated horizontally with other governance structures responsible for other higher education missions (i.e., research and service) and vertically along the different levels of institutional governance (from central authority to the departments).
- It is paramount that the administrative/managerial bodies responsible for the implementation of SCLT policies and strategies have sufficient and competent human resources to guide, support and monitor the implementation of SCLT policies and that these professionals have direct access to strategic leadership.
- Strategic leadership and administration support and enable institutional learning through opportunities for professional development for staff.
- There a body responsible for grievance procedures concerning education mission, including on questions of academic integrity, ethical conduct, discrimination and sexual harassment or sexual assault in higher education.
- Institutional leadership (e.g. university presidents or rectors, provosts, deans and departmental chairs), government officials, politicians responsible for higher education (e.g. in relevant parliamentary committees) explicitly express their commitment to strengthen the teaching mission and recognize SCLT approaches as synonymous with excellence in teaching and learning.
- Representatives of teachers (e.g. faculty councils, teacher trade unions) and students (e.g. student councils) explicitly express their commitment to strengthen the teaching mission and recognize SCLT approaches as synonymous with excellence in teaching and learning.

Student-centered curriculum and pedagogy

Relevant considerations on **SCLT curriculum and pedagogy**:

- Curriculum design involves academic staff's collective processes of determining what knowledge in a particular discipline and or a specific study program is, what the expected learning outcomes are and how this knowledge and the expected learning outcomes can be achieved through pedagogy and assessment.
- Course design involves the responsible teachers' processes of determining what learning outcomes are expected in the course, how these align with and contribute to the overall study program objectives and (diversity) of course offer, and how these learning outcomes can be achieved through pedagogy and assessment.
- Clarity and transparency of expected learning outcomes, assessments and SCLT methods applied in the required courses in a study program.

- Courses in the study program should apply SCLT methods and techniques as appropriate to the specific contents/level of the course and appropriate to the student academic development and background.
- Provide scaffolding learning support based on student need and gradually remove support moving towards learner autonomy, help develop student learning skills, set expectations of students' responsibility for learning and create safe, supportive, inclusive and achievement-oriented learning environments. Teachers signal partnership in learning and teaching processes.
- Built-in flexibility in study program curriculum (flexible learning pathways), such as course choice (elective courses), capstone project or thesis choice, internships or service-work opportunities, research or entrepreneurship opportunities, differentiated instruction.
- Critical engagement of student representatives as partners in curriculum design and student feedback on curriculum through surveys, focus groups or townhall meetings. Student-feedback on teaching and learning and teachers respond to student feedback.
- Create a supportive and inclusive dynamics in the classroom recognizing students' identities as valuable and productive, listen intently to what students have to say, invite student self-revision, and distribute authority in the classroom.
- Self-regulation, self-directed learning is to help students define their personal learning goals, plan their learning strategies and reflect in meeting these goals and possible needs to adjust their strategies. Self-regulation is reinforced through course exercises in meta-cognition: reflection prompts, reflective journaling, reflection on group work or on experiential learning activity; entry-point assessment for prior knowledge and gaps in knowledge; low-stake assessment & self-quizzing.

Student-centered assessment

Assessment - Study programmes/courses:

- Does assessment reflect the expected progression from the lower towards the upper level of Bloom's taxonomy of learning objectives (i.e. apply, analyse, evaluate, create)? Does assessment encourage students to make connections to other fields or topics (think outside the box of disciplinary knowledge or apply knowledge to real-world situations)?
- Is assessment reflecting expected learning outcomes and is geared towards learning (rather than merely grading)?
- Are assessment criteria and standards fair, objective and unambiguous?
- Are assessment policies (criteria and standards) clearly communicated and consistently applied (among teaching staff if there is more than one instructor and for all students equally)?
- How frequently are students assessed in a course and how? For each course, are there multiple assessments, including low stake assessments (testing), peer-to-peer

assessment, self-assessment (self-quizzing)? Are there placement tests or course entry tests? Are there synoptic assessments to assess student outcomes every year or at the program level?

- Is there flexibility in assessment practices and policies; is there a possibility to revise work or repeat assessment to learn from mistakes?
- Is formative feedback offered to students on academic progression, professional/career projections and personal growth? Is timely formative feedback offered to students on their academic progress throughout the duration of the course?

Flexible learning pathways

Relevant considerations regarding **flexible learning pathways**:

- Flexible learning pathways can be created through, for example, interdisciplinary or self-designed study programs, (b) elective and interdisciplinary courses, (c) flexible entry routes to the study programs, (d) flexible delivery modes through part-time, open and blended learning provisions.
- Recognition of prior learning or out-of-class learning enables non-traditional learners to gain academic credit and thus shorten their study time and add motivation for study. Institutions ought to consider recognizing certificates, badges, nanodegrees and other forms of credentials obtained in alternative (possibly non-academic) programs (Klemenčič, 2020).
- Evening classes, flexible schedules to take classes or meet instructors are other practices that support and enable learners who combine study with work and or familial responsibilities.
- Administrative barriers to transfer between study programs are diminished by information about the procedures, possibly modularization of programs and recognition of credit for comparable courses.
- Flexibility in delivery modes includes variable schedules, online and blended education
- The necessary condition for enabling flexible learning pathways is also academic advising and academic support.
- Permeability of study programs in the sense of recognising academic credit from comparable courses obtained elsewhere is also an important aspect of flexible learning pathways.

Learning support

Relevant consideration for **learning support**:

- Provide a coherent institutional offer of student services, i.e. **learner support**, to cater to an increasingly diversified student body (e.g. counselling and tutoring provisions, curricular orientations, extracurricular courses, writing centres, libraries, career service) to widen access, improve student retention, prepare students for employment and support their entry into the labour market (e.g. study path choices).

Teaching support

Relevant consideration for **teaching support**:

- Provide more systematic teacher support and professional development opportunities to teaching staff as well training for graduate students and undergraduate teaching assistants. This way teachers can expand their knowledge and pedagogical skills and are able to apply and reflect upon innovative teaching methods and practices conducive to SCLT.
- Continuous professional development requires adequate working conditions, teaching workloads and an institutional culture that values innovation of learning and teaching, and experimentation.
- *Recognize teaching excellence* by rewarding and publishing exemplary teaching scholarship and practice including efforts of instructors who steer the SCL approach forward and give awardees opportunities to share good classroom examples and innovative learning practices in order to stimulate the adoption of innovative and good practices in curriculum design and instruction.

Active learning spaces and academic libraries

Relevant considerations for **active learning spaces and academic libraries**:

- Build active learning spaces (e.g. flexible learning spaces with movable furniture, writing surfaces and integrated information technologies, acoustics and lighting, air quality, temperature and ventilation) designed to encourage cognitively active learning. These spaces allow instructors and students to transition seamlessly between different social forms such as small group activities, lectures or student presentations. The flexible layout enables greater circulation around the room and thus, allows for better interactions and collaboration between teacher and students.
- Redesign library spaces as active learning spaces both in physical environment and online.

Learning technologies infrastructure

- How many study programs or courses within study programs offer online or blended education? What SCLT practices do these programs or courses entail? What are student enrolments and success rates in these programs?
- What (academic technology) support is available to students to be able to navigate and fully use these education opportunities?
- What technology support is available to all courses/study programs (e.g. course management platforms)?
- What training is available for teaching staff to use technology for SCLT?
- What incentives for developing technology enhanced SCLT are available at the institution?

Community learning connections

- What types of community connections or explicit partnerships to enhance teaching and learning (and advance SCLT) exist on the institutional level, for

example: (a) intra-institutional partnerships with research units, (b) entrepreneurship centers, (c) innovation labs, (d) service-learning educational partnerships with local community actors, (e) institutional programs and initiatives for practitioners to spend time at the institution as visiting scholars and engage in research and teaching?

- What types of system-wide partnerships between higher education institutions, independent research centres, industry and non-profit sectors exist within the higher education system?
- Are there inter-institutional domestic and/or international partnerships in teaching and learning (through bilateral partnerships or university alliances) on the institutional level and support for these on the system level, for example: (a) joint degree programs, (b) student and staff exchanges, (c) joint projects related to the advancement of teaching and learning, (SCLT) practice and policy, (d) sharing of teaching and learning support or resources (e.g. joint online learning platforms, joint library resources)?

Quality and learning analytics for student-centred learning and teaching

Quality - Institutional level:

- Is there a unit responsible for monitoring and measuring institutional performance of teaching and learning? Is such unit explicitly committed to SCLT? If yes, how is such unit supported/assisted/guided in data collection and analysis? If not, who is responsible for quality of learning and teaching?
- Are students and other stakeholders involved in the design and application of internal quality, i.e. also as consultants and researchers or in interpretation of data?
- Which teaching and learning data is collected from:
 - *Students*: (a) Student enrolment, retention and graduation rates; related entry and exit tests; graduate career tracking (employability, job retention and salaries), etc. (b) Is such data filtered for trends in gender, age, socioeconomic status, ethnicity, language, disability, student high school achievement/standardized tests, student high school background and other characteristics relevant to the institutional or system context? (c) Are course evaluations and student engagement surveys conducted?
 - *Teachers*: (a) Are teachers required to submit a detailed *course learning and teaching methodology* as part of each course design (syllabi) including assessment guides and rubrics to be checked for evidence of SCLT approaches? (b) Are these course design plans (syllabi) publicly available in an open institutional repository? (c) Are teachers required to prepare teaching statements (that would indicate understanding of and commitment to SCLT) (d) Are classes observed or recorded for evaluation?
- What other basic or applied institutional research/educational assessment is performed institution-wide or within a study programs (e.g. exploring reasons for drop-out or transfer from a study program)?

- To whom is data on learning and teaching and SCLT reported and how is it used in decision-making?

Quality - System level:

- Is there an independent quality assurance and accreditation body that covers all types of higher education institutions and study program across the HES?
- Do standards and guidelines for quality in higher education include commitment to SCLT?
- Do standards and guidelines for quality in higher education refer to all components of the SCEs framework, and take into consideration input and output factors as well as education processes?
- Is institutional data on quality of learning and teaching in individual institutions and study programs made publicly available to inform student choice?
- Are students and other stakeholders involved in the design and administration of external quality in higher education?

Conclusion

Scholarship on SCLT offers ample evidence of the superior effectiveness of student-centred classroom practice to activate and deepen student learning (Hoidn and Klemenčič, forthcoming). As discussed earlier, there is no single formula of SCLT practice that works for every course and for every study program. The SCLT methodology for each course and each study program is developed with expected learning outcomes in view, with consideration of who the students are (their prior knowledge, learning styles and needs, interests), the specific teaching-learning situation (size of the course, classroom design, etc.) and with enough in-built flexibility that adjustments can be made based on feedback from students and ongoing reflection.

SCLT is not only about classroom practices. Other elements have to be in place within a higher education institution to create a truly student-centred environment and to support and reinforce SCLT curricular instructional and assessment practices in the classroom: learning and teaching support, active learning spaces and learning technology infrastructure, flexible learning pathways, quality systems with learning and teaching data analytics and community learning partnerships. We can think of these elements as gears that reinforce – bring power – from one element to another within the same system; all with the purpose to activate and deepen student learning within each course and the entire study program.

SCLT policy framework and guidelines need to be developed by the institutional leadership to create such an SCLT ecosystem. Process of developing such policies and guidelines has to be inclusive to reflect the views of teaching staff, students, relevant administrators and external stakeholders. As discussed earlier, for a real change in institutional culture – norms, values, narratives on teaching and learning – towards

SCLT principles, a purposeful long-term SCLT campaign might be needed in addition to SCLT policies.

Finally, SCLT ecosystem cannot be established in an academic environment which is not **fully committed to the highest standards of academic integrity and ethical behaviour**. Breaches of such standards, for example, by tolerating plagiarism, cheating on exams, etc., undermine and hamper implementation of SCLT. As part of the implementation of SCLT ecosystems, higher education institutions have to revise and strengthen their policies, procedures and institutional bodies responsible for preventing and sanctioning unethical behaviour in educational processes. Teachers have to be aware of the ways to prevent (for example, by showing standard citation practices, designing new problem sets for exams rather than recycling them, avoiding rote learning practices, etc.) and to sanction breaches of academic integrity.

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Education for sustainable development as a catalyst and the role of students in the future management of HEIs

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Abstract: *Education, to which everyone should have equal access without any discrimination, is linked with all the issues present in the SDGs, so the approach needed in order to acquire skills to implement them is the transdisciplinarity. Students should be involved in all key aspects of the HEIs' work, in order to become active co-creators of their own education. They play a vital role of the sustainability processes but the institutionalization of this engagement is useful through structures that assign responsibilities and provide resources and funds.*

Keywords: *Education; Leadership; Students; Sustainability; Trans-disciplinarity.*

Multiple crises affect our societies and manifold political actions threaten the global commitment for a better future. These crises, generally due to trade conflicts because of resources, continue to rage in the world causing instability and underlining the extreme inequalities. The European Union, founded on the principles of peace, cooperation and solidarity, is not immune to instability, which is also reflected in the European Higher Education Area. Three years ago, the Brexit vote represented an aftershock. Barely a month before the European Parliament elections, the political scenario predicted by polls had seen the populists and the eurosceptics gaining votes, which fortunately did not come as true as forecasted and feared. Nowadays, many challenges remain central for the future of students: the defence of academic and press freedom, which are actually under attack; the fight against corruption; the redefinition of an asylum policy that could guarantee the fundamental right to leave in order to have a better life, with a real share of responsibility among states without any barriers. Furthermore, millions of students across Europe are raising their voices in the Fridays for Future movement to tell decision makers not to postpone the commitment for climate anymore. Young people all over Europe invaded streets and squares in the last months, demanding their right to have the sustainable future described in the 2030 Agenda.

In the rising collective social engagement on sustainability, in all its forms, universities have a prominent and guiding role. Indeed, the Higher Education Action is decisive for kick-starting important steps towards the implementation of Sustainable Development Goals (SDGs) adopted four years ago. Among them, the human right for education is covered by SDG 4, and is based on Article 26 of the Declaration of Human Rights (1948) [1], whose ratification by the national states is mandatory. In contrast

to previous development agendas, the Agenda 2030 does not only explicitly mention the tertiary education for the first time in SDG 4.3, but also resends to the importance of the promotion of technological and innovative capacities in various sub-objectives and cross-references. Scientific research is framed as an implementation mechanism in many interconnected fields, for example in agriculture and food security, renewable energies, industry, innovation, infrastructure and climate change. Moreover, the Global Partnership repeatedly refers to science, technology and innovation. We can affirm that the role of higher education in knowledge, training and placement of expertise is properly recognized, above all referring to the implementation mechanism of teaching and learning. Diversity and inclusion are set indeed as cornerstones of Higher Education Institutions' cultures: they have to be consubstantial with all their functions (teaching, learning, research, outreach). Gender balance is still missing in many study fields, in particular within the Science Technology Engineering Mathematics'. Higher Education Institutions need to strive to achieve it by offering flexible learning paths and teaching forms, as well as by putting support mechanisms for special needs of students in place. According to the 4.7 target of SDG 4, all people have the right to access knowledge and skills needed to promote sustainable development in order to build resilient and sustainable societies (UNESCO, 2013). But despite the solemnity of this principle, the right for access to education, above all to the tertiary one, is not guaranteed on the same level around the globe. The lack of participation in tertiary education in the Global South, in particular in the Sub-Saharan area, reflects the strong disparities due to income differences. The beneficiaries of the undeniable expansion of tertiary education in these macro-regions are only upper and middle class citizens. In most of these cases, young women from poor families are more affected by this discrimination than young men from poor families.

Governments should ensure that economic reasons do not impede anyone from studying. Such reasons are not only restricted to tuition fees, but also include ancillary expenses such as transportation, housing, and general living expenses. In the context of equal access issues, participation in higher education of people with a refugee background, which is currently less than 1% [2], received increased attention in the international debate. Although the need for recognition of diplomas and different forms of learning is controversial. Every student and potential student should have good access to information available in accessible language. Universal accessibility is a central issue. There is the need of accurate and reliable information and guidance in Higher Education for pre-tertiary students in order to increase their access, participation in and completion of Higher Education studies. In this case, too, attention should be particularly given to vulnerable and underrepresented students.

Education is clearly linked with all the issues present in the other SDGs, so the approach needed in order to acquire instruments and skills to implement them is that of trans-disciplinarity. This is a feature of the Education for Sustainable Development (ESD), defined by UNESCO as the education that "empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a

just society, both for present and future generations, while respecting cultural diversity”, in other words to reach “a safe and just space for humanity”[3].

As a matter of fact, a deep heterogeneity characterizes the discussion about the function of Higher Education (HE) in relation to implementation of the SDGs. There are many interpretations of “sustainable development”; according to International Alliance of Universities, the ecological understanding is still dominant, at least in the Global North. Its most important feature is the conceptual dynamics, so education for sustainable development must be heterogeneous in its content and implementation, open to contradictions and critical reflection [4]. In the Global South, instead, in a situation of promotion of the tertiary education, the contribution of HE to achieve the SDGs is primarily viewed as training for managers and innovators for economic growth in an increasingly high-tech world [5, 6].

Education for sustainable development has to be taken in consideration both in the current law and in reforms, as underlined also into the “Global Monitoring Report” 2016 [7], together with the principles of Social Dimension, also through a cross-cutting cooperation across Ministries. Governments should reverse the shift of the public spending cuts that has accompanied the difficult economic situation in the recent decades, with a growing trend of increasing fees or private education. Given that UNESCO assumes an indispensable increase in public expenditure for the implementation of SDG 4, the recommended plan of allocation from 15% to 20% of public budgets to the education sector is urgently needed [8].

As also ÖFSE affirms, the global growing tendency to commodification of HE and the anchoring of it in a modernist-western narrative that dates back to the colonialism, with the establishment of strong asymmetries in what is considered legitimate as knowledge, that according to postcolonial criticism [9] is a “global epistemological phenomenon cemented”, affecting the potential of tertiary education and the achievement of the targets of sustainable development. This situation leads to a system of hierarchical stratification of the global landscape of higher education, that locates the “opinion-leading” universities in the Global North, and is defined by Eurocentric Curricula and Ranking according to international excellence criteria. Instead SDGs call for educational equality, that also has the positive consequence to enabling the capacities necessary for the development [10].

Universities and higher education institutions clearly reveal themselves as fundamental, both for its educational and social role, as underlined also in the Paris Communiqué. Many higher education institutions in the EU committed themselves to sustainability and have created national or regional networks in order to share and promote best practices in sustainability with the aim to cooperate towards reaching the SDGs (such as ‘RUS’, the Italian Network of 60 Sustainable Universities, or ‘Hoch-N’, network of 11 Sustainable Universities in Germany). Their monitoring [11, 12] showed that sustainability at higher education institutions is strongly linked to committed individual change agents. Students usually play a vital role as initiators, drivers and contributors of the sustainability processes, but the institutionalisation of this engagement is

useful through structures that assign responsibilities and provide resources and funds. Examples of Green Offices run by students (such as offices at Maastricht and Bologna University) or sustainability departments illustrate, that a cooperation between all actors of the university environment is possible and desirable. The two-way relation between university management and students has positive effects such as avoiding the hand in hand dispersion of responsibility raising awareness and creating participation models which include the civil society.

HE(I) must “transform itself” in order to promote sustainable development (Tilbury, 2011 [13]). But the integration of sustainability into curricula and didactic frameworks needs support. The integration is already ongoing in the international framework with 515 courses, masters or PhDs, which present various references to it in their names and contents (according to the Italian Universities’ Rectors Conference). Developing leadership, as an understanding of participation and democracy in decision-making structures and in order to face the complex challenges towards a more equitable society, green economies, eradication of poverty, food security and other steps are important. This requires increasing the trans-disciplinarity of teaching and learning programs and also the respective research, because it will facilitate the inclusion of vulnerable groups in education. A key point should be surely addressed at the level of governance, where is very rare to deal with an important issue like democracy. HEI should understand that very often they play as actors into the process of reproduction of social inequalities. Anti-discrimination strategies are not enough to reverse the trend, above all in the Global South [14]. The commitment has to be the removal of the obstacles that undermine the transformation of Universities from HEIs to SDG-relevant actors, namely, according to the IAU, the lack of funds firstly; secondly, the insufficient unfavourable incentive systems for implementing the SDGs in higher education worldwide. Research is indeed mostly oriented towards disciplinary excellence, because of the excellence criteria, rankings and research promotion strategies on which is based the global science, instead inter- and trans-disciplinary approaches or partnerships with institutions.

Open access to educational resources and the Open Education strategies would be useful in order to guarantee the core principle of equal access for those who want to pursue education. But in this perspective, digitalization must be seen as an opportunity, not as an unavoidable end. We need good and future-oriented teaching and learning as necessarily as always. Actually, in part – but not only – thanks to new technologies, we have chances to embrace the chance of teaching and learning even better. Digitalization must not be a driver for considering education as an object of commodification. There is the need to avoid the fragmentation of the institutional structure and the interpersonal dialogue.

What is needed the most is a continuous involvement of students in all key aspects of the HEIs’ work. Allowing their participation into study programs design and delivery, considering the diversity within students and guaranteeing flexibility and use of difference approaches of teaching and learning, help to create a successful relationship between faculty and students. In the environment promoted it should be possible, be-

tween students and teachers, to learn reciprocally and communicate. In this context, also academic staff should be able to work with appropriate resources and funds, and be allowed to have access to training programs aimed to increase their knowledge on teaching and learning and students' proactivity. The capacities of students must be increased in order to conduct them gradually towards the new student-centred system, in which they become active co-creators, feeling responsible of their own education. Taking on this responsibility themselves, as well as experiencing different modes of assessment and feedbacks in order to evaluate their planned learning outcomes, support students not only to be autonomous learners, but also "aware" individuals. Individuals that are able to develop systems' thinking, alternative futures' envisioning, a critical thinking to evaluate sustainability values and principles and the ability to be collaborative and benefit from the mutual motivation.

Aware individuals, then, will be ready to take charge of their collective responsibility to deliver a more equal world to the next generations. A world where no one is left behind.

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Three Theses on the Social Dimensions of Higher Education

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Abstract: *As we search for some fundamental principles about higher education in facing an ever more uncertain future, it may be well to look critically at our past. In this paper I will do so, looking at history both recent and distant, in settings that I have some familiarity with. I formulate three theses: one on diversity, one on excellence, and one on responsiveness.*

Keywords: *diversity; excellence; quality; responsibility; responsiveness.*

There are, I believe, two key questions we should always ask about our academic work. The first is: what are we good at? Most of us, and certainly all university leaders, are very practiced in responding to this question. We can easily reel off subjects and disciplines in which we excel, statistics about rankings and league tables, names of eminent alumni, tales of prizes won, and evidence of esteem indicators. There is, however, also a second question, which I believe is of equal importance. The second question is: what are we good *for*? We are much less practiced in responding to this second question. Indeed, it still seems to catch us by surprise. This question is about our role in society – about the social dimensions of higher education. It is within this context, that of the good-for question, that I would like to put forward three theses, drawing on past experience in order to try and formulate helpful principles for the future.

My first thesis grew out of my time as Rector and Vice-Chancellor of Stellenbosch University. Stellenbosch is a university town about 50 kilometers east of Cape Town. Historically, it was the first inland town founded by the Dutch settlers, when they started venturing out from their fort in Table Bay in the 1670s. It is located in an area of great scenic beauty, situated in the Winelands of the Cape. It is also well known amongst rugby fans as the base of a rugby club which has produced many Springboks for the national team. For all of these reasons it is a very popular tourist destination.

There is however another reason why Stellenbosch is worth knowing about. It was there, in that beautiful university town, where apartheid was born. Most of the well-known figures of apartheid had a Stellenbosch connection, and for most of the 20th century Stellenbosch was the intellectual home of the apartheid regime. The architect of ‘grand apartheid’, Dr. Hendrik Verwoerd, was a Professor of Sociology

at Stellenbosch University before he turned to politics. D.F. Malan, the man who won the election of 1948 which initiated the 46-year rule of the Nationalist Government, had his home in Stellenbosch. Indeed, the National Party itself was founded in Stellenbosch, in 1914 (two years after the founding of its nemesis, the African National Congress). When Verwoerd was assassinated in 1966, his successor was a Stellenbosch alumnus, John Vorster, who became Chancellor of the University – as did Vorster's successor, the strongman P.W. Botha.

Surely it is one of the tragedies of the 20th century that the Afrikaners, who had the sympathy of the world after being defeated by the mighty British Empire in the Boer War of 1899-1902, decided that their only chance of survival was through the domination of others. And surely, within that narrative, we should take account of how and why a university became a standard-bearer for a narrow ethnic nationalism, proclaiming itself (through the mouth of Rector H.B. Thom in the 1960s) as the *Volksuniversiteit* of the Afrikaners.

It is necessary to say something about apartheid, for those readers for whom it is a concept distant in time or geography. On a high wall in the Apartheid Museum in Johannesburg you will find a display which lists all the apartheid laws passed by parliament between 1948 and 1994. There are many, and they are very detailed. Apartheid was intended to make sure that white people and black people would live their lives separately, that white people would exercise political and economic power while black people would supply labour, and that education for black people would be restricted on the grounds they would never need anything more. Cities and towns were divided into separate residential and business districts, every post office and every police station had two entrances, one for 'whites only' and one for 'non-whites', and every park bench, every bus and every beach was likewise designated. Nationally, all African black people were supposed to be resident in one of the so-called 'homelands' (or 'Bantustans'), but were permitted to come and work in the white areas provided they had a 'pass' authorizing them to do so. In the educational sphere, Dr. Verwoerd himself piloted the Bantu Education Act through parliament, in the process asking the infamous rhetorical question 'What is the use of teaching a Bantu child mathematics?'

The 'grand apartheid' vision was that each of the homelands would be an independent country for each of the separate 'ethnic' and/or linguistic groups: the amaZulu, the amaXhosa, the Batswana, the VhaVenda, and so on. The rest of the country would be for the white people. (The fact that, in this manner, about three quarters of the population was supposed to be resident on about 13% of the land was glossed over.) Then, as regards higher education, each of these independent countries would have its own university. This idea was duly enshrined in law through the ironically-named Extension of University Education Act of 1959 – which meant, in reality, that black students were removed from 'white' universities, because they were supposed to go to their 'own' universities. In this manner, apartheid thinking went, a very diverse country would have a very diverse higher education system.

Or would it? That rather depends on what you think diversity looks like.

I was appointed as Rector and Vice-Chancellor of Stellenbosch University in May 2001, while I was still working in Australia. I was the first ever Rector to be appointed from outside the University; the first who was not an alumnus, and the first who had never been a member of the Afrikaner *Broederbond* ('Band of Brothers'), the secret organization behind the National Party. How, I wondered, when I took up office on 1 January 2002, does a university which had been the intellectual exponent of apartheid become an integral part of the new South Africa?

Stellenbosch University, as I found it, was still largely populated, and entirely controlled, by white Afrikaners. In my view this situation was neither justifiable nor sustainable. I took up the leadership of the University committed to the view that the acknowledgement, promotion and celebration of diversity should be a key response to the legacy of the past. But that would have to be a diversity different from the apartheid kind: not a diversity where people were kept in different boxes, but a diversity where people rub up against different people all the time.

There is pleasant tradition at Stellenbosch University that the academic year begins with an academic opening: a full academic procession, and a university-wide congregation where all new students are officially welcomed by the Rector. Like most universities in the southern hemisphere, the academic year at Stellenbosch follows the calendar year, and so the academic opening usually takes place at the end of January. Within a few weeks of taking up office, therefore, I had the opportunity to give a major address to my new colleagues and students. And this is what I said [1]:

Stellenbosch University needs more diversity.

The reason why I believe we need more diversity is this: diversity has an inherent educational value. That is why we need more of it. This is an educational institution. Our business is about knowledge. That means we all have to learn, all the time. [And ...] we will learn more from those people, those ideas and those phenomena that we do not know, than from those we know only too well. We need around us people who represent the rich spectrum of South African life, and we need the diversity of ideas that are new to us. We need to pursue this diversity of people and ideas because of our core business – which is to learn.

I could have chosen to justify diversity as a moral imperative, which it was. I could also have chosen to justify it as a strategic or even a tactical move. Instead, I chose to give an educational justification for diversity at an educational institution. It is always easier to be convincing when you really believe what you are saying, and I am convinced of the inherent educational value of a diversity of people and ideas. This became the keynote, so to speak, of my Rectorship at Stellenbosch, and I believe it remains as valid today as it was then. And so, for present purposes, I present it as my first thesis on the social dimensions of higher education:

Quality needs diversity [2]

For my second thesis, taking my cue from the antiquity of Bologna *La Dotta*, let us first go back into European history. On the 7th of March 1277, in Paris, there was an attack on academic freedom. The Bishop of Paris, Stephen Tempier, issued a condemnation of 219 propositions associated with Aristotelian teachings at the University.

As we know, the writings of Aristotle entered western Europe via Muslim Spain during the 12th and 13th centuries, causing a tremendous intellectual revival. Particularly influential were the writings of ‘the Commentator’, the jurist, physician and scholar known as to Europeans as Averroes of Cordoba. Averroes took the stance that it was wrong for religion to forbid philosophy, and this very same point of contention resurfaced in the Catholic Church. The Bishop of Paris, for one, in his scatter-gun condemnation, believed that he was defending faith against dangerous Averroists like Siger of Brabant and Boethius of Dacia. These logician-philosophers were rationalists, arguing that reason should follow its course irrespective of any doctrine of faith.

But the Bishop overreached himself. Amongst his 219 propositions were some attributed to a renowned scholar who was supposed to be on the side of the Church: Thomas Aquinas, the Angelic Doctor. While Aquinas did write a treatise against the Averroists, he was himself a true Aristotelian, teaching the primacy of the intellect over the emotions. For Aquinas, God was ‘the most perfect of intellectual beings’ – a kind of Supreme Professor of Logic. He made it his life work to reconcile faith and reason in his *Summa Theologica*, and that he was largely successful is shown by the fact that he was not only canonized within 50 years of his death, but that Thomist teachings remain a key part of the Catholic Church even today.

And so, universities, in a wonderfully unintended consequence of the Condemnations of 1277, became liberated to follow reason wherever it may lead. Over time, this dedication to the exercise of reason and the pursuit of truth became what we might call the soul of the university – its essence, or animating principle. Five hundred years after the futile actions of the Bishop of Paris, Immanuel Kant reformulated the primacy of reason in a little treatise titled *The Conflict of the Faculties* [3]. The University, as was common in the late 18th century was composed of four Faculties. The three ‘higher’ Faculties of Law, Medicine and Theology were, according to Kant, subject to the bidding of the state or the Church. The ‘lower’ Faculty of Philosophy (or the Arts), however, had the privilege and the obligation to be answerable only to reason.

It is absolutely essential that the learned community at the university also contain a faculty that ... concerns itself with the interests of the sciences, that is, with truth: one in which reason is authorized to speak publicly.

The same ideal was still prevalent in the 19th and the 20th centuries. We even installed our own patron saints of higher education: Wilhelm von Humboldt as the proponent of blue-sky research, and John Henry Newman as the proponent of teaching knowledge

for its own sake. When we formulate what we are good at, we do so in the context of Von Humboldt and Newman.

But then, around the turn of the new millennium, something happened. We made a Faustian bargain. We traded reason as the soul of the university for something called 'excellence'. Somehow, we convinced ourselves that higher education is a competitive enterprise, and that our job is to outperform our colleagues at other universities in measurable output parameters. Higher education thus becomes a kind of continuous Olympiad.

Let me draw out the consequences of this change by saying something about a cliché: the knowledge economy. If we take this idea seriously there is a simple but profound question which has not been asked often enough: in the knowledge economy, what are the drivers of supply and demand? In the academic world in which I grew up, the answer was clear: the driver of knowledge on the supply side is the curiosity of the individual researcher. That is why we speak of 'curiosity-driven' or 'basic' or 'pure' research, and this was the pre-eminent and most highly esteemed kind of knowledge production. Moreover, in the paradigm of curiosity-driven research, knowledge production was as much as we were required to do. As long as our output was good, and we kept on pumping out knowledge into the world, that was our job done. We were confident and comfortable in our belief that through the workings of an invisible hand, curiosity-driven research would in the fullness of time bring benefit to society. In the meantime, we could reap the rewards of 'excellence' by enjoying the esteem indicators of being highly ranked. Most of us, including myself, actually do believe in the validity of the invisible hand argument. However, increasingly many of us also believe that, while true, it is not the whole truth. It is essentially a supply-side argument, not taking account of the fact that the workings of the invisible hand are unpredictable and slow. It focuses on what we are good at, ignoring the entire demand-side dimension of the question what we are good *for*. There is a legitimate question about the extent to which we respond (or fail to respond) to the needs and demands of society, and 'excellence' by itself will not answer that question. That is my second thesis:

Excellence is not enough [4]

For my third thesis, I will first draw on recent experience. I live in a town called Franschhoek, about an hour out of Cape Town. In 2017 and 2018, Cape Town very nearly became the first major city to run out of water. For three winters it did not rain to the extent expected, and dam levels went down precipitously. There was an imminent risk that the taps would run dry. Severe water restrictions became the norm: no watering of plants, no washing of cars, re-using your household grey water, two-minute showers only (not more than once a day and not every day), not flushing the toilet every time you use it, and so on. It is fair to say that the City was not well-prepared, and for some time its response to the crisis seemed to be only to pray for rain. There is something else worth noting for its absence, though: where were the universities? There are four universities in and around Cape Town, three of them have an institute of water research,

and none of these institutes played any major visible public role during the crisis. Which raises the question: if universities have so many experts, and there is a need for knowledge to address some societal challenge, where and how should these experts play a role?

This is very much an issue on the demand side of the knowledge economy, and it brings up a question about the responsiveness (or lack of responsiveness) of universities to societal challenges.

Nowadays most universities, in most parts of the worlds, see their academic work as playing out in three portfolios: research, teaching and something variously called 'outreach' or 'engagement' or 'community service' or even 'third strand'.¹ Now here is a question: in your university, is the 'Outreach' portfolio defined by what the university would like to deliver, or by what society actually needs? Further, turning the question into a little thought experiment, the university could ask itself: of all the grand challenges facing society, globally, nationally and regionally, for which of these do we have the knowledge base and the academic expertise to help find solutions? Moreover, which of these challenges are particularly relevant in our own city or region? So, for example, when there is a water crisis, will our institute for water research be in the forefront of seeking solutions?

The question of responsiveness (or lack of it) is very much in the context of the overall 'good for' question, and it is a question well worth the attention of all universities. Does your university, for example, have a ready portfolio of responses to the United Nations Sustainable Development Goals? And does that portfolio feature on your university website with the same level of prominence as your latest ranking on the most fashionable league tables? In terms of local challenges, have you taken notice of the idea of 'university social responsibility'? [5]. Do the leaders of your university have regular meetings and productive collaborations with the city council or local authority? Do you educate your students primarily so that they can get jobs, or so that they can be responsible citizens?

I have already made the point that knowledge production is indeed a valuable part of our social responsibility, but that excellence in knowledge production is not enough to discharge that responsibility. So, what more do we need to do? We need to do as much on the demand side of the knowledge economy as we have been accustomed to doing on the supply side. Specifically, we need to put that which we are good at to work, in response to the needs and demands of society. That is my third thesis:

Responsibility requires responsiveness

Let me conclude by returning to the Condemnations of 1277. One of the rationalists whose work stood condemned was a now-little-known figure called Boethius of Dacia, or 'Danske Bo'. In a marvelous little treatise titled *De Summo Bono* he wrote:

The supreme good open to man is to know the true, to do the good, and to delight in both.

¹ I am one of those who believe that the terminology 'third strand' has been harmful. In positioning our role in society as a third strand of activity, we divorced it from research and teaching, thus characterising it as an onerous add-on obligation rather than an integral part of scholarship.

This sentiment rather sums up what I wanted to say about the social dimensions of higher education. To know the true is our traditional task. It is about the pursuit of truth, the exercise of reason, knowledge production, the supply side of the knowledge economy. It is what we are good at. To do the good is to put our knowledge and expertise to work in responding to societal challenges. This what we should be good for, and what we should do more of. And finally, we might do well to remember that we can take delight in both.

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3. First published in 1798 in Königsberg as *Der Streit der Fakultäten*, it was actually composed of three different sections written at different times. *The Conflict of the Faculties* was published by the University of Nebraska Press in 1992, translated and with an introduction by Mary J. Gregor. See <https://www.nebraskapress.unl.edu/nebraska/9780803277755/>.
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5. See for example Shek D.T.L., Hollister R.M. (eds.), 2017. *University Social Responsibility and Quality of Life – A Global Survey of Concepts and Experiences*. Singapore: Springer. It is also worth noting the existence and activities of an international network of universities called the University Social Responsibility Network, <http://www.usrnetwork.org/>.

Bologna and the Social Dimension – Lost in Translation?

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Abstract: *This summary paper has been adapted for publication from a keynote speech given by the author at the Bologna Process Anniversary Conference on the 24th – 25th June 2019. The paper offers an overview of the Bologna process and also explores the social dimension highlighting and commenting on the progress made in this area of Bologna as well as the challenges that lay ahead in realizing the promise of the social dimension and the wider social benefits of the European Higher Education Area.*

Keywords: *Challenge; Communique; Destinations; Origins; Social Dimensions.*

I would like to begin by thanking the conference organisers for the invitation to contribute to this Bologna Anniversary event. I am delighted to participate and to have the opportunity to share with you some thoughts, reflections and brief comments on the Bologna process and in particular, the social dimension aspect of the process.

This contribution to the event started life as a joint paper presentation with my two co-authors Ninoslav Šćukanec Schmidt and Robert Napier who are the joint Chairs of the current Social Dimension Advisory Group of which I am also a member. I will be looking at some of the issues noted in our original abstract but only some. As I won't have time to explore these in any great detail here I would like to invite you to contact me with any points and comments you may have and I will be delighted to feed these into the ongoing discussions of the Social Dimension Advisory Group as it works towards delivering its mandate which I shall come back to in due course. Facilitating an open dialogue in respect of the work of the advisory group is a very important way of drawing on the wider body of knowledge and practice relating to the social dimension. I will give you my contact details at the end of this paper for your comments.

The title for this paper is “Bologna and the Social Dimension – Lost in translation?” In using the word translation, I want to suggest that part of the ongoing challenge for the social dimension involves a significant degree of translation and for that matter, interpretation. For example, the challenge of translating the defining features of the social dimension into policy and practice has been part of the work of successive social dimension working groups over the years. This has not been a linear or incremental process but rather as we shall see a fairly uneven one with valuable points of progress over the period that the Bologna process has been operating. I shall point out some of these issues as we explore the Bologna process and social dimension.

Given the limits on the paper I will confine my commentary efforts to three areas of discussion. First, I will make a few remarks by way of a highly edited overview on

the Bologna process itself. I am sure I have missed things out but hopefully for those of you not familiar with the Bologna process it will at least provide a starting point. Many apologies in advance to any Bologna historians and experts as my overview remarks will be at best a scene setting exercise and at worst a quick run through my personal selection of the key features of the Bologna process. In this sense, I am less of a Bologna scholar and much more a participant observer with a particular interest in the “public good and wider benefits of higher education” which I believe in very strongly. I increasingly realise that the Bologna process is very complex and as a participant in co-operation with other colleagues my involvement is just in one part of the current cycle only. So therefore, I will confine my comments to this.

My second area of discussion will focus on some of the social dimension aspects of the Bologna process and for this I will be drawing on a combination of documentary sources but mainly a selection of relevant Ministerial Communiqués which make reference to the social dimension as well as some of the working papers from the Bologna follow up group (BFUG) and the advisory groups that form a key part of the working arrangements for each iteration of the process.

Finally, I will set out and also make a few remarks about the terms of reference for the current Advisory Group for the Social dimension.

The outputs from this group will feed into the deliberations for the 2020 Ministerial Communiqué and therefore help shape the growing body of knowledge and practice in this crucial aspect of Bologna.

Before I come to the three areas of discussion let preface this by giving you some background on me and my roles and responsibilities as this might also give you a clue as to where I am coming from in my understanding and views on the social dimension. Like most of us these days I have multiple roles and responsibilities. My day job is at the University of East London (UEL) where I am Director of Continuum – The Centre for Widening Participation Policy Studies. This is a research and development centre established in 2003 which undertakes a variety of research and near policy studies often in collaboration with both local and international partners. The centre for example has been commissioned by the London Councils representative body to provide a series of longitudinal studies on the Journey of Young London Learners to Higher Education (London Councils 2018) and amongst other things to look at the social dimensions of these journeys. At a regional and national level this work has raised important questions which are directly relevant to the Bologna process in relation to the origins and destinations of learners progressing to Higher Education. I will come back to the theme of widening participation later as it has been and is an influential umbrella term connected to the social dimension often with reference to national level policies and strategies.

The University of East London has a mission which is driven by its long-term commitment to widening access and participation for more and different learners from communities throughout East London and beyond. My university is therefore very much an “anchor institution” in the region providing higher education opportunities to amaz-

ingly diverse communities of learners in some of the poorest parts of London, which often have low levels of higher education access participation and progression.

Complementing my role at UEL I am also a guest Professor at Malmo University, Sweden where I work on a number of higher education widening access and participation research and development projects and related initiatives. This role has also led to a healthy and productive knowledge exchange and wider co-operation being developed between the two universities focusing on social dimension type issues and concerns in relation to inclusion, partnership working and City/University co-operation. This is much in the spirit of Bologna co-operation.

Thirdly, I am Chair of FACE – The Forum for Access and Continuing Education. This is a professional network which supports and represents widening participation practitioners from across the UK and which also has strong links with sister networks internationally.

Finally, and of particular relevance as I mentioned I am the UK representative on the Bologna Advisory Group Social Dimensions 2018-2020 and I also previously served as the UK rep on the Social Dimension and Lifelong learning working group from 2014-2015. I will draw on my experiential learning of working in these groups throughout this paper.

Turning to my first area for discussion let me offer a brief reminder and overview of some of the main features of the Bologna process.

The first point to make is that it is based on an intergovernmental cooperation structure which is comprised of 48 participating countries together with the European Commission. There are also a number of consultative members and representatives from the national ministries in addition to colleagues from student and staff bodies and stakeholder groups in the European Higher Education Area (EHEA) and so on. The specific composition of the various thematic and advisory groups changes with each cycle of the Bologna process to reflect the areas and priorities in the ministerial communiqués, which in turn frames the mandate for such groups. Oversight and management of this process is the responsibility of the BFUG which includes representation from the EHEA members.

So, what were the founding concerns of the Bologna process? Firstly, it is important to note that the Bologna declaration, which I strongly urge you to read if you haven't done so, was preceded and informed by the Sorbonne joint declaration which was produced a year before the Bologna declaration in 1998. Substantive sections of this declaration were taken up in the Bologna declaration including those relating to the social dimension. The Bologna declaration itself was signed by 29 European countries in 1999 and makes reference to a number of what have since become familiar features across the EHEA landscape. Such as a credit transfer system, student/staff mobility, common structure for academic qualifications and so forth. Importantly the declaration highlighted a commitment to Educational co-operation noting this form of working can contribute to peaceful, stable and democratic societies. Certainly, in the two working groups I have been a member of there has been a strong culture of cooperation between

members. We should not underestimate the value and impact that such co-operation makes to the quality of work undertaken in the various advisory groups. The social dimension incidentally is mentioned in the very first paragraph of the declaration, so it was very much one of the overarching themes of the declaration.

How has the Bologna process been progressed?

Two phases to the Bologna process with Phase 1 from 1999 to 2010 often characterised as the structural phase in which the setting up of the EHEA took place underpinned by the aim of creating a compatible system of higher education with a common structure of qualifications and so on.

Phase 2 – 2010-2020 sometimes referred to as the phase of consolidation building on the EHEA as well as a range of social dimension type developments such as inclusion, widening access and participation in HE and supporting student success as well as promoting the wider mobility of students and staff. So, from this we can begin to see the way that aspects of the social dimension are part of an ongoing process which is intermittent as we shall see. This is a process which includes the domains of practice, research and policy and pays particular attention to the connection between these three domains.

Moving on to the organisational features of Bologna.

Essentially each cycle of the Bologna process comprises of a ministerial meeting every second year supported by the BFUG. A major output from this is the Ministerial Communique signed off by the member countries. The BFUG has the responsibility to progress the commitments made in the communique and it does this through the appointment of a series working and advisory groups which in turn are tasked with progressing the specific terms of reference framed by the BFUG and agreed by the Ministerial group. The BFUG meets at least every 6 months and is supported by a secretariat drawn from the country which is hosting the Ministerial meeting for that particular cycle. As Italy is host for this cycle the next Ministerial level meeting will take place in Rome in 2020. So, the work plans and terms of reference for each of the current themes including the social dimensions are presently being worked on by a series of groups with oversight from the BFUG. The groups will present their reports and related papers in time for the Rome 2020 ministerial meeting and communique.

Let me now turn to my second discussion area the social dimension and offer some brief comments of where this fits into the Bologna process. Various commentators have identified the social dimension as being a “moving target” within the Bologna process. What this tends to mean in practice is that there has been variable degrees of emphasis and attention given to the social dimension in the different communiqués over time. So, in some instances the social dimension features prominently and others much less so. Given this in the next few paragraphs I shall attempt to highlight this moving target aspect by drawing on a brief textual analysis of references made in a sample of Ministerial Communiqués and related developments across the two phases of Bologna I noted earlier.

If we go back to the original Bologna declaration we find the social dimension is included in a list of key influential factors at the very start of the declaration itself. From

its positioning in the text it seems to be the case that the social dimension was regarded to be an overarching theme and part of the vision to create what is described in the declaration as ‘part of a growing awareness’ in the public, academic and political spheres of the need to establish a more complete and far-reaching Europe. The social dimension being foregrounded as a critical feature of this vision of a Europe which as the declaration goes on to say “is building upon and strengthening its intellectual, cultural, social and scientific and technological dimension”. This particular vision of a social Europe has of course been changing and this in turn has had consequences for the social dimension and how it contributes to the wider changes across the EHEA.

By the time of the Berlin Ministerial meeting in (2003) and Bergen in (2005) we see that the language and position of the social dimension has shifted. So, for example in the case of the Berlin Communique there is a call to improve the “social characteristics” of the EHEA as a way of balancing the increased emphasis on competitiveness in the EHEA. The Bergen communique offers in contrast to previous communique standards a rather detailed description of the social dimension. It refers to the measures taken by governments which includes help to students especially from socially disadvantaged groups. The help being provided includes financial as well as guidance and counselling relating to accessing HE. As a number of commentators here have pointed out care needs to be taken not to create a deficit model of the very learners that are being focused on supported to access and excel in Higher Education.

When we reach the London communique in 2007 we arguably find the most detailed and concrete definition of the social dimension so far. So, for example the London communique talks about:

That the student body entering HE should reflect all our populations and the role of student services also it uses widening participation and equal opportunities discourses and terminology.

Although there have been several iterations of the social dimension in subsequent communiqués the London formulation marks a step change in attempts to define the social dimension and it has had a significant influence on subsequent communiqués as well as the current work plan of the social dimension advisory group which has adopted this definition in its work. We can also see strong echoes in the national widening participation plans and strategies in a number of EHEA member countries. The take up and implementation of social dimension proposals and developments in EHEA member states has been explored in for example the work of the PL4SD project which undertook a mapping exercise of widening participation strategies across Bologna members countries. This suggests that there is considerable positive interaction between the Bologna process and its pronouncements concerning the Social Dimension and national and institutional policy developments across the EHEA.

This mutual engagement and cooperation have also been proactively supported by the various social dimension advisory groups over time.

So, the London Communique defines the social dimension in relation to who goes to HE, participates in it and completes their HE studies. Furthermore, this definition

also recognises the structural and operational challenges this involves when it identifies the need to create flexible learning pathways into (Access) and within higher education (Progression).

This interpretation of the social dimension also recognises the equal opportunity and widening participation imperatives at all HE levels (eg undergraduate, postgraduate and doctoral studies).

I am now going to move to the final discussion area by fast-forwarding a decade to the 2018 Paris Communique. Here we can also see a strong alignment with the London Communique both in language and intent. Specifically, the ministers acknowledged and agreed that the following needs to be addressed by the 2020 Ministers meeting.

1. Social dimension needs to be strengthened.
2. HE student population reflects the diversity of Europe's populations.
3. A common understanding of the social dimension needs to be developed.

Before I conclude this short paper let me set out the terms of reference for the current Social Dimension Advisory Group moving forward to the next ministerial meeting for the Bologna process which will take place in Rome in the summer of 2020:

4. To develop a common understanding of the concept of social dimension within the BFUG.
5. To develop proposed principles and guidelines for the social dimension of higher education within the EHEA and to submit these, through the BFUG, to the 2020 Ministerial conference for adoption.
6. To gather and examine data on good practices in the field of social dimension, drawing on previously agreed commitments and existing data.
7. To explore the scope for EHEA cooperation to strengthen the social dimension of higher education.
8. To begin working on Peer Learning Activities within the Social Dimension sphere.

In many ways, these terms of reference capture and embed the essence of the Bologna process and specifically the social dimension aspect. In doing so they also provide an important set of challenges to the EHEA members going forward beyond 2020. These challenges include the following:

- Data collection and comparison at national level.
- Different understandings of the social dimension between countries and within the HEIs.
- Divergence between Bologna objectives and national objectives in social dimension policies.
- Consistency of monitoring arrangements.

These ongoing challenges form part of the backdrop for the Advisory Group for the Social Dimension and are currently being progressed through the group's Terms of reference.

The Bologna Process and the demands of the Labour Market

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Abstract: *The Bologna Declaration was a starting point for several European governments to reorganise and modernise the higher education system in their countries. In the Bologna declaration, as well as in the communiqués from the ministerial conferences, employability is mentioned as an important aspect for HE programs. It is especially linked to the first cycle degrees, which should be relevant to the European labour market as an appropriate level of qualification, but it is of course linked to all three cycles. It is also linked to life-long learning and the ability to broaden the competences for individuals when the labour market needs are rapidly changing.*

The word “employability” has been criticized. This must be seen in the light that many HE systems had first degrees of 4-5 years before adjusting to the Bologna process. The criticism can also be related to a criticism for too direct linkage to the labour market needs, not allowing the unforeseen demands in society, which more general studies might assure. “Usability” has been mentioned by students as a more appropriate term. A too strict link to the existing labour market can be conserving our societies instead of developing them.

At the same time, we have to be aware that our governments sometimes seem to be impatient with the higher education institutions - and students - when it comes to the supply of competences compared to the labour market needs. We also have to be aware of the existing allocation of study programs between different fields. The allocation might still mirror the historical facts. Programs in the humanities and social sciences often attract more students compared to the SciTech fields. There is a gap in the supply of graduate competences and the demand from parts of the labour market, which is discussed not least by enterprise associations. The main message in this keynote is to focus more on the transversal skills in all study programs and also assess them. In this way the future needs of the labour market will be met more properly.

In the recent call for European universities, the requirements for long term cooperation covers many aspects, among others practical and work-based experiences to foster an entrepreneurial mind-set and civic engagement.

Keywords: *Assessment of transversal skills; Digital skills; Employability; Skills gap; Transversal skills.*

This session, *Careers and Skills for the Labour Market of the future*, is about the future. However, I start by looking back, as it is a 20th anniversary. Twenty years ago, many governments in Europe needed support to tackle modernisation of universities. The Bologna Declaration was a starting point for several European governments to reorganise and modernise the higher education system in their countries. The establishing of the European Higher Education Area was, among many other things, also oriented towards the requirements in the labour market. In the Bologna declaration, as well as in the communiqués from the ministerial conferences, employability is mentioned as an important aspect for HE programs. It is especially linked to the first cycle degrees, which should be relevant to the European labour market as an appropriate level of qualification, but it is of course

linked to all three cycles. The demands of the labour market also included a stronger focus on the STEM subjects (science, technology, engineering and mathematics), life-long learning, the ability to broaden the competences for individuals when the labour market needs are rapidly changing as well as a broader recruitment of students with diversified backgrounds. The means was to restructure the higher education sector to be more alike between countries in Europe and thereby make it easier to understand the labour market outside one's own country. The redesign of curricula with learning outcomes in focus was also a way to accentuate the different types of skills demanded in many work places.

The word "employability" has been criticized. This can be understood in the light that many higher education systems had first degrees of 4-5 years before adjusting to the Bologna process and found it difficult to think of a shorter first cycle degree as suitable for the labour market. The criticism can also be related to a criticism for too direct a linkage to the labour market needs, not allowing the unforeseen demands in society, which more general studies might assure. "Usability" has been mentioned by students as a more appropriate term. A too strict link to the existing labour market can be conserving our societies instead of developing them. With a close connection to research, higher education programs can be influencing the labour market with new ideas.

Parallel to this, there has been a modernisation agenda in the EU structure, with various reports and a High Level Group. The focus has been on how you learn, how you teach and the digital competences needed in the society. Also, the skill mismatches between the supply of graduates and demand from the labour market have been discussed. In both approaches, the wider Bologna Process community and the EU agenda, the employability versus the utility of studies are discussed. Is the concern only to adapt to the labour market needs or is the concern also to influence the labour market?

Anyhow, there is a skills gap between supply and demand of higher education trained people in certain areas, especially the STEM fields, but also elsewhere. The gap exists locally, regionally and nationally. The digital gap is challenging in almost all fields. There is concern from politicians, from the business sector and employer organisations about these gaps, but also from the higher education sector. But the gap is not only related to the situation in the higher education institutions; it is also about the conditions on the labour market and the lack of attractiveness in certain fields – which can vary from country to country.

How can you tackle these gaps? Several kinds of measures are necessary. The working conditions in certain fields must be ameliorated, not only linked to salary but also wider. The most difficult issue is to influence the attitudes among young people towards certain jobs/fields. There are efforts, like the Technological Leap ("Tekniksprånget") in Sweden which is an opportunity for young people directly after secondary school to spend half a year at an enterprise in order to find out what kind of jobs there exist. The idea is to be influencing these youngsters to choose a suitable higher education program. Summer schools at higher education institutions have a similar aim.

The challenge with the digital skills gaps is that these gaps are of different kinds: technical and professional competences, generic IT competences and soft supplement-

tary IT competences (OECD, 2016, *Skills for a Digital World, Policy Brief on The Future of Work*. Paris: OECD Publishing). Not least the last type of skills gap is about supplementary learning in the field, where new knowledge and new approaches are necessary as the labour market changes. So, the automation and artificial intelligence will change the skills needed in the work force in many different directions. The challenge is to combine the human cognitive capacity with new cognitive and intelligent instruments given. Therefore, a broad supply of different educational offers for life-long learning is important, to which also higher education institutions can contribute.

We have to realize that the skills gaps exist. The gap between the supply of graduate competences and the demand from parts of the labour market is discussed not least by enterprise associations. And we have to be aware that our governments sometimes seem to be impatient with the higher education institutions - and students - when it comes to the supply of competences compared to the labour market needs. They take action – different actions from country to country. Sometimes the existing allocation of study programs across different fields is questioned. The allocation might still mirror the historical facts. Programs in the humanities and social sciences have many students, as these programs often are without restricted admission and hitherto cheaper than programs demanding lab resources. These fields often attract more students compared to the SciTech fields. Higher education institutions also take action. Among other things, like restructuring the curricula, internships in different work places while studying in higher education, are meant to make it easier to get a job directly after graduating.

In a broader spectrum, what kind of competences do we need in the future labour market? If we could meet these requirements, we would also tackle the skills gap. Above all, we need to train students in skills that enhance their employability. The language skills must be broadened to several languages. The labour market of the future – but also of today – is requiring transversal skills, both connected to the field of study and generally. Which are these transversal skills? Actually, they are skills we train in higher education, but we do not always put them forward as essential, as they are not always assessed as such. It is about communication skills, both orally and written. It is about analytical skills and ability to critical reflection. It is also about ability to think in new directions, entrepreneurial skills. But it is also very simple things like the ability to plan one's work and to make decisions. You can say that some of these skills are a question of personality, but we should train our students to be better off. The digital skills have to be included as well in how the field is approached.

The labour market of the future is also a labour market in a globalised world. Therefore, and as many nations have an increasingly heterogeneous population, international and intercultural skills are needed more broadly. These skills are the transversal skills applicable to an international context: to be open-minded, aware of cultural differences, have intercultural understanding and be adaptable to new perspectives. It can include the preparedness to work in an international setting. The entrepreneurial skills might be emphasised after an international experience, which make increased mobility

an important means for training students in these skills as well as in international and intercultural skills.

The learning outcomes of different study programs are nowadays, thanks to the Bologna process, expressed in a way which includes transversal skills. Students are not always aware of the importance of transversal skills when they market themselves in a job interview. In order to make the training of all these skills more important for higher education institutions as well as for students, the training has to include a more thorough assessment of the transversal skills. If anything has to be further examined in order to meet the labour market of the future, it is different approaches and experiences to assess and examine these skills.

In the European Union, there is an initiative inside the Erasmus program, which is approaching some of the challenges of the labour market of tomorrow: the European Universities initiative, starting in the autumn of 2019. This initiative is a linkage between local and national and European needs, it is a means of strengthening and deepening recognition and mobility, it has a focus on inclusion and the civic society and also on the entrepreneurial approaches and innovation in a broad sense. The European University is meant to be long term cooperation between several higher education institutions covering all regions in Europe. The labour market issue is of course important for these initiatives. Among many other things, practical and work-based experiences to foster an entrepreneurial mind-set and develop civic engagement are mentioned in the recent call. Innovation, local relevance and community development are focussed in the same time as cross-national cooperation. The assessments of transversal skills might not be on the agenda. However, the assessments of the transversal skills have to be discussed and tested.

The Bologna Declaration was an instrument to refresh higher education in different countries in Europe in order to modernise higher education and make it more in line with requirements of the labour market. The European University initiative is an instrument to contribute to the competitiveness of European universities by a wide cooperation, covering students, staff, curriculum design, governance, innovation and other societal interaction programs and inclusiveness to neighbouring societies. This is a new effort to influence higher education institutions to do their best for the society and the labour market in a European setting. However, the training and assessment of transversal skills inside the study programs remain the most important instrument to meet the future demands of the labour market and to increase the usability of higher education.

How can education contribute to socioeconomic development? Rethinking Human Capital for the Labour Market of the future

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Abstract: *This paper analyses the role of education in economic growth with special focus on countries with high participation in tertiary education. The practical challenge that this conceptual paper is trying to address is that global economic growth is decreasing in the last decades – especially in developed countries.*

Keywords: *Demand for Skills; Educational Policy; Generic Skills; Human Capital; Labour Market.*

Introduction¹

Comparative analysis shows that in some countries (like Russia and some other post-socialist countries) the expansion of higher education does not lead to the acceleration of the economic growth and labour productivity (Klees, 2016).

However, even in most developed countries with well-established system of institutions (including labour market) the pace of increase in tertiary education participation (assumed it is an education of good quality) is faster than the pace of economic growth (OECD, 2018).

Hence, the decrease in global economic growth in general, as well as the problem of weak connections between economic growth and growth in education participation – cannot be explained by referring to the issue of “bad institutions” alone. Drawing on T. Schultz’ idea of “the ability to deal with disequilibria” – or, in other words, “the entrepreneurial” abilities – and John. W. Meyer’s concept of “expanded actor hood” we elaborate some theoretical insights, which suggest new principles and mechanisms for the connections between education, economic growth, and institutions – and the role of education in these regards.

¹ This paper partly utilizes and elaborates on fragments from Kuzminov Ya., Sorokin P., Froumin I., 2019. Generic and Specific Skills as Components of Human Capital: New Challenges for Education Theory and Practice. *Foresight and STI Governance*, 13(2): 19-41. DOI: 10.17323/2500-2597.2019.2.19.41.

Mismatch between Education and Labour Market

A common explanation for the insufficient influence of formal education upon economic growth is a “mismatch” between education and the labour market (Roshin & Rudakov, 2015; Caroleo & Pastore, 2017).

Statistics show that more than 20% of Russian students enter college to study some form of engineering and this segment has been growing since 2014 (Kliachko, 2017). At the same time, the labour market does not support a corresponding number of jobs that would make use of these engineering skills, while the rate of employment in the retail sector rose 2.4-fold in the same period (Gimpelson, 2016).

Ultimately, educating engineers on a mass scale ends up being a poor use of time for the majority of students and a waste of money on the part of the state. However, the mismatch applies not only to jobs available on the labour market and specific professions associated with them, but also to skills that are in demand more broadly (McGuinness *et al.*, 2018). This means that the problem lies not only in the sphere of specific human capital, but also in the general sets of skills that are applicable to different jobs and even to various industries.

In the global context, systems of higher education experience no less pressure to confront the mismatch in skills as they do the mismatch in professions. A wide-ranging study of the US labour market showed that changes in the demand for widely applicable skills on the US labour market since the turn of the twenty-first century are partially responsible for the decrease in upward mobility among workers with a diploma in higher education (Beaudry *et al.*, 2016). Conclusions such as these contradict traditional understandings about the primacy of specialized professional skills for success on the contemporary labour market.

Education systems responded to the increased demand for soft skills over hard, narrow ones by, for instance, increasing the share of students studying humanities and education (from 19% to 24% of bachelor's students in Norway, France, Great Britain, and Germany, but only 12% in Russia (Kliachko, 2017, p. 24)). Another response to this demand was the spread of new universities following the classic liberal arts model of education. Studies show (Telling, 2018), that students in highly developed countries are most likely to prefer this model of education because it is open to a large spectrum of potential professional trajectories (Telling, 2018).

The deficit in general human capital has also been reflected in the widespread addition of entrepreneurial elements to curricula, including in secondary and tertiary education. Countries with leading positions in the innovation economy have been the most active in this area. In Finland (NAE, 2014) and British Columbia, Canada an entrepreneurial component is part of the “technology” curriculum. In a paradoxical turn of events, the tertiary education sector, which traditionally specializes in producing specific human capital and specialized work skills, has become increasingly permeated by entrepreneurial education. This is especially noticeable in countries and regions at the forefront of technological progress. The largest intellectual hub of Silicon Valley,

Stanford University, has significantly boosted its entrepreneurial offerings over the last twenty years, including programs within technical and software disciplines. According to one large-scale survey in 2011, more than one third of Stanford graduates started their own business, and a similar percentage have experience working at a start-up. More than half of the graduates that became entrepreneurs said that Stanford's entrepreneurial spirit was what drew them to the university (Eesley & Miller, 2018). All told, Stanford graduates founded almost 40,000 companies and created more than 5 million jobs, generating annual revenue of \$2.7 trillion (Eesley & Miller, 2018).

The tertiary education sector in Russia is also showing a distinct tendency towards renewal, but the impact of entrepreneurial education on the economy remains small. Businesses created in collaboration with universities have so far failed to compete effectively (Karpov, 2018). Whereas the Massachusetts Institute of Technology (MIT) incubates more than 150 new companies annually, 24 of the top 40 Russian universities generated less than 10 start-ups between 2009 and 2015 (Karpov, 2018). Nevertheless, a net positive effect of specialized entrepreneurial training has been proven for the development of Russia's business ecosystem (Dukhon *et al.*, 2018).

The challenge of the new global trends for human capital and education

The problem becomes even more complicated if we consider several trends in global social, economic and technological development, which formulate new demands to the human capital's principal qualities. These trends may explain the decrease of the positive effect of increasing education levels on aggregate economic growth on the macro level (Klees, 2016).

The radically increased pace of technological development leads to customization, that is, making individual the primary producer and consumer. Technologies change the whole structure of global economy and labour market (ILO, 2018). The proportion of job-places in industry decreases (with automatic systems enhanced with artificial intelligence replacing humans), while the demand for labour force in services increases – in particular, in non-market services, like healthcare, which is a necessary response to the demographical transformation in developed countries (with an increasingly aging population).

Innovative technologies, including Artificial Intelligence, 3-D printing and Platforms, become GPT (General Purpose Technologies) that empower large institutional transformation – potentially decreasing the effect of “economy of scale”.

Corporate employment is gradually replaced by freelance, part-time employment, which creates risks of underemployment and threats for the quality of life and social protection. The dominating type of skills become non-routine skills – those that are most difficult to substitute by a machine (Levy, Murnane, 2013).

Typical corporate careers also change, departing more and more from what Max Weber called ideal type of “bureaucracy”: the principles of rational planning, strict spe-

cialization and control appear inadequate for the turbulent times when project based working and multi-functionality are essential for success (Deloitte, 2017). The hard distinction between working time and leisure time also gradually vanishes.

These trends make especially relevant what T. Schultz in 1975 called “the ability to deal with disequilibria” – or, in other words, “the entrepreneurial” abilities – as core element of human capital, applicable to any job-place and even to every situation of choice in the context of uncertainty. The idea that “educated” individual\collective action can play a leading role in changing institutions – is not entirely novel for current sociological literature: the concept of “Expanded actor hood” (Meyer, 2010).

The debates on human capital in the last decades largely ignored this element. At the same time, in other domains of literature, valuable and relevant knowledge has been accumulated – for instance, concerning “entrepreneurship education” or “liberal arts” in higher education. These findings may be integrated in the dominating discourse on human capital under T. Schultz general framework.

The pace of societal changes, empowered by revolutionary technological inventions like artificial intelligence, internet-based platforms and networks - has become so fast that it requires national states, companies and individuals to develop principally new capability in order to progress in economic growth. This capability goes beyond adapting to the existing institutional systems – it rather implies the ability to transform them, to create new institutions seen not simply as “increase in efficiency”, but as “a new system of social interactions”, with “new identities”, “new value”.

Therefore, we suggest an expanded definition of human capital, with a special focus on the following four categories of individual development (see Figure 1):

- Specialized skills adapted to specific jobs (*specific human capital*). According to classical human capital theory, it is created through specific (mostly, tertiary) education, as well as work experience.
- *General human capital 1* – universal competences, for instance, creativity, critical thinking, cooperation and communication. It is developed through creative, project-based work and requires supplementing traditional education with new types of collective and independent activities.
- *General human capital 2* - basic non-cognitive traits such as those found in the Big Five, as well as grit, perseverance, psychological adaptability in the face of social changes and challenges, and so on. These traits can be strengthened by specific activities and supported by an increased socio-personal component in education process.
- An expanded view of the concept of agency, or active independence, is the basis of *General human capital 3*, which engages with the entrepreneurial element of human capital (Schultz, 1975). This category describes a person’s ability to transform social structures and institutions, make improvements in the world in collaboration with others, and create new types of action, including economic ones.

Agency will play a key role in job redesigning and in implementing new technologies into labour processes. The whole workforce in the near future will face the need to invent new tools and working methods. A WEF survey of international businesses (WEF, 2018)

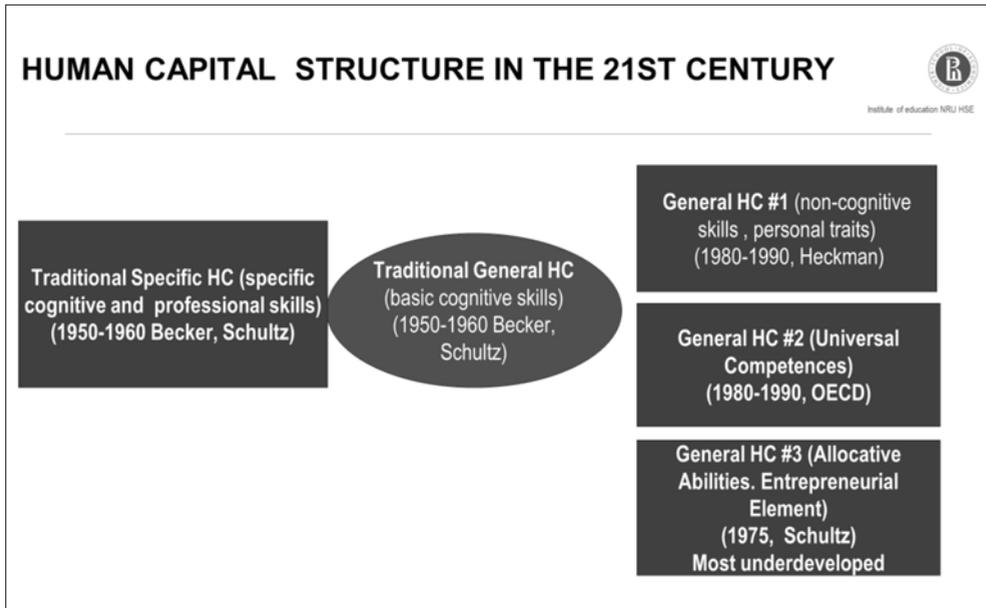


Figure 1

showed that the corporate sector is ready to invest in training only for its most productive employees, and even in such cases the expectation is that they themselves take the initiative. Large part of the workforce will likely shift to freelance and temporary employment (Upwork Global, 2017, p. 13). Under these conditions, agency becomes the most important dimension of human capital for competing in the twenty-first century.

Conclusion

What can be the contribution of the education system to the economic growth in this new reality?

1. First, it implies the ability of individuals to deal with weak institutes (a most important issue for countries like Russia).
2. Second, it also implies the ability to transform and change practically all institutions – even the most “strong” and “efficient”, respected and well established (this may be relevant to all countries with high participation in tertiary education).
3. Third, it poses the question about how tertiary education (the type of education most rapidly expanding) contributes to human capital in terms of non-cognitive skills, universal competences and other elements of human capital, essential for the 21st century.

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Full papers
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Bologna at 20: looking back but mainly forward

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Abstract: *As it celebrates its 20th anniversary, the Bologna Process can look back at important achievements. Structural reforms and other aspects of the European Higher Education Area are well worth marking. But looking forward is even more important than looking back. In its next phase, the Bologna Process will need to be more explicit about fulfilling all purposes of higher education. It needs to spell out how the European Higher Education Area can help develop higher education in Europe to meet the challenges we face as societies. It needs to look at how we can help develop societies that are sustainable environmentally and socially, politically and financially, intellectually and practically. We need to develop both the overarching framework of qualifications of the European Higher Education Area and the Council of Europe's Reference Framework for Democratic Culture.*

Keywords: *Bologna Process; civic engagement; culture of democracy; purposes of education; sustainable societies.*

Turning 20

Turning 20 is worth celebrating. And, when we celebrate, we tend to look back. There is good reason to do so, because nobody present in Bologna during those days in June 1999 when the Bologna Declaration was adopted and signed had probably imagined quite what this Declaration would evolve into:

- A higher education area that is truly European, with 48 members;
- The reference point for higher education in Europe, and from which no country felt it could afford to stay aloof;
- A framework for cooperation between the different actors in higher education, across national borders: public authorities, institutions, students, staff, and international organizations working together;
- The facilitator of comprehensive structural reforms;
- A framework also for cooperation where countries undertake commitments and then report on whether the commitments have been fulfilled.

There *is* much to celebrate. Higher education in Europe would have been very different today had we not had the Bologna Process.

Even if implementation of our commitments is uneven throughout the European Higher Education Area, and even if no member country can claim to be driving on bright green traffic lights alone, the EHEA has made it easier for students to move across borders. It has made it easier for students and graduates to have fair recognition of their qualifications, so that they do not need to leave parts of their luggage behind

at the higher education equivalent of customs stations because recognition procedures are narrow-minded or protectionist – or both. It has helped students know whether any given study program that may look interesting has been quality assured.

These alone are no small achievements, and they are not the only things the EHEA has managed to do.

Looking forward rather than back

But we are turning only 20. We should have many more reasons to look ahead to than to look back. What can we do in the next 20 or 40 years that we have not done so far, or have not done well enough?

I believe our higher education systems and structures are supremely important. They are important not because they look nice but because they serve a purpose. Ensuring that more people leave higher education with a qualification and that fewer drop out without one *is* important. But traveling faster and more smoothly, enjoyable as it is, makes sense only if we travel toward something worthwhile. If we were going in the wrong direction, we might as well travel slowly.

So structures are important but education is much more than structures. Education has several purposes:

- Preparation for the labor market, certainly;
- But also preparation for life as active citizens in democratic societies;
- Personal development;
- And the development and maintenance of a broad and advanced knowledge base [1, 2].

These four purposes, as defined by the Council of Europe, are equally important and they are not contradictory. Many of the competences that make us attractive on the labor market also prepare us for a role as active participants in democratic societies and further our personal development.

At the Council of Europe, we have focused our work in particular on preparation for democracy. Part of the reason is to be found in the same events that made it possible to establish a truly European Higher Education Area: the extensive political changes in Europe in what historians may come to call the “long 1990s”.

The Wall fell, and we applauded.

- Constitutions were changed, and we not only applauded but often advised.
- Free elections were held, and we rejoiced.
- And we thought we had democracy.

And then we discovered this was not quite enough. Institutions, elections, and laws cannot be democratic unless they function in societies imbued by democratic culture; the set of attitudes and behaviors that accept that conflicts should be resolved peacefully, that recognize that your view may legitimately be different from mine, and that see diversity as an opportunity rather than as a threat.

A Culture of Democracy

This is what we have come to call a Culture of Democracy, and for which we have developed a reference framework that outline 20 competences centered around four clusters: (i) values; (ii) attitudes; (iii) skills; and (iv) knowledge and critical understanding [3].

A culture of democracy cannot be developed without education. Education cannot help develop a culture of democracy unless the fundamental values of the European Higher Education Area are respected and promoted. These fundamental values are academic freedom, institutional autonomy and the participation of students and staff in higher education governance [4]. Just before the Bologna Anniversary Conference, on June 20-21, the Council of Europe hosted a Global Forum on Academic Freedom, Institutional Autonomy, and the Future of Democracy. The Global Forum adopted a declaration that is now being disseminated [5].

There is no more appropriate place than Bologna to remind ourselves of the fundamental values of higher education. Bologna is the city that gave us the *Magna Charta Universitatum*, and Bologna is the city that gave us – well, the Bologna Declaration and the Bologna Process. As we look back at the very real achievements of the European Higher Education Area over the past two decades, let us also look forward, to what should guide us during the next years and decades. Six important issues must now be addressed:

- How can we build on the structural reforms and other achievements of Bologna's childhood and youth to do what Bologna should do as an adult: develop higher education in Europe to meet the challenges we face as societies?
- How can we, through the European Higher Education Area, help develop societies that are sustainable environmentally and socially, politically and financially, intellectually and practically?
- How can we, as students, staff, higher education institutions, and public authorities, work together not only to *train* but to *educate*? We train ore highly qualified subject specialists than ever before. But we also need to educate intellectuals: those who can put their subject specific knowledge into a broader context, ask critical questions, and find answers to them.
- How can we develop both the overarching framework of qualifications of the European Higher Education Area and the Council of Europe's Reference Framework for Democratic Culture?
- How can the Bologna Process help us make education what the American journalist Ambrose Bierce [6], in his Devil's Dictionary, thought it should be: that which reveals to the wise and hides from the foolish their lack of understanding?
- How can the European Higher Education Area help answer the question the Chilean sociologist Eugenio Tironi [7] feels we need to answer before we can decide what kind of education we need: what kind of society do we want?

With that we should have our agenda set not only for this anniversary conference but for the many Bologna anniversaries we hope are still to come. No city is better placed

than Bologna to both celebrate what higher education has achieved and look ahead to what higher education still needs to do.

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Twenty years of Higher Education system reform An international comparison

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Abstract: *Twenty years after the start of the Bologna Process, the time is right to take stock of the reforms that have since been carried out in higher education systems throughout Europe with regard to the original goals set out by the Bologna Declaration. The book *Higher Education System Reform*, edited by Broucker et al. (2019) sets out to describe, analyse and compare the current situation in twelve European higher education systems, the path of reform these systems went through, and the triggers, rationales and discourses that played a role in the reform path. In this paper, we summarize the main findings of that book.*

Keywords: *Discourses; International comparison; Reform path; System reform.*

Introduction

Twenty years after the start of the Bologna Process, the time is right to take stock of the reforms that have since then been carried out in higher education systems throughout Europe with regard to the original goals set out by the Bologna Declaration. The book *Higher Education System Reform* [1] sets out to describe, analyse and compare the current situation in twelve European higher education systems, the path of reform these systems went through, and the triggers and discourses that played a role in the reform path.

The term ‘system reform’ is derived from the definition of public management reform by Pollitt and Bouckaert [2]: “Deliberate attempts to change the structures, processes, and/or cultures of public sector organizations with the objective of getting them (in some sense) to run better”. In the context of higher education, the term thus refers to *intentional* attempts to reform the *system-wide* structures, processes, and/or cultures of a higher education system [3]. In this paper, we summarize the main findings of that book

The Bologna Process created a momentum in Europe to engage in system reform in higher education, with a view on creating a European Higher Education Area (EHEA). The Bologna Declaration initially stipulated six main objectives: (1) the adoption of a system of easily readable and comparable degrees; (2) the adoption of a system essentially based on two main cycles; (3) the establishment of a system of credits; (4) the promotion of mobility; (5) the promotion of co-operation in quality assurance; and (6) the promotion of the European dimension. For these six objectives the question after

twenty years is, first of all, to what extent have different HE systems adopted and implemented those goals? Second, what has been the path of reform to arrive at the current situation? Third, what were the triggering (economic, social, political) factors for the reform in each system? And finally, what was the rationale or narrative that guided the intended reforms?

These four questions have guided the analysis by national experts of twelve European higher education systems: Flanders, Germany, the Netherlands, Finland, Denmark, Italy, Spain, Portugal, Ireland, England, Lithuania, and Hungary. The main conclusions from the comparative analysis of system reforms in these twelve systems are presented in the next sections.

The current situation with regard to the Bologna goals

When gauging the current situation in the twelve higher education systems with regard to the six original Bologna goals, it is clear that Bologna has not put an end to diversity. This finding confirms many earlier studies that have put into question the overly optimistic view put forward by the official follow-up reports. Interestingly, there is a clear difference to be observed between the first three Bologna goals (comparable degrees, two cycles, credit system) and the last three (mobility, quality assurance, European dimension). With regard to the first three objectives, it can be said that the higher education systems have adopted the ECTS-system, have created a system of comparable degrees, and have mostly adopted a two cycle based system.

Yet there remain differences between the systems, which might seem minor but nevertheless raise the question to what extent they could yield large consequences. For instance, not all countries have implemented the two-cycle structure consistently across all fields of study. In Germany there still is a traditional single cycle first degree in fields such as medicine, law, theology and engineering, and in Italy some faculties, such as law, still have a five-year unique cycle. While such examples already show that the comparability of systems remains complicated in some cases, additionally there are differences in assessment schemes. For example, Germany has a descending grade scale, while others such as Flanders have an ascending one. Further variety can be found in the recognition of the Bachelor degree by the labour market: in the Netherlands and Finland, for instance, such recognition is lacking, while in Flanders the 'academic' bachelor (at universities) is not even really constructed to have a real value on the labour market. These kind of differences between higher education systems can be referred to as small, or based on exceptions. Nevertheless, they make it more difficult to really compare the systems, and on a more practical level to exchange students and credits, and hence to allow the creation of a truly flexible and mobile student population across Europe.

With regard to the further three objectives, again and perhaps even more divergence can be observed, as well as less (clear) implementation. In the twelve higher education systems, the promotion of mobility has been restricted mainly to student mobility.

Moreover, student mobility in itself has increased less than was hoped for at the start of the Bologna Process. In 2013, only 7% of total student enrolment in EU Member States came from abroad, with large national differences. Figures from the OECD [4] show that student mobility has increased in absolute numbers, but far less as a percentage of total enrolment, and in some countries (Germany, Spain, the UK) it has even decreased.

The Bologna objective to promote European co-operation in the field of quality assurance surely has received a lot of attention, through the adoption of the European Standards and Guidelines for Quality Assurance, and the institutionalization of internal and external quality assurance processes. But at the same time the complexity has increased, because of the remaining divergence in quality assurance processes, a proliferation of (accreditation and other) bodies and organisations, and growing specialisation with regard to accreditation.

Finally, regarding the European dimension, it turns out to be difficult to isolate this objective and to see its results within the twelve higher education systems. There seems to be little concrete proof of how this target has been implemented. At best, it has been translated into a policy of internationalization (e.g. in Flanders, Germany or Lithuania) or mobility (e.g. in Spain, the Netherlands). But there are also countries that have not given attention to the European dimension, for instance Finland or Portugal.

The results of these three objectives, which have a broader and less focused definition than the first three, which to some extent are rather technical, do not seem to depend on the level of implementation of the first three objectives. This is noteworthy as the first three – when implemented in all their potential – could result into more cooperation, mobility and the promotion of a European ideal throughout the EHEA. However, in actual fact some countries have fully adopted the ECTS system and have implemented a comparable degree structure, yet witness a relatively low student mobility and do not emphasize to a large extent the international or European dimension as promoted by Bologna. From a European policy approach, therefore, the question should be raised to what extent the rationale of Bologna in itself has indeed resulted in a true comprehension, not only of the purpose, but also of the values behind it. Bologna does not seem to have created the desired European connectedness and has not eradicated the diversity between higher education systems. National and/or regional policy objectives with regard to higher education still matter more than the aspired ideal of co-operation within Europe. System reforms are mostly conducted from an internal, regional/national policy perspective – despite the European context wherein higher education systems operate.

The path of reform towards the current situation

The Bologna Declaration in hindsight has marked the start of an important phase in what has come to be known as the European Higher Education Area, a major development despite the continuing diversity and complexity. The path of reform that the twelve higher education systems have gone through to arrive at the current situation,

has not always been straightforward and naturally shows wide variation as well, since their engagement with the Bologna Process from the beginning was different as well. Not for all systems was the Bologna Process a starting point for reform. For instance in England and Ireland, Bologna was just an additional step in an evolutionary process of reform that was already underway. For other systems, such as Flanders, Italy or the Netherlands, Bologna implied a more radical change of the way in which higher education was structured before.

In these systems Bologna was an impetus to draw anew the contours of the higher education system and to rebuild it in accordance with the Bologna framework. In these cases Bologna was a triggering factor to introduce change and to legitimate a process of reform. For instance, in Germany and Italy Bologna was seen as a window of opportunity to increase the quality of the higher education system. In Denmark the governance of the higher education system was the focus of debate. In Flanders and the Netherlands the Bologna Process was referred to as a means to contribute to a European ideal of higher education in which they wanted to play a role, and did not want to be left behind.

The Bologna objectives thus were adopted for different reasons, in many cases not as constituting a reform project in their own right, but often as a legitimization of reforms deemed necessary from within the higher education system itself. For instance in Finland mergers were the actual focus of policy-makers reform plans. In Lithuania the Bologna Process was an opportunity to take an extra step in the reform of the higher education system away from the Soviet past and, more recently, to take a turn towards neoliberal reforms in higher education.

In other words, not only when we look at the current state of affairs, but also when we take the perspective of the reform path towards that current state, it again becomes clear that the primary objective of higher education system reforms more often than not was to implement a national or regional reform trajectory, rather than adhering to a European ideal.

The driving factors triggering the system reforms

From the above it will be already clear that the driving factors triggering system reforms have much to do with national policy arenas, rather than with the Bologna Process in itself. In the twelve higher education systems, system reform in the past twenty years has been a matter of legal experts and of dialogue between a large set of stakeholders. However, the actual power to decide has remained in many cases in the hands of the government and an elite group of powerful stakeholders. For some higher education systems, participation of stakeholders in the decision-making regarding the Bologna Process is more a matter of formal adherence than an actual reality. This is for instance the case in Hungary where participation of students in decision-making is marginal and where policy is implemented top-down. In other systems participation of students and

other stakeholders is a *conditio sine qua non* to come to a politically accepted reform plan. This is the case for instance in Flanders, Germany, and the Netherlands.

In these diverse policy arenas it is not always easy to identify which factors triggered reforms and which did not. It appears that Bologna to some extent created a sphere where reform in higher education was seen as logical – while reform in the public sector taken as a whole was in fact already the order of the day. Moreover, different countries had different reasons to come to a higher education system reform. There was a desire in some countries to be a forerunner and to set the scene. Political reasons and the European ideal were other triggers, as was the desire to remain or become more competitive, as for example in Germany, Ireland, or the Netherlands. Social and economic reasons were present as well, as Bologna was seen as an opportunity for a higher education system to grow and to become competitive within Europe. This is for instance the case for Lithuania and Hungary. In sum, the Bologna objectives were used as a window of opportunity to address the perceived weaknesses of the higher education systems.

The rationale or narrative guiding the reforms

The rationales guiding higher education system reforms can be described in terms of three Grand Discourses higher education has been subjected to [5]. The traditional, ‘ivory tower’ discourse of the Professional Bureaucracy was largely replaced in recent decades by the discourse of New Public Management (NPM) [6, 7]. In this discourse, private sector practices and concepts such as efficiency, effectiveness, and performance are core, and are believed to be the best way to improve the functioning of the public sector. The system reforms in the twelve higher education systems do indeed show the dominance of the NPM discourse in the last two decades. Overall the call for competitiveness has sounded increasingly louder, the pressure towards excellence has remained and has been reconfirmed, and managerialism has taken its place throughout the higher education systems.

The rationale of the Bologna Process seems to be at odds with the rationale behind many of the system reforms. While Bologna explicitly put on the forefront values as collaboration, exchange, interconnectedness, and mobility, the values adhered to in many countries were that of competition, excellence and marketisation. This is certainly the case for countries as Ireland, Italy, England, the Netherlands, Finland or Germany. Collaboration and interconnectedness within Europe were in fact seen as instrumental for the overriding goal of the European Higher Education Area to become competitive towards other continents, and this has resulted in an increase of competition within the EHEA as well.

Notwithstanding the dominance of the NPM rationale, post-NPM values were present as well. In Flanders, Germany, Denmark and Lithuania, reference is made to Public Value as an additional rationale that inspired the realization of the Bologna Process in those countries. Public Value [8], [9] states that higher education should not be reduced

to a policy sector dominated by the efficiency debate, and urges university managers to look beyond performance targets and to optimize the social benefits of the higher education system. A clear example is the attention paid to the precarious financial situation of a part of the student population in expensive higher education systems.

It should also be noted that the NPM values were differently internalized in the various higher education systems. In some systems the realization of NPM in higher education was perceived as 'extraordinary', while it was regarded in other systems as quite common. The former is for instance the case in Lithuania where the increase of control mechanisms on the quality of HE can be understood as a cultural shock, while the latter is more the case for instance in Germany or Ireland. In other words, if Bologna in some countries was perceived as revolutionary, this has less to do with the process itself and more with its translation into a particular context.

The actual rationale behind higher education system reforms is not always easy to retrieve, and often is a mix of values. There is policy learning and isomorphism in the implementation of Bologna between the systems, but at the same time it seems that the national (political, economic, social) context dominates the system reforms. The point of reference is often the national/regional environment, with its level of unemployment, its need for high level profiles, its use of potential, etc. The European environment gets translated into the national context. In a way, this could be interpreted as the lack of a 'European dimension', as for instance there does not seem to be the idea that higher education systems would serve directly the European labour market, or would address challenges that occur in other countries or regions.

The future of the Bologna Process

Twenty years after the Bologna Declaration, it is clear that the ambitious goals and the establishment of a truly European Higher Education Area are not yet fully accomplished. This has to do with the broad nature of the objectives, the freedom of interpretation, and the unequal implementation of these goals across systems. For a full realization of even the six original Bologna goals, it will be necessary to bring more focus in the process by formulating a limited set of relatively well-circumscribed goals, a fact acknowledged by the EHEA Ministers [10]. At the same time, a more strict formulation of the intentions, given that the EU for the main part advocates an economic view on higher education, could pose a threat to the autonomy of higher education and could lead to micro-management of higher education, despite the principle of subsidiarity that is foundational in the setting up of European cooperation in higher education. This must be a constant point of attention when tackling the challenges that remain, such as creating a higher education area that is competitive, but at the same time responsive to regional, national and international socio-economic needs; realizing true mobility, with easy passage for students and staff and easy recognition across systems; and dealing with the remaining high level of competition within Europe.

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The beneficial side effects of the Erasmus+ Staff Training Mobility: the unexpected “core added values”

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Abstract: *This elaboration intends to give evidence that: 1.daily standards and procedures that administrative staff in the HEIs has to achieve are inspired by academic and civic values; 2.sharing working practices contributes to voice out core and identity beliefs; 3.the Erasmus+ Staff Training Mobility is a good field of application for this sharing. It also provides with suggestions on how to enhance the values affecting working practices shared during Staff Training Programmes, and how to disseminate them within our home Institutions.*

Keywords: *Administrative staff; Core and civic values; Erasmus+ Training Mobility Programme; Sharing; Working Practices.*

Introduction

Sharing working practices in the context of the Higher Education is helpful first of all to better recognize the way we put into practice what we believe and care about. Routine standards and procedures that are achieved by administrative staff in the Higher Education Institutions (HEIs) are inspired by civic values. They are not so much explicitly addressed as implicitly present in carrying out our duties as staff members. The ways in which we write emails, organize meetings, deal with students and take decisions are unconsciously affected by the ways we consider and apply civic beliefs. These are at the base of our citizenship within the university: a sense of respect, objectivity, honesty, efficiency. This list of attributes could be longer. Whether we like it or not, we communicate values by putting tasks into practice, as they underpin how we approach, behave and act. Also, as members of a HEI, the sharing of good practices expresses the fundamental principles that characterize the University for which we work and to which we belong.

The core values of HEIs have recently been considerably enhanced as a result of the work of the European Higher Education Area (EHEA). In the EHEA 2018 Paris final communiqué [1], European Ministers of Education state that *Academic freedom and integrity, institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA. They also strongly commit to promoting and protecting them in the entire EHEA through intensified political dialogue and cooperation.*

Moreover, the Magna Charta Observatory (MCO) has been promoting since 2015 the Living Values Project [2], a set of guidelines and resources to encourage universities define and live their fundamental beliefs.¹ In compliance with the Living Values Project, *Values have been at the heart of universities since their formation and are crucial to helping universities understand and identify themselves and communicate that identity and mission to stakeholders* [3]. The Project also highlights the strong relationship between the academic trust, value setting and their practical implementation: *To create and maintain public trust [...], Universities need to define their values explicitly, clearly communicate them to staff, students, and stakeholders, and demonstrate that their values inform practice and decision-making* [4].

The Observatory identifies autonomy, academic freedom and social responsibility as fundamental beliefs. In addition, it recognizes the followings principles as underpinning institutional missions:

- integrity and fairness;
- equity;
- creativity, innovativeness, and excellence;
- social responsibility and community service;
- diversity, pluralism, and inclusiveness, and
- health, well-being, and a caring community [5].

Both these statements, by the Magna Charta Observatory and the European Ministerial Conference for Higher Education, highlight the major responsibility that staff members have in representing the University, both when welcoming partners in Campus and when going abroad for institutional visits or project meetings.

But how can we translate identity and academic standards into our daily University life?

This contribution attempts to give an insight of the process of values application in working practices by a bottom-up approach. It starts from the way we carry out our jobs in the HEIs to reveal the core and civic “added” values we live by and that transpire through them. A good example of application of this process is the Erasmus+ Staff Training Programme.

The core and civic ‘added values’ in Staff Mobility Programs

The Erasmus+ Staff Training Programme is an effective opportunity for administrative staff not only to enhance the exchange of work practices, but also to indirectly express the core values lying behind them.

¹ The University of Bologna is strongly committed in the Living Values Project since its beginning. So far, the project has been implemented with three main steps: the first meeting involved the Directors of Departments and was about Institutional Autonomy and Research Integrity; the second one was addressed to student/staff/professor representatives and concerned a world café on academic freedom; the third meeting engaged the Governance with a poll on identity values.

Training presupposes a mutual common ground from which to start. International staff training programmes treat work experience as the core for expressing this common ground. In the case of the Erasmus+ Staff Training Mobility, colleagues from different countries gather together to share the same goals for professional development. Participants are made aware of the experience of similar initiatives in partner institutions. At the same time, they must be willing to open themselves and discuss the methods and processes of their own universities in a trusting, curious and collaborative way. This attitude on the part of all participants helps to create an ideal forum that is not limited simply to the exchange of practices but does more. Indeed, when it comes to the approaches we adopt to carry out our daily activities, we are naturally inclined to identify the values guiding them. Nevertheless, this is possible only if a willingness for mutual exchange exist.

My personal experience as a trainee of an Erasmus+ Staff Training week in Oxford in 2017 was an example of this type of exchange. One of the staff training sessions consisted of a debate between the participants, 21 attendees from European Countries and 1 from India, and the EU research project managers of the University of Oxford. The session focused on 'how to internationalise your department'. The discussion was inevitably dominated by the Brexit process in United Kingdom at that time (March 2017), and the concerns of the Oxford managers about the possibility for UK to leave the European Union. I remember in particular how UK colleagues recognised the likely increasing importance of partners from outside the EU, and envisaged the need for new world-wide partnerships and looking for new inspirations. So this session did more than facilitate an exchange of practices. It also enabled UK colleagues to consider and discuss with us the main principles underlying new institutional relationships and how these partnerships could be achieved. As a result an external event like Brexit was forcing these University of Oxford managers to rethink their own institutional relationships and, therefore, to reflect on the values upon which these partnerships would be based.

Another session of my staff training programme in Oxford was the 'buddy lunch' initiative, which was an informal meeting with a colleague from the University of Oxford who shared similar careers and challenges at work. This lunch enabled us to discuss and exchange ideas about our job experience. The informal setting, sitting face-to-face during lunchtime, made it easy to raise issues that arise from routine processes. In particular, because my 'buddy' colleague and I were both executive secretaries for the Vice-Chancellor in our respective Universities, we both agreed that a trusting relationship was the keystone of our job. All working practices and decisions are strictly dependent by and resulting from this principle.

This second meeting at the University of Oxford shows that the degree of importance we give to ethics considerably affects the implementation of working practices.

I am wondering now if my personal experience is just anecdotal, or whether it is comparable to others and a general trend based on evidence already exist.

The beneficial side effect of added values

Several actions can be taken not only to enhance the values shared during Staff Training Programmes, but also to ‘replicate’ this favourable forum in other contexts at our home institutions. Here I list a few proposals:

Proposal 1: In the Participant Report that the European Commission requires to fill at the end of the Erasmus+ Staff Training experience, a Likert-scale question should be added related to the perceived beliefs. For instance: *Thanks to this Erasmus+ mobility activity, I have learned that working practices are strictly related to the core values of both institutions.* Or: *Thanks to this Erasmus+ mobility activity, I have learned new approaches and behaviours strictly related to the core values of both institutions.*

Proposal 2: Hosting Institutions should be asked to include in their staff training programmes mandatory sessions dedicated to their mission, vision and values, and how they implement them internally and externally.

Proposal 3: An alumni network of staff trainers should be developed to help share work practices and the moral values underlying them.

Proposal 4: Our home institutions should organise informal meetings for administrators and other officers, aimed to exchange working practices, their approaches and the main principles inspiring and leading them.

Conclusions

Job practices of staff members in the HEIs are affected by academic and civic values. The implementation of those work activities depends on the degree of importance that we give to core and identity principles and in what extent we express them. An informal setting, a willingness for mutual exchanged views and establishing common ground are key elements for allowing staff to open up to each other. Within this framework, it becomes easier to share the approaches and the behaviours adopted to accomplish daily activities and thus to identify the values and standards underpinning them. The Erasmus + Staff Training Programme represents an ideal forum to achieve this.

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Can the principle of co-management allow to involve students to build the Universities of the future?

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Abstract: *In the history of all academic bodies, a decision-making dynamic exists in which all parts of the community – even when separate from the administration, but recipient of the services, as the students are – cooperate with the public administration to solve the community problems, turning into proactive and active subjects, therefore no longer merely contradictory to someone else decisions. The next step would be the involvement of the student community as a user – not only the elected representatives but rather all of them – in the management decisions, not simply in the processes related to learning and training. Finding ways and means in doing so, will allow the administrative sphere to be added to the political sphere as the forum where to decide how the University of the future will be.*

Keywords: *collaboration; co-management; community; “shared” administration; students.*

Introduction

The universities of contemporary Europe are called upon to play a similar role the monasteries assumed in the High Middle Ages, shelters where culture is preserved and nourished. In discharging this essential function, it is crucial that the universities know how to exploit the regulatory framework and the procedures set up by the State legal order to try to build a different model of administration, the so called ‘shared’ administration.

By this term, the Italian legal scholarship [1, 2] makes a distinction between so-called participated administration, which is characterized by the participation of private actors in administrative procedures, and other forms of participation in public decision-making processes, such as participatory and deliberative democracy. In shared administration, citizens and administrations do not share the exercise of a power, but rather responsibilities and resources for the solution of problems of general interest.

University administration is undoubtedly a context in which, also thanks to the experience of the 1968 and subsequent student movements [3], there is experience of elaborate and well-established forms of user involvement. Indeed, in the history of all academic bodies and more recently in our code of ethics, a decision-making dynamic already exists in which all parts of the community – not only the administration which provides services, but also the users of services, especially students –

are involved in solving community problems. As a result they become proactive and active agents, and are no longer simply recipients or opponents of decisions taken by to someone else.

However, how are these forms of involvement constructed? They are built with the logic of representation, in the sense that state regulations have given us universities in which students' representatives are appointed to the bodies as the result of an electoral process, and within those bodies they also play a management role. For a long time State legislation has required student representation on academic senates and boards of directors. In fact, universities have gone further. Students' councils have been established, and there are also student representatives on the degree programmes councils, on joint commissions and other bodies. For example, at Pisa University, there are also student representatives also in bodies responsible for quality assurance, as well as at the heart of administrative management, such as the steering and scientific committees of the library hubs.

This traditional form of involvement is well known, but it also has limits. The first limit is that it does not involve the whole student community, but only elected representatives, and it is well known that participation in student elections is much lower than in national or local elections, for several obvious reasons. The second limit is inherent in the model of student participation, at least in its original form. Students participate with professors in decision-making, but within bodies that are mostly responsible for governance. Here perhaps, it is worth emphasising that student participation gets overridden. In addition to high-level political bodies (senate, board of directors) students are also represented on bodies that, although they have an administrative function, are largely concerned with policy and strategy. Their focus is on thinking, not of doing. As a result, there is a lack of representation, or rather involvement (use of the term representation, given what has just been written, could be misleading), certainly full involvement, of students in the administration process of the University.

2. The principle of co-management applied to university administration

This need for users' involvement in management was already recognised by those who drafted the constitution of the Italian Republic in 1948, when they called for the involvement of communities of workers or users in the management of activities concerning essential public services [4]. Universities were good examples of institutions in which experiments with community involvement could be undertaken. However, today's universities are very different from post-war elite universities. They have become generalist universities in which, following European law, higher education is provided as an essential service.

As a result, universities provide services, which are public services [5], vital services of general interest such as teaching and research (and perhaps also other activities such as technology transfer [6]). These activities, typical of the university, have been

considered of general interest since the 1970s and 1980s because they consist of services aimed at satisfying the constitutionally protected needs (art. 33 and 34 of the Italian Constitution) of an unrestricted number of users, as more recently reiterated in the Nice Charter (art. 13-14 of the Charter of fundamental rights of the European Union [7]).

Students are the recipients of these services. In making use of these services they are able to satisfy their needs, which are constitutionally protected, for education, training, culture. In Italy generous provision these services is still guaranteed from the State budget, and therefore access to these interests are protected. However, these interests could be better protected if participation in the management of these services was guaranteed as well as simply access to them. would allow the satisfaction of these interests to be achieved not only in accessing these services. Shared management, rather than simply the ability to oppose decisions contradicting the decision, would improve decision making because students would be involved before decisions were actually taken [8].

Universities are an ideal sector in which to 'experiment' with such co-management because they already have long experience of student participation. Indeed, all this seems to be more easily achievable in the field of university administration than in other areas, for two main reasons. First, the university is a context of particular and regular closeness between the administration and the users. Secondly, the service itself is extremely simple, since it is focused mainly on human capital and not on essential high-tech automated facilities (think, e.g., of the complexity of some public services such as waste management or energy supply).

It seems therefore possible to run a workshop where our students collaborate in the administration, without the attribution of administrative offices or formal roles, but rather interacting as a community in proposing options for the management of those services they benefit as users. There are many examples of how such co-management could take place. One example is the management of spaces, such as the distribution of classrooms for teaching activities, the allocation of spaces for other students' activities (e.g., concerts, recreational activities, cultural activities organised by student representatives), the management organization of libraries, and, why not, the construction of a whole anti-corruption disciplinary and its complete management, by identifying the risks of the anti-corruption plan together with the students. It is necessary, therefore, to create a mechanism for the functioning of the co-administration, which ensures the student is not reduced to the role of 'part-time student', mere executor of other people's decisions, but is able to collaborate in the administration in his active role as a student.

This experiment makes use of the 'ambivalent' position of students. As users they are aware of the limits and criticalities of the service. As co-administrator they must appreciate the need to measure managerial difficulties, to understand how effective they are, and to become an active carrier of solutions. In this way, strategy merges with action, and the administration becomes a place to exercise democracy, a pole of

‘listening’ and ‘transparency’, not merely documentary, that is not merely formal, bureaucratic. This means a bottom-up administering and democracy in administration.

At this point, we should indicate which tools can be used to implement co-management, identifying those capable of enhancing the peculiarity of the co-management of the user-student, because the latter is a two-faced Janus: as a user, they know from within what to change in management to meet the student’s needs. Of course, this is not an easy task, it is indeed the real challenge. For instance, it will be necessary to understand how to stimulate the participation of students ‘as a whole’ to co-management, overcoming the logic of mere representation, even by means of some form of incentive, introducing, for example, the achievement of credits for the recognition of the activity carried out [9]. Moreover, universities, at least in Italy [10], have the precious instrument of regulatory autonomy that can be used to “build” the paths of co-administration, thus involving also the traditional organs of democracy.

3. “Co-management” vs “Self-management”

For the sake of completeness, it is useful to clarify the difference between the best-known practice of “self-management” and the “co-management” described in the previous paragraph.

Self-management excludes any form of collaboration with the administrative authority and tends to replace it, with the risk of so-called “negative communitarianism” [11]. It is what sometimes occurs in accepted and disciplined forms, if we consider for instance the university regulations that recognize the self-management of funding for student activities. In other cases, however, self-management might occur in the form of contrast and rules-breaking, if we consider for instance the self-management of the common spaces achieved occupying them against the will of the owner.

On the other hand, co-management always assumes a collaboration, and therefore a “consensual” link between the public and the private side. Furthermore, co-management does not aim at removing, or at least restricting, the scope for intervention of public institutions, but rather it aims at experimenting whether these are able to enrich their traditional mode of action by the direct involvement of citizens as users of services of general interest.

In short, it is a matter of giving limited recognition to forms of “participative democracy” [12, 13] capable of making institutions more democratic. Co-management is then an exercise of transparency, because in order to co-manage it is necessary to know things from within and in a two-directional way, that is on an equal footing between the parties involved: public administration has to know the reasons of the user and vice versa, also by means of a continuous, shared flow of information. Co-management is also a form of consensuality: to make it work, constant cooperation is essential. Finally, co-management leads to the mutual care of each other’s interests.

4. Conclusions

We believe that shared administration is a way to innovate the administrative action, which would improve it by making it more capable to satisfy users' needs. However, it can never become a totalising experience, that is, the only one by which the apparatus manifests itself, in the sense that it cannot replace the traditional administration, but rather complete it, placing itself on a level of complementarity with the latter. Achieving a university administration that combines traditional administration with examples of shared administration, according to the meaning described above, would create a converging pole of the common interest, giving rise to an interacting community that proposes options for its satisfaction.

Finding ways and means in doing so, will allow the administrative sphere to be added to, or perhaps we should say to replace, the political sphere as the forum where to decide what the university of the future will be like, avoiding that the drawing of any boundaries of the next evolution is left to the logic of global competition.

We believe that only by focusing on the administrative-managerial side will allow us to create a discipline with a bottom-up regulation, able to contrast the affirmation of 'other' interests, not coinciding with the interests of the users. It is unfortunately obvious – as confirmed by the everyday experience of our western democracies – that it is not enough to involve stakeholders in the making of rules that build up regulations. In the end, if representative democracy and 'participative democracy' were to find a way to meet and complement each other, we would have a better University.

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The Bologna Process and Education Reform in Slovakia

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Abstract: *Bologna Process shapes our future of education and politics considerably. Slovak higher education reform 2019 seems to be a good litmus test of the realization of our ideas about education, too. New approach in financing, accreditation, evaluation and quality management should be based on values of academic freedom, autonomy and equity. Several opened questions here still remain: the significance of the universities of different regions and greatness, the research or educative nature of the institutions, their orientation on humanities or technical sciences, attitudes to scientometrics, differing views on the open access issue, healthy approaches to the application of the principle of student oriented education, questionable funding based predominantly on the number of university students. If universities are to be a stable guarantee of healthy attitudes in society and effective governance, it is necessary to create an appropriate environment of respect towards universities, their recognized academic values and people.*

Keywords: *Bologna Process; higher education; integration; quality assurance; Slovakia.*

The Bologna Process aims to establish a greater accord between national systems of 47 participating countries to become members of the European Higher Education Area. Historical universities like Bologna and the Sorbonne were significant inspiration for the Bologna Process. This process was inspired by the principles of universities in the Middle Ages. Today, these traditional values – cosmopolitanism, academic mobility, the unity of research and education as standard practice, the principle of autonomy – have had to adjust to the establishment of modern states, digitalization and contemporary ideas. Moreover, the tools of the education and research processes are modern, emanating from the Anglo-American university tradition and often embodying neoliberal policies of efficiency and quality management across the whole spectrum of academic life. *The result of the process is a unified academic model of the modern European university that wants to compete with the American higher education especially* [1]. It is important that these ideas are recognised by those responsible by the new draft concerning the updated version of the Magna Charta in 2019. Higher education institutions must be recognised as an active engine of a society, connected with a healthy, distinctive and balanced view on values. They must also always be taken into consideration when State makes decisions. Once again the principle of the autonomy of the universities combined with their social responsibilities is fundamental to the success of their mission.

The Bologna Process – if applied with appropriate sensitivity – shapes our future of education on the highest level for young people living and working in Europe as well as helping to create an important political element in political life that contributes to

unity and peace.¹ Education offers good answers to the profound challenges caused by the technological revolution and globalisation. Social and education policies are crucial instruments for producing innovation and competitiveness. It should be, therefore, in the shared interest of the EU member States to use the full potential of education as drivers for successful European economic development and European identity [2].

Every EHEA country has its own special challenges arising from concrete internal developments, national economic frameworks and the human environment. Discussions about the new Slovak quality assurance and enhancement system have raised new issues for higher education and science. In the main the most important topics remain financing and the accreditation criteria and how they will be applied. The standards of accreditation recently drafted by the Slovak Accreditation Agency have been eagerly anticipated.

In Slovakia, and typically across Central Europe as a whole, several current issues in higher education and science have resonated. Here are the main ones.

First, a silent tension between some of the largest universities (especially those based in the capital) and the majority (approximately 80 per cent) of smaller universities (including so called regional universities) has been the subject of a lively debate in the state administration as well as the universities.² In practice, to give priority to any university is extremely difficult. Both groups of institutions are socially influential. They all usually have high-quality study and scientific capacities in certain specific areas. Of course, the larger universities also have a greater social significance and also better opportunities for self-presentation. These attributes, including publicly declared levels of a quality, significantly influence the ability of universities to be included into the wider project of European universities [3]. *European Universities should act as models of good practice to progressively increase the quality, international competitiveness and attractiveness of European higher education* [4]. However, it would be useful to add that only two universities from Central and Eastern Europe have achieved the status of consortia leader among the seventeen European institutions that have been successful in that regard. However, there is a consensus that integration is the right way forward. Inter alia, the Slovak Higher Education Act 2018 has given Slovak universities the opportunity to establish so-called consortia of universities. These consortia allow universities to pool resources for specific objectives without losing their legal independence. While individual universities maintain their own full legal identities, consortia also have their own legal identities in contractually defined areas.

Second, the *research university* label granted to some HEIs by the Ministry of Education offers universities greater financial subsidies as well as greater institutional prestige, both collective and individual. At present, this label is based on the

¹ *This is an area where governments, higher education institutions and stakeholders are shaping the landscape of higher education together; that demonstrates what a joint effort and continuous dialogue among governments and the higher education sector can attain.* EHEA, Paris 2018 Communiqué: http://www.ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_final_952771.pdf.

² Speaking about 20 public HEIs, 3 State HEIs and 12 private HEIs in Slovakia.

results of the last comprehensive accreditation exercise in 2015. In the future, this designation will be granted by the Ministry of Education on the basis of a ministerial evaluation of actual research and artistic activity of a university. The Commission of the Ministry, which will decide whether these criteria have been met, will be composed mainly of foreign experts.

As has been previously pointed out, to make the demarcation of higher education institutions between better supported research universities and less-favoured higher education institutions will be extremely complicated. This approach has led to heated debates, but it has also raised a number of useful questions. The key principle in this area should be based on the fact that universities need transparent incentive parameters in funding accompanied by autonomy in setting their own strategies.

Third, the issue of the significance and the role of humanities and social sciences in contrast to natural and technical sciences, and their relationship, has become a key question. This point is closely linked to the previous one (concerning the designation of research universities). However, several other questions also need to be addressed. Do we attach more importance to basic or applied research? Do we prefer the development of technical education to other types of education? What will be the impact of such decisions on society, and also on the development of technology? Are economic and political interests better safeguarded only by certain selected types of education or is it just an illusion? How do we perceive these questions from the perspective of short, medium and long-term higher education strategies? It seems to me that the answer of a State as a reasonable manager should be based on the idea of purposeful synergy between all fields of science.

The main test should be a quality of any kind of education supported by internal quality assurance system of a university *which shows that the institution carries out all the steps necessary for the student, the public and the State, to have a reasonable confidence that a university is an open, transparent institution, with clearly defined procedures for providing education at the appropriate level, not only in accordance with the legislation but also with the standards of the European Union and it provides education at the level comparable with the best universities in the European Higher Education Area* [5].

Fourth, what is the relationship between the use of citation indices and other metrics and the evaluation of scientific, academic, or professional work by others working in the same field, peer review? The simple answer is that, while metrics has become an essential tool for evaluation, they should not become an omnipotent formula that overrides all other types of assessment, especially academic assessment by individual scientists and scholars.

Fifth, the ideas of open access and open science opening the free path to the research results and reasonable publishing policy are foundations on which we can build. Again it should be emphasised that our attention should be focused on real quality. This also implies that our energy and funds should be targeted specifically where high-quality education has been found. The effort of EU COM opens interesting new possibilities during this and next year in these fields.

Sixth, ESG 2015 [6] established the principle of student – centred learning. But this requires reasonably and sensitively compiled application rules at the national level. The discussion on these rules has taken place across the whole spectrum of legislation on and implementation of the quality assurance system in Slovakia, including the law regulating evaluation and accreditation processes [7]. Students are fully included in the process of accreditation of study programs and other evaluation processes. They are members of all working groups taking decisions concerning all kinds of accreditation. Despite their involvement, the implementation report on the Bologna Process 2018 stated that, although *the learning outcomes approach requires new ways of student assessment...* and public authorities have responsibility to encourage student to do so, Slovakia... *does not signal developments in this area* [8]. The Slovak legislation adopted at the end of the year 2018 responded directly to this criticism. However, the question of student participation in decision-making in higher education has been identified by external evaluators as an unresolved issue. Opinions on this question continue to divide experts. But surveys among students show they perceive progress in a positive light.

Seventh, the decline in the number of young people has been the current generation has been one of the main causes of the significant decline in the number of students in higher education. Slovak universities are funded by the state mainly according to the number of their students. Although this indicator is logical and necessary, it raises a crucial issue [9]. There is a need to act and address this issue as soon as possible by changing the system of financing universities. In particular, the transfer of priority criteria to scientific activity and other indicators is required. Too great a financial dependence on student numbers leads universities to adopt measures to increase these numbers. It encourages universities to increase these numbers, which automatically reduces quality requirements for students, whether in admissions, examinations or the like. This is in direct contradiction with the principle of quality assurance of education and its outcomes. However, it should be added that criteria for state funding of higher education institutions have taken into account the need to shift the focus of funding to scientific research during the last decade.

One more personal note...

On the conclusion, let me finally offer a personal view based on my long service as a Rector. As the President of the Slovak Rector's Conference from 2017 to 2019, I frequently repeated that the quality of education and the quality of all scientific activities, and internationalisation leading to the creation of universities networks, were extremely important issues in the life of our higher education institutions – and, therefore, in the life of our teachers, employees and students.

Current requirements, to be found in all State accreditation and financial systems in higher education, are expressed through hundreds of compulsory criteria which are closely interrelated; every component impacts on all the others. However,

I would like to emphasise another aspect of this issue. Although systemic tools for securing and improving quality are important, so too are progress in the achievements in the field of education and also efforts to enhance the openness of the academic world. This is the only known way to achieve open education and open science. The question of the quality of these other networks is becoming crucial today.

These *networks* are close and familiar to us. They are networks of human and institutional relationships at different levels, between members of university staff, teachers and students, between all of us; and between the state and universities, between universities, in the pursuit be the best in competition between individuals and institutions. Every new type of social regulation has its new consequences, whether social or individual. Of course, what was previously built on a different basis, such as traditional authority, still has to be regulated. However, what is regulated today can become a phenomenon of different quality; with the consequences we know, but also with those we do not know and may not want to know. This does not mean that we should abandon the norms and regulations, but that we should anticipate unexpected and currently unknowable consequences. This general rule also applies to quality systems in higher education.

The main focus of attention should be on changing behaviours following the introduction of a quality system and revealing the causes of these changes, in a particular the environment, location and mentality of individuals. Despite the generally accepted principles and efforts to unify quality criteria in education and science, especially in Europe, we must continue to respect the substantial differences between individual sites and environments, if we wish to ensure the success of these efforts.

The quality assurance networks and the international environment certainly offer a natural communication channel. But this collection of interpersonal relationships leading to a fishing net architecture can also create its own tensions. Experienced academics can confirm that tensions within networks can lead to overloading. Personal and institutional affiliations are increasingly shaped by formal standards, rules, criteria, success charts, the search for competitive advantage or fear of unfavourable consequences.

The freedom to decide how to make the best use of one's specific potential has been diminished. It is increasingly rare for people to be prepared either to trust others and to take responsibility as a natural response to that trust. Not only does communication become less clear as a sign of partnership so do answers to questions about how to define success. But freedom, trust, and communication are elements of the equation that determines how our future will look, in both the short and the long term. But is important that they are only treated as variables in that equation. Determining constants are probably more in ourselves. This may be the other essential chapter in our history. Wisdom does not seem to be in the acquired knowledge, but in the overall understanding about the meaning, which consists in the constant search for knowledge, its evaluation and its use in accordance with the good for humanity.

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Innovative team-teaching for physics: educating the next generation

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Abstract: *After the master's degree in physics, the career of a graduate student normally evolves in an international research context: universities, international research institutes and laboratories, and private industries. However, as reported by the "Erasmus Facts, Figures & Trends" document, published by the European Commission in 2015, the number of students in Science, Mathematics, and Computing participating in the Erasmus mobility program is still too low, considering the overall number of students enrolled in these subjects. One of the limitations are cultural and language boundaries, which prevent decreases internationalization on the side of the students as well as on the side of the master courses. The students, therefore, end up lacking an international mindset and experiences and often find themselves introduced to international projects and research institutions without the right preparation and skills. The Strategic Partnership iTHEPHY project, funded through the Erasmus+ programme, aims at mitigating this lack through a series of student-centred learning and teaching activities. This paper reports the objectives, methods, and results of implementation of the iTHEPHY project.*

Keywords: *Higher Education; Internationalization@Home; High Energy Physics; Learning; Teaching; Innovation; Virtual Lab.*

Introduction

This paper reports the activities carried out in the context of the iTHEPHY [1] project, a Strategic Partnership project funded by the Erasmus plus programme. In particular, a description of the so-called "tandem-project" (TP), an international and innovative learning and teaching activity will be presented.

The project aims at developing innovative student-centred approaches, using Project-Based (PB) teaching and learning methodologies for higher education (HE) students. It

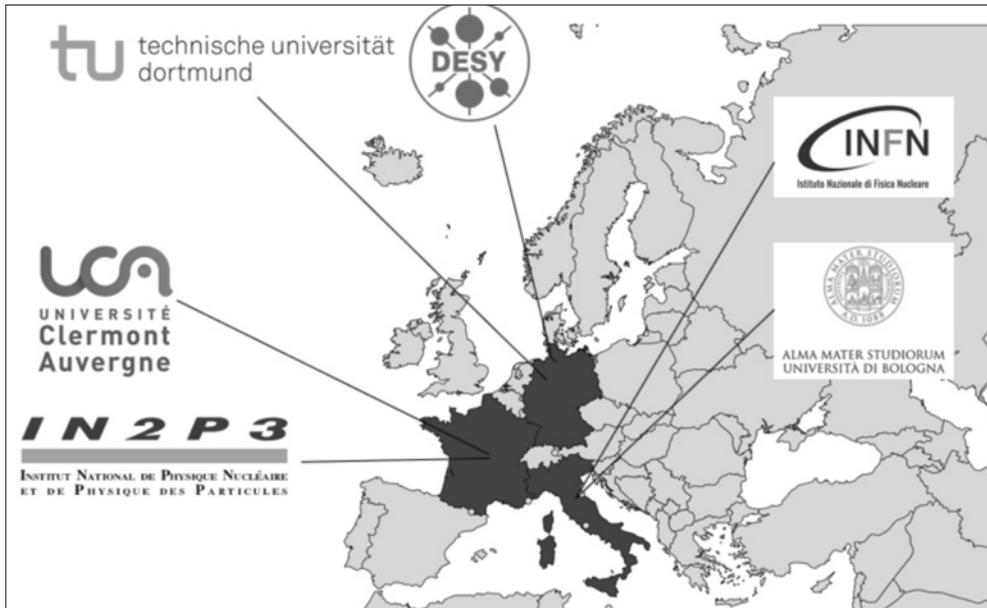


Figure 1: Schematic view of the iTHEPHY partnership. Each country contributes with an academic and a research institution.

consists of simulating real research projects in high energy physics (HEP) carried out by teams of students and supervisors from different countries, the latter having significant experience in international research projects.

The European Consortium (Figure 1) is based on the synergy between HE institutions and research institutions: Alma Mater Studiorum - Università di Bologna (UNIBO) Bologna, Italy; Université Clermont Auvergne (UCA), Clermont-Ferrand, France; Technische Universität Dortmund (TUD), Dortmund, Germany; Istituto Nazionale di Fisica Nucleare (INFN), Italy; Centre National De La Recherche Scientifique and Institute National des physique nucléaire et de physique de particules (CNRS/IN2P3), France; Deutsches Elektronen-Synchrotron (DESY), Hamburg, Germany.

All of the partner institutions have a long-standing collaboration records in research and training. They are all part of the European Organization for Nuclear Research (CERN) and, since 2014, have cooperated in the organization of an International Summer School on High Energy Physics (ISHEP) held in Cargese, Corsica (France).

Given that recently graduated young researchers involved in CERN and ISHEP do not have sufficient international experience, the main goal of the iTHEPHY project is to provide master physics students in Europe with the skills and mindset needed to deal with the complex nature of an international research world. This matches with the New Media Consortium Horizon report [2] which suggests larger investments in teaching and learning for HE. The proposed new methodologies are expected to provide students with instruments to develop critical thinking, prob-

Students	Supervisors	Students	Supervisors			
TP-1	Piani (Unibo)	Maltoni (Unibo)	Villa (Unibo)	Carbone (Unibo)	TP-1: BSM physics in 4-top final states: Survey of the BSM models leading to NP in 4 tops and Implementation of the NP models in FeynRules/MadGraph. TP-2: Machine learning application to enhance discovery sensitivity. TP-3: Higgs self-coupling at the FCC: HH production. TP-4: Sensitivity estimates indirect searches for new physics. TP-5: Sensitivity estimates for rare decays. TP-6: SMEFT at the LHC: EFT interpretation of Top-quark measurements at the LHC and beyond. TP-7: Evaluation of the sensitivity for a future detector: tracking detectors with high time and space resolutions; calorimeters with high resolution and segmentation.	
	Korcari (Unibo)	Calvet (UCA)	TP-5	Sambe (UCA)		Lefèvre (UCA)
				Elles (UNAL)		Milanes (UNAL)
TP-2	Di Pede (Unibo)	Sioli (Unibo)	Battisti (Unibo)	Negini (Unibo)		
	Vaslin (UCA)	Donini (UCA)	TP-6	Tail (UCA)		Monteil (UCA)
	Abicht (TUD)	Kroeninger (TUD)		Beck (TUD)		Kroeninger (TUD)
TP-3		Braibant (Unibo)		Preghenella (UNIBO)		
	Cavalli (Unibo)	Fontanesi (Unibo)	TP-7	Poppi (UNIBO)	Carbone (UNIBO)	
	Hilali (UCA)	Boumediene (UCA)		Lunerti (UNIBO)	Albrecht (TUD)	
TP-4		Cervelli (Unibo)				
	Ballabene (Unibo)	Sidoti (Unibo)				
	Galli (Unibo)	Boumediene (UCA)				

Figure 2: The figure shows (left) name of the Students and Supervisors participating in the pilot TP activities and (right) title of the various TP.

lem-solving attitude and collaboration skills and to develop an internationalized mindset, thus decreasing language and cultural barriers that constitute obstacles for their mobility.

Method

Digital educational tools developed by the iTHEPHY project, i.e. a customized Moodle [3] platform, are built with open-source software, where the standard installation was extended by developing additional ICT-based educational tools useful for a productive collaborative virtual environment lab for efficient international learning and teaching.

This innovative didactical methodology was for the first time tested in October 2018, when 18 students enrolled in the second year of the master programme in physics at the three partner universities (University of Bologna, Dortmund, and Clermont-Ferrand), and were engaged to be part of the TP. Seven cross-national teams were formed, comprising 2-3 students and 2-3 supervisors (Figure 2). Thanks to extra-funds received by the University of Bologna “Bando Strutture 2018” to promote internationalization, two non-EU students - from the Higher School of Economics (Moscow, Russia) and the Universidad Nacional de Colombia (Bogota, Colombia), were also part of the program.

An international research project based on the real high-energy-physics research was assigned to each team. Students and supervisors from different countries organised regu-

lar virtual meetings to discuss the status of their project and two virtual meetings (organized through a video conference system), were also organized, gathering all the students and supervisors together to share the status of each project.

ICT tools and Virtual Labs

The main tool developed to support the educational activities consists of a e-learning platform for Physics, based on the open-source Moodle framework. It has been designed to support the international teams in the PB teaching and learning activities during each phase of their research project. A series of extra-services were implemented on virtual machines installed at the INFN and CNRS/IN2P3 computing centre, on a cloud system.

The e-learning platform is the core of the ICT tool. Differently, from the standard installation, it integrates additional functionalities, such as the BigBlueButton [4] for web-live interactive lectures and LaTeX [5], a scientific document preparation system with formatted formulas. A virtual area used as a central resource repository to share files, documents, and notes related to the project was also installed. An appointment scheduler for planning meetings between teachers and students and between students was also added. The ICT tool is completed by a video conference system, based on Jitsi chat room [6], RocketChat [7], integrated with Jitsi plug-in so that the video session can be started directly from the various chat rooms, and a project management tool based on Redmine [8]. An important feature added to all the services is the so-called “INDIGO IAM service” [9], an open-source software which provides an integrated Single Sign-on solution. In this way, all the teachers and students involved in the project can use their academic credentials to authenticate themselves to all the tools in a unique way. This service is developed by a team of the INFN computing centre in the framework of the H2020 European project Indigo-Data cloud.

Tandem-project (TP) and International Summer Schools

With regards to team work within the TP, the seven teams of students and supervisors (Figure 2) organised regular virtual meetings (bi-weekly). A final oral presentation, to show the results of the TPs, was given by each team at the Fifth edition of the International Summer School on High Energy Physics (ISHEP) in Cargese (Corsica, France), 8-12 April 2019. In total, there were 27 participants, 10 students from UNIBO, nine students from UCA, six students from TUD, one student from the Economic School of Moscow and one student from Universidad Nacional de Colombia. The students were selected respecting gender principles and equal national sharing based an interview, previously informed about the objectives of the project. Nine teachers attended the school. The programme of the school included lectures on Standard Model, Neutrino Physics, Flavour Physics, Future High Energy Physics, Top quark physics, and Machine learning

techniques. An entire day was dedicated to the students that presented the progress of their research activities to the audience in the context of the TP.

TP foresees also a final written report, in the form of a real scientific paper. A final mark has been assigned to all the students who completed successfully the activities and six ECTS have been awarded by UNIBO to all of them.

Results, impact and prospects

The first main result of the project comprises the virtual environment able to support international student teams in all phases of the development of their research projects, thus contributing to the internationalization of the students' mindset, despite the fact that they were not actually mobile, suggesting that this project fits well with the idea of internationalization @ home.

The second main result of the project is the official recognition of the ECTS by UNIBO to all international students who developed their TP and completed the research part by attending the Summer School.

These results are relevant not only for the students that have participated in the project so far, but also for other students that in the future will be part of it. Furthermore, all of the academic institutions of the Consortium have begun integrating the teaching and learning activities proposed by this project into the curriculum of their master degree programmes. In addition, to strengthen internationalization, bi-lateral Erasmus plus agreements have been recently signed by the three Universities. Finally, it is important to underline that, especially thanks to the start of the TP supervision activities, the collaboration with researchers from research institutions increased, increasing the quality of the education provided by the universities.

Although not strictly connected with the ECTS, but related to the entire project, iTHEPHY had so far an important contribution in strengthening the relationship among the partners, given that the same consortium applied for the ITN Marie Skłodowska-Curie 2019 Action (European Joint Doctorate), with the ambition to extend the iTHEPHY project also to the doctoral school level. Moreover, a serious discussion on the opportunity to have a new joint degree and then apply for Erasmus Mundus, is ongoing.

Conclusion

This paper reports the results and the impact of the iTHEPHY project, funded under the Erasmus plus Strategic Partnership funding scheme. One of the main innovative educational activity of iTHEPHY is the tandem-project (TP). Within this, innovative learning and teaching methodologies were implemented during the 2018/2019 academic year with international pilot students and supervisors.

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Promoting student-centred forms of learning across an entire university: The West University of Timișoara project

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Abstract: *In the context of the Bologna Process, the top management of West University of Timișoara has decided to adopt the student-centred learning approach as a central concept of the instructional process in the university. The aim of the process is to develop a system for quality assurance of instruction in higher education with the following components: approaches to curriculum and instruction; assessment of curriculum and instruction; instructional development programs and rewarding procedures. An evidence based instructional model was developed to be the reference concept of these four components. This paper presents a short overview of the process of developing and adopting the system aimed. Several elements of the research, development and innovation process, and of the components of the quality assurance system are presented.*

Keywords: *Deep learning; Higher education; Instructional models; Student-centred learning approach.*

Introduction

In past decades, student-centred learning approach has been adopted as a central instructional paradigm in many universities around the World [1, 2]. In Europe, this approach increased, especially, after the Bologna Process. The paradigm is founded on research which shows that student-centred teaching facilitates the adoption of deep learning approaches by students [3]. Thus, mechanisms for assessment and enhancement of teaching quality, instructional development programs and awards for excellence in teaching have been promoted across universities [4]. In order to sustain such practices, centres for academic development have been created in many universities throughout the World [5]. Unfortunately, there is very little information about the situation in Eastern European countries in the international literature.

In response, this paper presents a process of developing a system for quality assurance of instruction in higher education. The process aims to promote student-centred forms of learning across an entire university (i.e., West University of Timișoara - WUT, Romania). We initiate this description with a short introduction about teaching approaches and quality assurance practices in Romanian universities.

In Romania, there are no mandatory instructional programs tailored for those who wish to become university teachers. Instead, university teachers must graduate from the

same programs as secondary school teachers [6]. Moreover, there are no mandatory in-service courses for academic teachers.

Overall, in the last ten years, very few initiatives were dedicated to the instructional development of academics [7], and, to the best of our knowledge, none of the Romanian universities reward their academic staff for excellence in teaching. That said, student evaluations of the instructional performance of university faculty members is the main practice used to assess the quality of teaching process across the Romanian higher education. Self-assessment and peer evaluation of the instructional performance are also used as complementary procedures.

An overview of the WUT quality assurance system

The process of developing the quality assurance system is founded on two complementary activities: a) the empirical evidence collected by the Centre of Academic Development (CAD) team over the past years in WUT [8, 9] and b) the study of the relevant international literature concerning higher education and instructional training for academics [10, 11, 12].

The aim of the WUT system is to increase the quality of teaching and learning process in WUT, by offering formative feedback and permanent support for teachers (i.e., to reflect on their teaching approaches) and students (i.e., to reflect on their learning approach). In general, the process is based on research that highlights that:

- student-centred teaching facilitates the adoption of deep learning approaches by students [13];
- academics with high-achieving students invest effort and time in designing their instructional approaches [14];
- instructional development programs have an impact on academics [15];
- although in almost every university the teaching quality is assured through teaching practices being evaluated by students [16], but student evaluation of teaching ratings and student learning are not necessarily related [17];
- there is evidence about the effectiveness of instructional models in WUT [18].

The WUT system has six dimensions [19]: the educational process, instructional design, instructional approaches, quality assurance, instructional development programs for academics, and rewarding outstanding teaching performance. We present a short overview of each of these dimensions below.

The educational process

The vision of the educational process belongs to the student-centred educational paradigm, the development of competences and the use of empirical evidence. This general framework is further completed by four core values - collaboration, reflective thinking, active involvement and entrepreneurship, and five learning principles - learning is constructive, learning is collaborative, learning is contextual, learning is self-directed, and learning is the effect of teaching and assessment.

Instructional design

In order to provide support in the process of course design we propose the collaborative-reflective course design model. The afore mentioned model suggests a course design process divided into four stages, which relies on 16 fundamental curriculum design questions to be answered and cyclical individual and collective reflection practices.

Instructional approaches

In order to provide support for the instructional activities that are actually carried out in the class together with the students, we propose a collaborative-reflective instructional model with two versions (i.e., one for large and one for small group instruction). The possible stages of the activity and the desirable teacher behaviours are presented for each of the two versions.

Quality assurance

Quality assurance relies on quality assessment of the educational process, with a focus on the extent to which the instructional activities in WUT are grounded in the newly adopted educational paradigm and whether they follow the above mentioned values and learning principles. The proposed assessment is a formative one, which aims to help the academics to understand the impact they have upon students so that they can take measures to increase the efficiency of their own instructional activities. Moreover, the assessment process provides data for the following actions: a) offering feedback to academics, b) offering feedback to the students, c) the design and implementation of pedagogical training for academics, d) the design and implementation of student counselling activities in order to develop learning strategies, and e) rewarding outstanding teaching performances.

Pedagogical training for academics

The pedagogical training programmes and activities aim to develop the academics' competencies in designing the higher education curriculum and instruction, as well as their competences concerning implementation of teaching activities in accordance with the mission and the teaching-learning principles adopted by the university. The proposed training activities include both long-term programmes and one-time event workshops.

Rewarding outstanding teaching performance

The system proposes an algorithm for selecting and establishing the hierarchy for teaching performance, so that those which best align with the proposed vision of education can be identified and rewarded. The algorithm consists of four steps and it relies on the interpretation of the data collected with the help of instruments for quality assurance, as proposed in the *Quality assurance dimension* (see above). The results of the instructional performance evaluation process may be used both to determine the real needs of pedagogical training and to reward the outstanding performance.

The current state

The development process of the WUT quality assurances system has involved the following steps: *first*, the analysis of good teaching practices from inside the university and also from the ones mentioned in the relevant international scientific literature; *second*, the development of the central instructional model and the other elements of the system; *third*, the negotiation of the proposed system with teachers and students, through public debates; and *fourth*, the elaboration of the final version of the system which includes the negotiated aspects. This process is now in the third step. The public debates inside the WUT will begin in September 2019.

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Rethinking interdisciplinarity in a global framework

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Abstract: *Nowadays we live in a world that can be analyzed through the lenses of complex systems, where everything is interconnected. Provided that universities have the role of facing new societal challenges with advanced skills, interdisciplinarity should be guaranteed as a possibility in every curriculum. Many European countries are now providing new curricula tailored to students' specific interests and career prospects. Instead, Italian students are not often given the chance to choose their academic paths in a cross-disciplinary perspective: even the system established after Bologna Process in 1999 did not affect a situation in which academic faculties tend to consider jointly the three-year bachelor's and the two-year master's degrees as an extension of the older laurea quadriennale. This misinterpretation leads to the restriction of personalized curricula and to a considerable reduction of available choices in continuing education: a possible solution may be a centralized liberalism in allowing individual academic focuses.*

Keywords: *Artificial Intelligence; Centralized Liberalism; Complex Systems; Interdisciplinarity; Personalized Curriculum.*

The 21st century globalized world is a great challenge for education: the structure of knowledge can no longer be depicted as linear or circular, because the reality in which we live is deeply interconnected, in all its aspects. From society to economics, from environment to technology, the single issue cannot be analyzed and understood from a mono-disciplinary, self-contained perspective. The shape of knowledge is influenced by the occurring digital revolution, based on networks and complexity: economists use behavioral models to predict utility outcomes, physicists deal with the optimization of traffic in smart cities, computer scientists and political theorists are involved in developing equity in algorithmic decision-making. The network, conceived as the set of interdisciplinary links between different subjects around a research problem, has become the leading way to understand and deal with the most interesting issues arising in our world, which is made of complex systems.

Artificial Intelligence (AI), one of the trending topics in these days, is a good example of a science that actually consists in crossing the traditional boundaries of knowledge not only between quantitative subjects by themselves, like computer science and mathematics, but, more surprisingly, between these disciplines, based on numeric formalization, and disciplines, like humanities and social sciences, which are based on qualitative research. It is a fact that the joint collaboration among subjects within different fields has been developing since the modern science was born, between 16th and 17th century. However, AI brings this collaboration to a diverse, deeper level: at this level the expertise

of a single discipline is no longer a mere tool which can be borrowed by another subject to solve its own research questions; instead, the disciplines become progressively intertwined, because they do not only share their research methodologies, but also change their nature and scope, their epistemic ontology, during the scholarly joint venture.

This intrinsic difference can be explained better with two examples taken from already established interdisciplinary domains:

1. Whilst Legal Informatics is essentially the application of tools from information science to the analysis of legal documents, AI and Law concerns not only the application of AI and machine learning to traditional tasks like the classification of legal texts, but also the implementation of automated legal reasoning to a wide range of problems. A research about the ethical customization of autonomous vehicles [1] can inform debates in legal theory, ethics and knowledge representation at the same time. Using the words of the International Association for AI and Law (IAAIL), this discipline can influence research “in topics like negotiation, decision-making, e-commerce, natural language, information retrieval and extraction, and data mining” [2].
2. Algorithmic fairness is a field in which computer science, statistics, computational social science and philosophy merge together in an unprecedented way. In analyzing which bias can affect a machine learning classification task (i.e. the risk assessment of a loan concession by a bank, or the ranking of candidates for college admission) a Rawlsian approach leads to practical consequences which are substantially different from the ones caused by an egalitarian framework based on luck [3]. Here we see how a theoretical subject like political philosophy is necessary to understand and propose solutions to fundamental problems in machine learning. It clearly demonstrates that the distinction between theoretical and applied subjects cannot be found in an *a priori* definition, but in the specific aim of the domain of interest for the research.

As these examples show, in the era of machine intelligence and complex systems, theoretical subjects need to develop their applied possibilities, and traditionally applied subjects need to acquire a theoretical side: the theoretical-applied framework enables subjects to be at the same time interdisciplinary and focused, because they assume an interdisciplinary perspective while keeping the same thematic and analytic focus. The main consequence of this new approach to knowledge is that the traditional fields of study, which analyze a set of issues from a single perspective, are not able to address the new challenges posed by our global world. For “single perspective” I am not referring to a particular “school of thought” which displays a personal way of understanding the traditional issues at stake in a discipline, as opposed to other “schools of thought” in the same field of study; instead, I mean the very fact of considering only those standard issues as a matter of scholarly enquiry within that discipline. In this new epistemological framework, for example, there are no standard required subjects that must be studied to be considered a “philosopher”: why should a “philosopher” know continental aesthetics more than meritocratic theories in distributive justice? Who is really able to decide

properly which subjects are appropriate for a particular career, if not the student who is building it? It is true that there are standard professional subjects that must guarantee a common ground among students, like medicine, pharmacy, civil engineering, architecture, dentistry, primary teacher education or law to become a solicitor. However, the majority of educational paths are not directly linked to a single career: even in the field of law, a student may not be interested in the legal practice within a country-specific legal system, but could pursue a focus only on a global and comparative perspective, or only on general jurisprudence, or only on the links between legal disciplines and technology. Since the effects of the digital revolution are pervasive and influence all aspects of societies' life, higher education should enable students in all the academic disciplines to develop the skills which are necessary to become at least "bilingual" [4]: this means to approach contemporary problems with more than a single disciplinary perspective. The MIT College of Computing, which will be endowed with one billion dollars, has the clear objective of teaching students to merge AI and computational skills with the competences they acquire in their primary field of study.

The Italian higher education system is particularly affected by the old monodisciplinary approach, which seems in many cases inadequate because it does not take into account two main factors: firstly, a rigid and standardized education may not allow to acquire the flexibility required to be able to choose among different careers; secondly, the global job market requires transversal skills and does not guarantee the stability of jobs. This tendency is clearly reflected in academic careers: you would not probably find, in Italy, a professor of moral philosophy who teaches or conducts research about ethics in autonomous vehicles and collaborates with automotive firms or innovative think tanks, whilst Italian philosophers in English or American universities hold many consulting positions in both private and public institutions: an example is professor Luciano Floridi [5]. At the same time, a student interested in studying an interdisciplinary field like neuroeconomics or decision theory cannot find a course of study that may fulfill his specific interests. This is not due to particular constraints set by the education system, since universities are independent in designing their curricula. Moreover, the official disciplinary area of a degree (*classe di laurea*), set by the Italian Ministry for Universities and Research, is rather flexible. In the disciplinary area of bachelor's degrees in philosophy, for example, you may find also a degree that includes only one third of philosophical disciplines over the entire curriculum, like "Philosophy, International Studies, and Economics" at Ca' Foscari University of Venice [6]. Therefore, the main constraint is likely to be found in academic traditionalism: in many universities, some research areas, and consequently educational offers, are excluded by the faculty. The problem caused by traditionalism is especially evident in humanities and social sciences: the former are mainly considered from the historical or literary point of view, whilst the latter are often taught as professional subjects, under the assumption that, for example, a graduate in economics is going to work in business or finance, but not in game-theoretic simulation or behavioral sciences, or that a bachelor in sociology is supposed to enter social service.

Another interesting consequence of this academic mentality, compared to other social and university systems, is that the Italian three-year bachelor's degree is really underestimated from a professional point of view. This happens because universities and public opinion do not tend to consider the bachelor's degree as a self-standing course of study, but as an introduction that has to be completed with a two year master's in the same discipline, which is commonly addressed as the "specialization" in the "3+2" *cursus studiorum*. With the old *laurea quadriennale* the specialization was already integrated in the curriculum and elective courses, in some cases, composed the wider part of it: the pre-reform Italian bachelor's corresponded to the academic title to enter graduate-level jobs, also in the teaching field. Even after the developments of the Bologna Process, which established the criteria of equivalence among different educational systems, in Italy the misinterpretation of the new three year bachelor's persisted, leading to a clear contradiction: specialization is *de facto* not allowed, because in the so called "3+2" system graduate courses are in many cases a mere iteration of undergraduate ones and offer the same kind of perspective acquired in the bachelor's. This is due to the fact that *formally* the two degrees are different and separated in their contents and structure, but *substantially* they are considered as two steps in a natural progression. So even an excellent student is usually not supposed to experience research or teaching assistantship in five years of university: this approach sacrifices personal commitment and individual initiative, also because placement services are generally provided only for students who have already finished their master's. However, In UK or USA a first cycle degree is considered enough to pursue rewarding careers in journalism, finance or technology: there are many internships open to undergraduates in newspapers, governmental institutions, consulting firms, research centres, university laboratories, within a spectrum that includes nearly all disciplines. This system makes easier for graduates to be hired in full time positions after three or four years of university studies, as long as they have undertaken internships that are consistent with their academic interests.

Since Italian universities do not provide undergraduate research opportunities, and the national higher education is not concerned with this topic, a bottom-up organizational attitude may represent a feasible solution. One possibility is to create a public online system that aggregates demand and supply of internships or research positions for students at an early stage of their academic career. The software could be based on a tagging system that classifies available positions on the basis of disciplinary areas, eligibility criteria and location (e.g. "social network analysis", "data science", "graduate", "Bologna"). Opportunities are made available by information: this approach, already common in other domains, should be based on the free initiative of both parties involved (students on one side, and university/faculty/private firm on the other), and might result in a public network that could potentially span across the country and also internationally. The funding available for Erasmus+ Placement is now based on the single project presented by the student: having a centralized recommendation system would be a major help in increasing awareness of possible choices.

This pragmatic proposal can be inscribed in a specific educational policy, which I define centralized liberalism. Individual choice and academic responsibility, in a general framework based on equality of opportunity, should be the leading values in a changing learning environment, informed by our global world. Equality of opportunity is not welfarism, but a paradigm in which merit can be recognised without constraints on personal background and contingent situations. The valorization of merit and motivation is crucial in country, like Italy, which is penultimate in Europe for the proportion of graduates over the population (27.8%, whilst the European estimated average is 40.7%) [7], and where the students who graduate within the expected time are slightly more than the half (53.6%) [8]. This unsatisfactory performance is not linked to the affordability of higher education, since university fees are progressive and students belonging to the lowest income brackets are not required to contribute; on the other side, in UK, where university is much more expensive, graduates are more than 40% of the total population. Also the “skill mismatch” [9], which is a direct consequence of the lack of interdisciplinary academic curricula, is much more relevant in Italy than in other European countries, where students are able to conjugate scholarly interests with professional opportunities. Disorganization, absence of specific national university regulations, irrational constraints set by single departments within the same university: by solving these problems, centralized liberalism could redirect academic autonomy for the sake of efficiency and self-determination, in a student-centered framework. By “centralized liberalism” I mean a new political and administrative approach based on the principle that a centralized set of clear rules, which are binding in prescriptions but not restrictive in content, can guarantee that students will have liberty in choosing their academic path, even when the single university does not provide it as a self-contained degree. This system would not be equivalent to liberal arts and science colleges, even if they could be implemented also in Italy, as it happens in the Netherlands (e.g. Amsterdam University College, which represents a single study course within their home university, along with other bachelor’s degrees). Instead, the approach of centralized liberalism would work in this way: the Ministry of Education would set the general programming of every degree according to its scientific area, as it does nowadays, but also establishing joint classes for interdisciplinary degrees (*lauree interclasse*) and the regulations to obtain joint degrees. Universities would apply these regulations by allowing students to choose the modules required for their degree from all the departments, using the course catalogue: this would enhance interdisciplinarity and individual choice without adding expenses to the university budget. As an example, we can consider a joint bachelor’s degree in philosophy and economics: suppose that at least 60 credits shall be in philosophical disciplines, at least 60 in economics and the remaining 60 could be distributed between the two subjects and a minor, according to the student’s preferences. The student, who must check the general requirements for the degree, can choose the modules, according to the required scientific area, in the corresponding departments. This may seem quite obvious, but it is a fact that nowadays many local academic regulations for the single degree do not allow students to propose a personalized study plan, thereby reducing the

flexibility of ministerial rules. It is a fact, for example, that at the University of Bologna, where the Bologna Process took place, a first cycle philosophy student is required to take a compulsory exam of history of science, which is not even a philosophical discipline, and cannot study semiotics, which belongs to the scientific area of philosophy and theories of language, but is not even mentioned among the possible choices in the study plan, so could be studied only using the 12 credits left to student's free choice. A system based on centralized liberalism would solve these paradoxes, while preserving at the same time academic autonomy, independence and financial sustainability, and enhancing student-centered learning and personal responsibility.

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Student-centred learning in higher music education

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Abstract: *Compared to academic studies in other subjects, music performance study programmes are characterised by some special features, such as an exceptional teacher-student ratio and the predominance of one-to-one tuition. Student-oriented, student-active or student-centred learning methods became common concepts in recent years also in higher music education. Thus, a project lead by AEC has been launched to map current initiatives in learning and teaching (L&T) and to investigate promising approaches in this field. This is underpinned by scholarly and research activities in the fields of L&T, psychology, anthropology and philosophy of music education. The text at hand presents three examples of good practice which are not only representative for the ongoing discussion on student-centred and innovative approaches in the field of higher music education, but might also contribute to the overall academic debate on the future of the Bologna Process and EHEA.*

Keywords: *Good practice; Higher music education; Music performance; Student-centred learning.*

Compared to academic studies in other subjects, music performance study programmes are characterised by some special features, such as the significance of small group and one-to-one teaching. Against this background, institutions of higher music education could be seen as the Garden of Eden for student-centredness. In fact, the exceptional teacher-student ratio provides good conditions to match both pace of learning and its content to the students' individual needs. However, this does not automatically mean that the available scope is actually used to shape a teaching situation that gives the student more rights, or say in how the design of the learning setting, nor does it mean that such a scope would at all be wanted or appreciated by the students.

Teaching instrumental and vocal performance is still very much impacted by the concept of a traditional relationship of master and journeyman, especially in the field of classical music. This setting, often referred to in the literature as a master-apprentice model [1, 2, 3], provides a perspective on a long tradition not only in the field of music and art, but also in the crafts. It seems to be particularly effective when it comes to passing on skills and know-how that are based on the accumulation of *Erfahrung*¹, rather than on knowledge. Lave & Wenger point out in this context that the apprentice in a master-apprentice-setting usually learns a great deal, although few tangible teaching

¹ Richard Sennett refers in his readable book *The craftsman* at this point explicitly to the German term because of its clear and univocal meaning as experience that can only be acquired through practice [6].

activities are emanating from the master's actions [4]. Another characteristic, often described as typical for the master-apprentice-scheme, is the fact that this form of instruction is less innovation-friendly; the master often passes on his or her knowledge and skills exactly in the same way as she or he was taught decades ago by his or her master [1, 5]. Moreover, for master-teachers it is not self-evident to reflect their own teaching, which is in their own self-concept often considered as an intuitive act. That is one of the reasons why it is so difficult to overcome the latent resistance to innovation that seems to be inherent in this teaching concept.

Another challenge that correlates with one-to-one tuition and the master-apprentice-concept is that the individual supervision of the students sometimes leads to blurring the boundaries between professional and private communication. This may lead to problematic situations, such as creating students' dependency on their teachers and overemphasis of the subject opinions and preferences in dealing with the subject matter.

As in many other disciplines, student-centred learning and student involvement have become hot topics of discussion in recent years also in the field of music performance education and higher music education. However, it quickly became clear in this debate that both the framework conditions and the opportunities and challenges that student-centred learning had to face in the field of music performance education are in many ways quite special. Despite an increasing number of relevant research projects, there is still a lack of comprehensive studies that could provide a solid and valid foundation for further reshaping the curricula and the system of higher music education.

It was against this aforementioned background that the Platform for Learning and Teaching in Music Performance Education (LATIMPE) was set up in jointly by the Association des Conservatoires, Académies de Musique and Musikhochschulen (AEC), the Centre for Excellence in Music Performance Education (CEMPE) at the Norwegian Academy of Music in Oslo. The main objective of this project, is to collect, arrange and monitor examples of good practice across all musical genres, but also to provide space to experiment, to collaborate and to share experiences with each other.

After only a little more than one year of existence, LATIMPE and the working group behind it can already post significant results of their work. These include the establishment of a stand-alone series of Learning & Teaching Conferences and the mapping of innovative initiatives to further develop learning and teaching with special emphasis on student-centredness. The first outcomes of this work are published in an anthology [7].

In the following section, three examples from this work will be introduced which can be seen to be exemplary of certain trends. These approaches all have in common the idea to promote the students' role as central agents of their own learning processes, and to empower teachers and senior managers at higher education institutions to provide the necessary framework to make this happen.

Example 1: Learning Music through encountering the unknown I

In this project, conducted under the supervision of Karine Hahn at the Conservatoire National Supérieur de Musique et de Danse de Lyon in France, students were asked

to investigate a musical practice they did not know before. In one case, this turned out to be a musical genre originating from Martinique called Bèlè. A group of five students from the classical music department met Bèlè musicians, performed with them, conducted interviews and tried to gather information about the music and its historical and social context through publicly available sources. Finally, they were asked to pass on what they had just learned during a three-day workshop to their fellow students.

In the final evaluation, the participants reported on how they perceived, managed and reflected the process of gradually finding their ways in a context that was unfamiliar to them. Whilst it was obviously comparatively easy for them to meet the challenges they faced on the technical-musical and artistic-expressive levels, they found it much more difficult to acquire skills related to a particular rehearsal and performance practice that was unknown to them from their own musical practice. This includes, for example, recognising that the audience in a Bèlè performance is an integral and constitutive part of the musical performance, and not just a passive listener. Moreover, the fact that every musician is at the same time also a dancer and incessantly changes her or his role in the ensemble, sometimes even changing the instrument, had, step by step, to be understood, experienced and in the very end adapted in some way.

Example 2: Learning Music through encountering the unknown II

Unni Løvlid and Gjertrud Pedersen, teachers at the Norwegian Academy of Music in Oslo, brought first-year students from various disciplines (classical, jazz, rock, folk music) together by creating small groups and asking them to work out and to perform a specific piece of music predetermined by the teachers, and then to explain their interpretation. Unlike the Lyon project, the students had no say in the choice of the music, but the project leaders took great care in selecting only music that allowed the students to have enough space and freedom to come up with an original, own interpretation. In return, the students were equipped with comprehensive and well-prepared material about the sheet music they had to work with.

The two project leaders justified the way they proceeded with the argument that the mere fact that they brought together students from different genres, which implicitly also means from different cultures of how to learn music, would considerably broaden the students' perspective and spectrum of experience. Consequently, the practical work was not meant to be an end in itself, but a starting point and triggering element for a subsequent reflection process. The openness of the concept led to, and allowed for, unpredictable results as it was not based on the practical output but rather the students' own personal reflection, the process of which was considered to be the actual learning outcome. The learning outcomes that the individual student would experience, whether or not it would be useful to them and whether they would feel like they had developed in some way, was highly personalised. It is not unusual that students in retrospect assess the participation of such a project quite positively, but are unsure as to whether they have learned anything at all. This

raises the question of whether the debate on how to sustainably and effectively further develop student-centred learning and teaching should be widened from focusing on only discussing how to redesign curricula, to also incorporate changing our habitual culture of testing, evaluating and rating.

Example 3: The learning curriculum

The Rhythmic Music Conservatoire (RMC) in Copenhagen² is a public, state-funded higher education institution specialising in the education of professional musicians, music teachers, sound engineers and music managers in the fields of rock, jazz, pop, electronics and world music. With about 200 students, it counts among the smallest, but also most innovative of the AEC member institutions.

Some years ago, the RMC started to promote the idea of student-centred learning and teaching by implementing structural measures. This was triggered by the insight that the concept of a uniform curriculum, applied equally to all students within one study programme, neither meets the requirements of the modern labour market, nor is in line with the findings of teaching and learning research. It also overlooks the individual needs and demands of the students – especially in the fast, dynamically changing and highly differentiated areas of pop, rock and electronic music.

After some years of thorough investigation and analysis, new curricula came into effect in 2012, differing from the old ones primarily by putting the students' development of their own compositional and performative material at the core of the curriculum and at the same time providing highly individualised instrumental one-to-one tuition.

Suddenly, new questions emerged. If one deliberately refrains from using comparable standards and general criteria, how can artistic innovation and creativity then be measured and evaluated? How can one deal, as a responsible teacher or senior manager, with the tension between the learning objectives of individual identity formation on the one hand and further artistic development on the other?

However, although the curriculum turn gave rise to a number of new challenges, in particular to the teachers, all agree that the effort paid off.

Finally, in a second, consistent step, the RMC decided, as the first European higher music education institution, to refrain from imposing a binding programme for applicants during the entrance examination. Instead, each candidate is given the stage for 10 minutes to present what he or she considers worthy to be showcased. If this presentation is appreciated by the jury, the candidate will be admitted for a second round to explain his or her artistic concept during an interview. The criteria to assess applicants are formulated on the website of the RMC as follows: 1) Artistic and musical competencies; 2) Ability to reflect upon own practice; 3) Ability to develop and realise artistic projects, independently and in collaboration with others.³

² <https://www.rmc.dk/en/> (accessed on 31.10.2019).

³ <https://www.rmc.dk/en/educations/musiker#.XUQf31Dgrs0> (accessed on 31.10.2019).

Summary

At the RMC, student-centred learning is not seen primarily as a methodological or didactic issue, but as a question that directly affects institutional structures. In the end, activities and actions are needed in both areas in order to move on the current debate and to find new solutions on the topic as a whole.

It is interesting to see which theories and research findings the three projects presented above are referring to. The Lyon project relies on theoreticians of progressive education, such as the American John Dewey (1859-1952) and the French pedagogue and educationalist Louis Legrand (1921-2015). The Oslo project primarily refers to reference literature from the field of subject-related teaching and learning research [8, 9]. The RMC's points of reference are based on situated learning theory [4] and methodological approaches from ethnology, such as participant observation.

It is striking to see that all authors come to practical solutions that are similar or at least complementary to each other, just as the theories and arguments are to which they refer. Research on the role and design of student-centred learning in higher music education is still in its infancy, but it will be interesting to see how things further develop.

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Student-centered learning as a part of incorporating students in improving the process of education at universities

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Keywords: *Master-guide; Mentor-counselor; Moot court; Problem-Based Learning; Teacher-Centered Learning.*

Student-centered learning (SCL) postulates a smooth transition from teaching to learning, from a traditional way of delivering knowledge (teacher-centered learning) to acquiring knowledge with student in an active role and the teacher acting as a facilitator (a master-guide and a mentor-counselor).

The functioning of SCL is achievable thanks to the use of active, innovative methods of education and assessment. These methods should always be adjusted to the learning outcomes and the target group, motivated and clarified in a way that ensures their understanding and acceptance by the students. The most effective methods are based on methods such as solving case studies (problem-based learning), participation in discussions and debates (e.g. Oxford debates) or role playing (e.g. moot court). From the student's point of view, the prospect of being able to choose the way, place and time of learning is indubitably important, therefore the methods based on e-learning, that is, remote teaching is more and more often practiced. Moreover, some universities are giving up on the rule of obligatory class attendance in its traditional, stationary form. It also happens, although it is not yet a common practice, that lectures are recorded and shared to students online. This is an idea that emerged among Polish students, in order to listen to the lecture and actively participate in classes, as they are aware that they will get the audio file from the classes. Acquiring skills should not be a punishment, but rather a pleasure that we can derive from attending classes.

Unfortunately, in the current state of the Polish higher education system, the implementation of SCL faces various obstacles. First, the mentioned postulates are auspicious only for knowledgeable and responsible students. Secondly, the teachers are too often used to habits, seeing SCL as a kind of threat and - paradoxically – leading to a decrease in the quality of education. Thirdly, SCL are propitious in small groups. Meanwhile, Polish universities are financed in accordance with the principle “money goes after the student” which leads to the dissemination of studies and ergo makes it difficult or impossible to implement SCL.

Another important issue is the phenomenon of “leveling down” which means the quality of education is being adjusted to the students who attain relatively worse academic achievements. Practically, many institutions and many teachers solely declare the use of the SCL concept while in reality they are limiting it to a few activating methods. There are, of course, cases of effective implementation of the SCL in such universities as the Jagiellonian University, the Warsaw School of Economics, the University of Warsaw – however, they only concern particular fields and specialties. Many SCL elements are observable in art colleges (e.g. music), due to the small size of the student groups and the emphasis put on practical training. It is beyond shadow of doubt that these are the conditions conducive to the proper functioning of the master-student relationship, which is one of the foundations of SCL.

SCL implements the postulate of including students in the improvement of the education process. Inclusion takes place both through the actual adjustment of the content and methods of teaching to the recipient, and including student representatives in the processes of designing, provision, evaluation and improvement of the quality of education. At many Polish universities, students also have the opportunity to assess classes via anonymous surveys. The role of students’ self-governments is also important, as they should make students aware of their rights and obligations as well as the benefits of using SCL. There is no doubt that this methodology should be implemented gradually and with the active participation of all stakeholders in all of the cases.

Challenges of Student-Centered Learning from the Students' Perspective

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Abstract: *Student-centered learning (SCL) has become a prominent concept in European higher education (HE), sparking interest from both policy makers and practitioners. Since the early 2000s, the European Students' Union (ESU) has been at the forefront of advocating for SCL as a part of the European policies on HE, however, the impact of SCL policies on learning and teaching remains open. The paper presents examination of several resources and report findings from ESU which suggest that the often mentioned "paradigm shift" has not actually occurred. Further, we discuss several possible challenges in implementation stemming from misconceptions regarding SCL and make suggestions on the practical and policy level, which can facilitate implementation and help overcome present challenges. The paper summarizes findings presented in a chapter by Šušnjar and Hovhannisyana to published in the forthcoming Routledge Handbook on Student-Centered Learning and Instruction in Higher Education edited by Sabine Hoidn and Manja Klemenčič.*

Keywords: *Bologna Process; Implementation of SCL; National Student Unions; SCL policies; Student-Centered Learning.*

Introduction

Student Centered Learning as a concept has been a subject of discussion in pedagogic literature for some time but has only recently captured the attention of higher education (HE) policy makers. Primarily coming through the Bologna Process (BP) policy documents since 2007 [1], SCL gained a more central stage after the Yerevan Ministerial Summit of the European Higher Education Area (EHEA) in 2015 [2]. SCL has also become widely accepted by the stakeholder organizations, such as representatives of higher education institutions (HEIs), teachers and students (ibid) and, unsurprisingly, the European Students' Union (ESU), which has been at the forefront of promoting SCL with its' unique and influential voice within the EU and EHEA policy making [3].

SCL in policy documents

Within the BP policies *student-centered learning* was present in communiqués since 2007 and over the time the concept of SCL has achieved recognition as "an underlying principle of the EHEA [3]. Following this, the inclusion of SCL in the *Standards and*

Guidelines for Quality Assurance in the EHEA (ESG)¹ in 2015 is also an important result of the BP.

Besides the Bologna Process, European Union has also taken an interest in this concept and has included SCL in a variety of its policy documents referring to SCL as a goal of (higher) education [3].

In the policies of ESU, student-centeredness appears as early as 2003 in the policy paper ESIB/ESU and the Bologna Process [4] where “student centered patterns of learning and teaching” are mentioned as one of the potential benefits of the BP [3]. The most up to date view of SCL from the students’ perspective can be seen in a series (updated continuously every four years) of ESU’s policy papers on quality of HE [5]. In it, a student-centered approach is listed as one of the characteristics of a quality education, and SCL is given its own chapter [3].

In addition to developing policies and continuously advocating for SCL, ESU in cooperation with other stakeholder organizations also led two important projects in this field: *Time for Student-Centred Learning (T4SCL)* in partnership with Education International (EI) and *Peer Assessment of Student-Centred Learning (PASCL)* in partnership with several HEIs and UNICA (Network of Universities from the Capitals of Europe).² These partnerships on developing crucial concepts and methodologies related to SCL and their inclusion in various stakeholders’ policies show that SCL as a policy goal has also been widely supported by other stakeholder organizations such as HEI representatives (EUA and UNICA) and teacher representatives (ETUCE and EI).

However, even though this overview shows a strong role of SCL in ESU’s policies, the inclusion of SCL in many of the most important policy documents at the European level, and support of different political and stakeholder actors, the question of the actual impact of these policies in influencing learning and teaching in Europe remains open [3].

ESU’s findings about implementation of European policies on SCL

The *Bologna with Student Eyes* published by ESU prior to the Ministerial meetings to present the students’ perspective on the BP implementation, and the PASCL project research study *Overview on Student-Centred Learning in Higher Education in Europe* are

¹ ESG part 1 (Standards and Guidelines for Internal Quality Assurance) includes the standard 1.3: Student-centred learning, teaching and assessment. In its elaboration, the standard is defined as follows: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach. A corresponding guideline for this standard states: Student-centred learning and teaching plays an important role in stimulating students’ motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes. More detailed information can be found here: https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (accessed on 29 July 2019).

² For more information, see: <http://www.unica-network.eu/> (accessed on 29 July 2019).

valuable sources of information about the impact of SCL policies [3]. The latter research study, carried out by ESU and its partners within the PASCL project, provides interesting findings related to an overall assessment of implementation in practice, students' level of familiarity with SCL and the level and modes of students' participation in curriculum design [6].³ The results show that 74% of students' representatives believe that the students they represent are not familiar with the concept of SCL [6]. Granted, this is only a perception of students' representatives and not students themselves self-reporting, but since in almost all the contexts it is the constituency which determines the policy goals for students' representatives, it is likely that their perspective is reliable. Such a finding also supports some of the claims made in pedagogic literature about students' lack of familiarity with the concept noted by [7]. Questions on the extent of students' involvement in the curriculum design at an institutional level show that only 15% of students' representatives stated that students in their HEIs are meaningfully consulted on curriculum development, 46% reported they are included to some extent, while 39% believe their students are only formally or not consulted at all [6]. Students' involvement in curriculum design is certainly one of the essential manifestations of SCL. Therefore, these results hardly paint a student-centered picture of European HE [3].

The most comprehensive view, however, is provided by the question about the overall level of practical implementation (see Figure 1). Here, as few as 5% of the student representatives saw high or very high levels of progress in the implementation of SCL in their

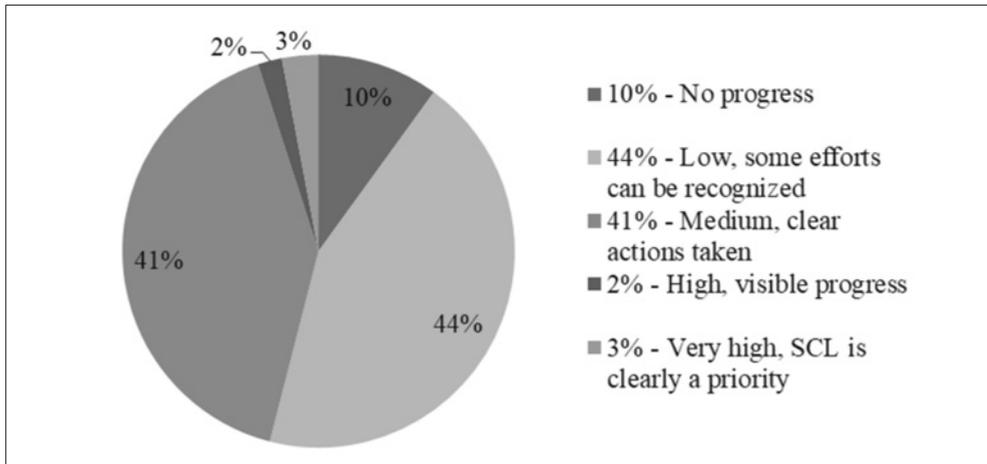


Figure 1: Progress in practical implementation of SCL (ESU 2015).

³ Surveyed students' representatives from 20 European countries reported about the implementation of SCL in their HE systems. They were at the time enrolled in European higher education institutions and members of either the elected student councils or student organizations active at higher education institutions. Thirty nine answers were received from 20 different countries: Austria, Belgium, Croatia, Czech Republic, Denmark, Estonia, Finland, Hungary, Israel, Netherlands, Norway, Poland, Portugal, Romania, Serbia, Slovakia, Slovenia, Spain, Sweden and UK.

HE systems, 41% assessed progress at a medium level, while as many as 54% indicated little or no progress in implementation [6].

General conclusions drawn from this survey reflect the perception that there has been little progress towards the implementation of SCL and that this progress has been sporadic, uneven across Europe and frustratingly slow [6].

Bologna with Student Eyes, on the other hand, is a publication based on a survey of national student representatives from all European countries produced by ESU before every Bologna Ministerial Conference. The 2018 edition of this survey contained several questions closely connected to SCL as perceived and defined by ESU. A particularly interesting question is about the students' involvement in the design of their own studies, where we see the extent of the students' impact on decision making at a program level since this is where structural decisions about study programs are usually made – at least in terms of content. The survey findings are deeply worrying as “only 36% of the students' unions (15 out of 43) reported that their students are equal partners at this level” [8].

Next, the publication is also looking into the presence of SCL in the internal quality assurance of HEIs in their countries (see Figure 2). The results were, again, fairly disappointing as it was found that as many as one fifth of the unions (8 out of 40) finds SCL present in internal quality assurance to a very low extent or not at all, and further 22,5% (9 out of 40) find its presence is below average [8].

When drawing conclusions from these two surveys – *Bologna with Student Eyes* and *Overview on Student-Centred Learning in Higher Education in Europe* – it is important to have in mind their methodological limitations [3]. However, from these findings it appears that the “paradigm shift” towards SCL has not actually occurred and that the progress towards this goal is quite slow and uneven across contexts [3].

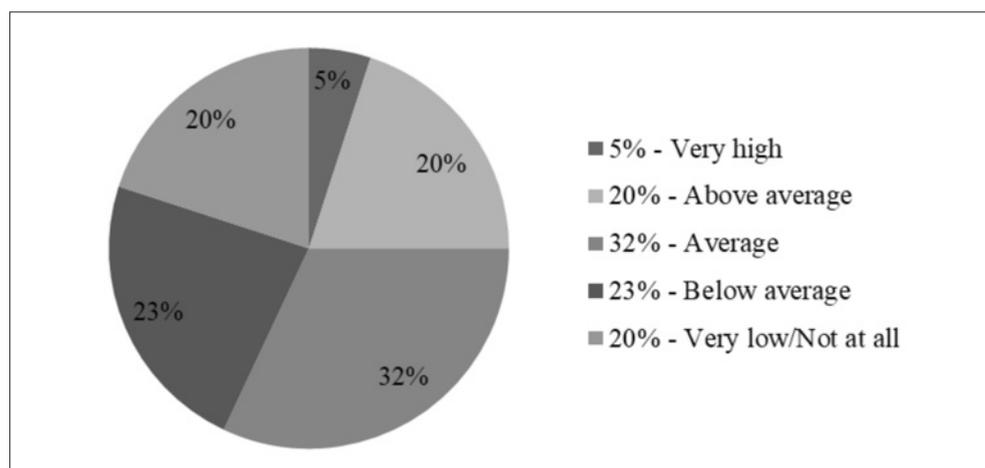


Figure 2: To what extent is student-centered learning present in the internal quality assurance in your country? (ESU 2018).

Challenges in implementation of SCL

As described above, policy makers' conceptualization of SCL developed and transformed during the past decade which can be tracked through various European HE policy documents. SCL has often been, usually implicitly, characterized or conceptualized in a problematic manner not especially conducive to its implementation in practice.

In the ESG, characteristics of SCL are vague and the indicators for assessing the extent of student-centeredness of an institution are not clearly specified. As Klemenčič [2] argues "[...] almost anything can be 'sold' as SCL to evaluation panels [...]", while O'Neill and McMahon argue that SCL "is used very commonly in the literature and in university policy statements, but this has not necessarily transferred into practice" [9]. This existing variety of interpretations proves SCL to be a notoriously vague concept, reflected at the policy level with rather high abstractness and ambiguity.

In addition to this, some of the European-level policies give the view that SCL will be brought about by using some specific instruments or tools such as digital technologies [3]. In fact, there is no good reason to emphasize digital tools, out of all the other tools, elements, instruments and structures of education, as a way towards SCL. As a call for a shift on the level of institutional culture and mentality, SCL cannot be brought about only by reforming concrete tools and structures, although these can certainly facilitate its implementation. According to ESU's definition of SCL, what is fundamentally necessary is a new mindset of HE actors (students, teachers, management) and a new institutional culture along with new pedagogical approaches [3].

In addition to issues stemming from the generality, abstractness and vagueness of the term, effective implementation of SCL suffers from another problematic perspective. This concerns the idea that SCL is something which will necessarily be immediately attractive to the students and that therefore students will always be supportive of measures designed for this purpose. The research on the topic has shown that at least some students can be hesitant towards the implementation of SCL [9, 10, 11].

At the same time, ESU representatives, during their continuous advocacy for SCL, have often received questions about what to do in practice when students do not embrace reforms towards a more student-centered education [12]. Therefore, possible difficulties in students' reactions to SCL are at least somewhat acknowledged in the academic literature and they, at least sporadically, happen at the level of implementation. Yet, in policy documents and discussions, a similar acknowledgement is barely visible. Policy documents that refer to SCL, even when they do mention the necessity of teacher training and education, still do not refer to ways of increasing students' capacities and facilitating their fulfillment of a completely new role. While some elements are admittedly directly beneficial for the students, SCL is still a higher-order principle about how education should be constructed to effectively fulfill its overall purpose of enabling students to develop into motivated, autonomous and competent learners in the long term and across various contexts. Therefore, as we have argued elsewhere, the primary beneficiary of SCL is education as a whole [13].

Furthermore, without an awareness that students might have difficulties with SCL or even resist it, there is a high risk of frustration, disappointment and, consequently, discouragement on the part of policy makers at the institutional level. In order to implement a more student-centered approach in their institution, these policy makers often must face and overcome strong barriers and prejudices towards SCL from more conservative elements within the institution. Without being aware that students might be insufficiently prepared for such an active role in their education, there can also be no planning of how to increase students' capacities and gradually empower them for taking over the role of co-creators of their own education, which will be needed in at least some situations [14].

Conclusion

As we have seen, the feedback from student representatives suggests that a shift to SCL has not actually occurred and that progress is rather slow.

There are several elements to ensure such a shift will be feasible and successful. First of all, as argued by ESU and EI [15], it is necessary that SCL is understood as an overarching concept which can use and accommodate many different tools and methods as well as facilitate their successful application. This requires SCL to be supported at all levels and in all aspects of the educational setting.

Another important thing that policy makers should have in mind is that this SCL is not being implemented (at least not primarily) to appease the students and make them feel more comfortable and satisfied, but to make their learning more effective and their whole learning experience of a higher quality.

It is crucial that policy makers look at education as a whole, from elementary to HE. If the previous levels of education have not adequately prepared students for a student-centered approach, this needs to be explicitly acknowledged and addressed. Involving students in reforms towards a student-centered approach from the beginning can also help avoid missteps and more negatively received aspects. Another possibility for the policy makers is to gradually introduce students to a student-centered approach. As it was pointed out in the T4SCL publication: “[...] the transition from a teacher-centred to a learner-centred approach is often correlated with other side-measures that may contribute to the popularity, or otherwise, of the new learning style” [16].

Most importantly, however, the shift to SCL will require a much stronger commitment from policy makers than just mentioning SCL in strategic and policy documents as an abstract ideal which will hardly ever be reached or even assessed. Reliable methods of assessment, particularly through quality assurance, need to be developed not only in order to realize the possibility of measuring at what stage implementation is and what needs to be done for improvement, but also to clearly demonstrate that SCL can be something concrete and tangible. These characteristics are important in order to motivate policy makers to truly commit to investing more resources and effort into SCL as a way forward for education.

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Can “Student-centered learning” become a key element in the European Higher Education Area Global Policy Dialogue?

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Abstract: *Student-centered learning can be understood in several different ways. Although it is mentioned repeatedly in the Ministerial Communiqués of the Bologna Process, it is still very much work in progress. Nonetheless, the original Bologna declaration and, more clearly, the Sorbonne declaration and the experience of developing ECTS which led up to them, show that a broad understanding of a fundamental component of student-centered learning stood at the base of the Process. The experience of diversity of national systems and cultures through mobility made clear the urgent necessity of agreeing upon and implementing a common framework that could allow learners to become owners of their intellectual, professional and civic development. As the EHEA attempts to develop constant and increasing dialogue with the countries and macro-regions of the world, beyond Europe, it is relevant to explore whether agreement on common or compatible frameworks and tools represents a promising pathway.*

Keywords: *Bologna Declaration; European Credit Transfer and Accumulation System (ECTS); European Higher Education Area (EHEA); Student-centered learning (SCL); Tuning Process.*

1. In the higher education world today, few would declare themselves contrary to ‘student-centered learning’. The basic principle, widely accepted, is that ‘learning’ and the ‘learner’ come first. Educators, administrators and students themselves are advised to pursue the goal of learning that is ‘student-centered’, ‘competence-based’, ‘innovative’, ‘active’, ‘output based’ learning, in which the teaching and the assessment are carefully aligned with the learning activity to achieve the desired result, the ‘learning outcomes’.

Student-centered learning now goes by an acronym, SCL, or, as our keynote speaker reminds us more than one acronym (SCLI = student-centered learning and instruction, where the teacher is brought back into the equation) [1]. Often it seems that SCL has become a sort of mantra, or perhaps a fetish, to which lip-service is willingly paid. Understanding its many valences, how it can be implemented, and whether and how it can in fact become a guiding principle for the many who are engaged in the actual practice of learning, teaching and/or assessment – or have normative or administrative authority with regard to higher education – should be a priority.

Actually placing the student at the center of the process is an imperative: it is banal but true that the student, or the learner, is or should be the central reason for the existence of higher education, although universities without strong structural engagement in research and in their ‘third mission’ activities would not be effective in their core mission of offering effective learning experiences.

Unfortunately, points of view and understandings of SCL are not only diverse but often also contradictory. Many rely on a negative definition: for example, SCL is frequently presented as being in opposition to the 'traditional' approach. To me, as a historian, as well as a former student and professor, the idea that there is, or ever was, a 'traditional' approach seems inaccurate and unhelpful. This purported approach may have been experienced to a degree or even often in some subject areas or systems, but was certainly never universal nor unchanging. It is described as consisting of long dull lectures, where knowledge was imparted to bored note-taking students, who, after assiduous study, were asked to show that they had assimilated what they had heard, through oral or written tests. The image created is of a stultifying passive system, out of phase with the times, and ready for innovation in the form of SCL.

In reality, the paths that learning takes or can take are extremely varied, and many have been utilized by intelligent teachers and students in the past as well as at present. Seminars (understood in many different ways), group learning, work-based learning, task-based, problem-based learning; learning and assessment through the production and the sharing of original research have all been and are practiced in different disciplinary and organizational contexts. ICT brings a number of new and potentially empowering prospects. Still, undeniably, a complete 'paradigm shift' from a teacher-centered to a student-centered approach can only be accomplished through a long and complex process, in which academics, administrators and students themselves rethink what they are doing (from a different point of view) when designing and delivering their programs. Klemenčič speaks of the necessity of creating a student-centered 'eco-system' [1], the European Student Union (ESU) and the European University Association (EUA) among others have pointed to the need to bring about a change in attitude of both academics and students [2, 3]. In order to accomplish this, a respectful and positive approach, which takes into account and builds on existing understandings of good practice and of institutional and national cultures of learning, will be the most effective path.

2. Pitfalls are not lacking. Definitions of SCL and attempts to implement them can be contradictory, and although well-meaning, counter-productive. We have alluded to certain common misunderstandings, such as the idea that there was once a 'traditional' system, which must now be eliminated in order to achieve the new objectives. Another problem is the tension between students' very different needs for higher education and the desire of academic/institutions to propose single overarching solutions. It can be argued, for example, that 'output-based' learning, in the deepest sense, is not really 'student-centered' at all. It may lay out a path where the student becomes a partner or even the protagonist of the learning process, taking some personal initiative, but the 'outcome' to be pursued will have been already been established in a 'carefully designed curricular framework'.

The attention we rightly pay to definitions and approaches, to the need to codify SCL, to establish and agree on definitions and indicators, to provide QA agencies with

specific parameters and guidelines, may in the end ‘cage’ SCL and reduce its potential. There is a risk that a restricted view of what student-centered learning is or should be will introduce greater rigidity into HE systems exactly at a time when greater flexibility is needed.

3. At present the BFUG is carrying out, as mandated in the Paris Ministerial Communiqué, a broad series of national and international consultations on the priorities for the EHEA in the coming decade: in substance on what European higher education should or will look like in 2030 and beyond [4]. Although not yet finalized, the consultations so far emphasize that higher education must respond to the challenges of rapid innovation and the need of many segments of the population to access new learning at various points in their careers and personal lives. The ‘vision’ of the future as elaborated so far is one where universities are called on to reorganize their structure and offer substantially. This entails focusing far less than at present on learners who will study for a number of years full-time to complete a degree program or several degree programs, and far more on learners of all ages who will require smaller bits of learning several or even many times during their lifetime, in order to update their competences according to their strategies of personal development and changes in the economy and the labor market.

In this perspective, it will be necessary to imagine new tools and parameters to form the required competences, to certify, recognize and quality assure them. Greater importance must be given to the recognition of prior learning (RPL) and the cultural change and administrative tools needed to do that on a large scale. Learners carrying with them more varied life and professional experiences will require different learning contexts to achieve their goals.

4. Here I wish to shift my point of view, to go beyond the EHEA and look at whether and how SCL can be a unifying theme for our efforts to develop meaningful dialogue at a global level.

My hypothesis is that the phrase ‘student-centered learning’ appears explicitly in the more recent Bologna documents; but that *in nuce* a very important aspect of it was present long before; and that this aspect is central to the Bologna Process and to the Global Policy Dialogue we wish to establish with other world regions.

What was the inspiration for the Bologna Process? What is in its DNA? Certainly, facilitating mobility and recognition by making different systems compatible. At its very beginning the great novelty was to propose dividing the existing higher education programs into “cycles” measured by “credits”: this at a time when the 29 countries whose representatives signed the declaration had completely different higher education systems, and only a very few used credits of any kind. The Bologna Declaration [5] and, before it, the Sorbonne Declaration [6] came as the result of a decade of experimentation, along two interdependent lines: Erasmus and ECTS. The ECTS Pilot Project was set up in 1989 to develop the tools necessary for Erasmus mobility – in-

augurated two years earlier – to function and to become a normal functioning part of the European higher educational experience, in the years leading up to the Maastricht Treaty, at a time of increasing European integration. In order to make mobility possible on a broad scale, there needed to be an agreed way of indicating the level and what we now call volume of learning. As we know, this effort is still going on, and the results are not yet perfect. However, it is important to see that at its very birth the Bologna Process was based on the “a system of credits - such as in the ECTS system”¹ which de facto was student-centered. This was the result of the ECTS Pilot Project and the realization that the only possible way to quantify the effort of mobile students in the international context was use as a base one academic year, and the work that a student could actually complete, in each national system, in that year. The method found to put the various systems into communication was to take as a “standard” the total amount of time it is reasonable (possible) to expect that a learner can dedicate to his/her studies – in class – alone – at the library – in group work – in an academic year, and divide it into 60 credits (or a multiple thereof). Thus, the measure of learning became not the professor’s time (the contact hours) but the time required by the student. We may say that the initial foundational element of the Bologna Process is acceptance of a structure in cycles, measured in workload based credits.

Of course, this initial approximation needed to be applied concretely and completely, and it is significant that one of the three “Key Commitments” with which the BFUG is now attempting to ensure compliance of all 48 signatory countries is the Qualifications Framework, based on cycles measured using ECTS credits, and more in general implementing the entire ECTS system, as agreed officially in 2015.²

The choice of credit-based cycles is not the only indication of the centrality of the student: the original Bologna declaration proposes ‘giving’ the necessary competences to students; in the Sorbonne agreement the objective of facilitating an active role of the student is clearer. By lowering barriers, creating the common framework and using credits, it is hoped that individuals will be better able to “seek and find their own area of excellence”.

From the beginning of the ECTS pilot project, the main challenge seemed evident: to put the very different systems that then existed in western Europe into connection, making them mutually comparable. However, the choice of credits based on student time already signaled the fact that the student, when mobility and flexibility is permitted, inevitably becomes a protagonist, organizing his or her own learning experience.

¹ Thus in the Bologna Declaration cit.; in the Sorbonne Declaration cit., the corresponding phrase is “the use of credits (such as in the ECTS scheme)”.

² For the version of the ECTS approved as a policy document by the EHEA Ministers in 2015: https://ec.europa.eu/education/ects/users-guide/index_en.htm, accessed on 30.08.2019; the Yerevan Communiqué is available at <http://www.ehea.info/page-ministerial-declarations-and-communications>, accessed on 30.08.2019.

5. The complex steps undertaken in the Bologna Process, at times timidly, at times boldly, can all be seen as connected with the idea of creating common structures in which students can acquire the varied competences they want and need, in a context where quality and compatibility of the various institutions and contexts where they choose to do so are guaranteed. The idea that students, all students, not only in Europe, need and deserve to be able to choose to be mobile, to have an international education, to go where they need to go to form the competences they need, to be able to ‘vote with their feet’ in a positive direction (not so much leaving what they do not like, as being facilitated in finding what they want and need, in an aware fashion) -- facilitated by the structures, the framework, the recognition, and QA procedures, and the shift to student-centered competence-based learning.

What is needed to respond to this requirement? Can we begin to imagine it at a global level? In my view, the first necessary step is probably to create and agree on necessary reference frameworks. General qualifications frameworks such as the QF for EHEA and the EQF and the others now elaborated around the world provide a robust starting point. They can make it possible to indicate the level and the nature of degree programs, thus putting into communication various national and macro-regional systems.

The frameworks are but a beginning, as they were in the Bologna Process. We then need tools such as proper quality assurance and recognition agreements and the Tuning methodology [7] to flesh out actual profiles, programs and practice of student-centered learning. Can this be a relevant area of encounter and dialogue for global HE?

In the Statement agreed by the participants in the Paris Bologna Policy Forum (June 2018) [8], it is suggested to strengthen dialogue and collaboration, in the interests of our young people and our societies. The Forum focused explicitly on “social inclusion and the wider role of higher education” The formation of a ‘Global Policy’ Coordination Group was proposed, and the request was taken up by the EHEA Ministers in the Paris Communiqué [8]. The Coordination Group on Global Policy Dialogue (CG on GPD), now operating, has the task of taking forward and strengthening dialogue, indicating new priorities and preparing the Global Policy Forum to be held in Rome in 2020 [8]. It is important to observe that the Paris Statement sees ‘social inclusion’ as not being limited to questions of ‘access’: to be meaningful, it must include “retention, progression, successful completion and good employability”. In other words, higher education – according to our premises -- must be not only student-centered, innovative and outcomes-based, but also flexible, if it is to be effective in carrying out its necessary societal role.

As we work to define the goals for the next 10 years, it is important to remember why the original inspiration for the Bologna Process is still relevant. If this is understood as facilitating flexible, individual and informed choices of students of all ages and backgrounds, it can be a meaningful theme in the ongoing discussion with other higher education areas.

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Student-centred learning: Approaching SCL through the power differential, professional development framework and student partnership

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Abstract: *Student-centred learning (SCL) has emerged as arguably one of the largest cultural shifts in higher education in decades. Despite being one of the Bologna Process' early priority themes, frameworks and policy for SCL are still in development. SCL is grounded in numerous principles including reflexivity, diversity, choice and collaborative practices. In pursuit of quality enhancement across the entire spectrum of higher education provision in Ireland, SCL may not be a focused priority for all staff. This paper presents a tripartite conception for staff to approach and embed SCL into their teaching scholarship. It is suggested that acknowledging and contesting the traditional staff/student power differential, drawing on resources created through the national professional development frameworks, and engaging in authentic partnership with students can facilitate a starting point for staff to approach SCL in teaching and learning.*

Keywords: *power differential; quality enhancement; student-centred learning; student partnership.*

Assigning to the 1999 Bologna Process was the catalyst that drove innovation, quality and excellence in standards of teaching and learning (T&L) across Ireland's higher education (HE) sector. Staff and student mobility across member states, employability of graduates and the quality enhancement of all aspects of HE were core objectives of the Bologna Process.

Ireland committed to surpassing Bolognas directives by pledging to provide 'the best training and education system in Europe over the next decade' [1]. To achieve this objective, a National Framework of Qualifications [2] was created and the National Forum for the Enhancement of Teaching and Learning [3] was appointed as the advisory body to government tasked with collating HE practices and research to support staff and students in the pursuit of enhancement and excellence across the sector. In addition, fourteen institutes of technology (IOTs) are being amalgamated to create four regional technological universities (TU) to deliver higher education in Ireland at an appropriate scale and capacity to attract international recognition and foreign direct investment.

Bologna's directives created an impetus on rebalancing parity of esteem between T&L and academic research in HE. The drive to achieve this rebalance is embedded into the criteria for TU designation which sets out minimum qualification standards for staff. To ensure employment and continued opportunities for career progression, staff must demonstrate evidence of a developmental career trajectory and sustained activ-

ity in relevant areas of research and development. There are 5023 staff affected by the changes to the delivery of HE in Ireland [4]. The Higher Education Authority (HEA) recognises the additional challenges that these enhancements pose to staff in terms of resourcing, upskilling and commitment to integrating teaching, learning, and research. The Department of Education and Skills have outlined their desire for a baseline standard of 'excellence in the classroom' [5] as a minimum requisite and, to realise this, have pledged their support of innovative approaches to research-led T&L.

In pursuit of quality and excellence in T&L at European level, student-centred learning (SCL) emerged as an approach through Bologna's early priority work themes. SCL is an approach to education characterised by innovative and flexible teaching strategies focused on empowering individual learners, in contrast to teacher focused / transmission of information formats such as lecturing [6]. The diversity of students, their experiences and their capacity to actively contribute to their own learning is enacted in a SCL approach. It focuses on the learner and their needs, using strategies that encourage learners to take an active role in all aspects of their learning and the learning process. This means that SCL is not limited to just instructional and teaching strategies in the classroom, but also extends to contributing to decisions about teaching and assessment at institutional and governance levels. SCL is recognised by the European Students Union (ESU) as representing 'a mind-set and culture within a given educational institution' [7]. The ESU also acknowledges that SCL is a 'notoriously vague notion' [7] because the scope of the approach extends beyond pedagogy to curriculum design, learning spaces and reflexivity in learning. This indeterminateness, coupled with concerns raised about the purported 'all-encompassing' nature of students' authority throughout all aspects of T&L, has resulted in the SCL approach attracting some criticisms.

Barr and Tagg [8], for example, identified how the paradigm shift from a teaching focus to learning focus encourages power to be moved from the teacher to the learner which conceptually, and in practice, can be unsettling for a teacher accustomed to a traditional scholarship of teaching. Maton [9] highlighted concerns about the quality and details of knowledge through a SCL approach, suggesting that the legitimisation of the discipline may be diluted by focusing on the student's needs. Concerns about the prudent and efficient allocation of time and resources required to deliver perceived individual learning strategies for students are also raised [7]. In addition, McKenna [10] argues that the success or failure of an SCL approach is seen to result from personal characteristics inherent in the student. She suggests that individualising learners at scale disenfranchises their membership of a larger social group within the university and fails to acknowledge the nature of social constructivism within the learning process.

It can be reasoned that against the current landscape focusing on the enhancement of all aspects of HE to achieve excellence across the sector that a focus on a T&L strategy emphasising innovative, individual learning strategies for students may well be perceived to be far down the list of priorities for teachers in active scholarship. This refocus on all aspects of HE T&L is designed to meet longer-term goals of economic prosperity and excellence: new approaches to leadership are encouraged, strategies to enhance stu-

dent engagement are being prioritised, and inter-disciplinary work practices are being introduced in some institutions for the first time. It is difficult to discern, therefore, how SCL can be introduced and implemented in perceptible and effective ways by individual teachers amid the myriad of equally important priorities set out by the Department of Education and Skills.

This paper presents a student perspective that endorses communication and partnership with learners as a starting point for teachers to introduce a SCL approach. The challenge for teachers to embed SCL into their teaching scholarship within Ireland's current HE climate is recognised, as so many important aspects of Irish T&L are presently under review. Framework and policies facilitate and guide the implementation of new processes. It is put forward in this discussion that in fact, learners, as the ultimate beneficiary of a SCL approach, are largely unconcerned with the details of framework and policy in their personal contexts. Rather, SCL should be undertaken in a partnership paradigm between teacher and learner through the formation of strong reciprocal relationships and grounded in candid and authentic communication as a starting point.

This perspective is underpinned by three persuasive arguments drawn from literature. Firstly, the power differential between teacher and student is a potent influence on the attainment of educational goals for both stakeholders. This nuanced differential is difficult to capture or account for in drawing up policy but has a stark impact in classroom practices. Adopting an SCL approach necessitates the recognition of this power differential, in whatever guise it manifests [11, 12, 13], and concerted efforts by both students and teachers to rebalance the differential.

Secondly, this recognition and rebalance requires audacity - a willingness to take bold risks by embracing changes in the mind-sets and cultures which are entrenched in a traditional teaching-focus approach. A Professional Development Framework has been developed by the National Forum [3]. The framework and community are designed to support teachers who elect to challenge and enhance their own scholarship by adopting alternative teaching practices and strategies for the benefit of their students and their own professional development.

Finally, the SCL approach is inextricably linked to student partnership. Student partnership is a process of engagement between teachers and students. The benefits of this include an increase in agency for students in shaping their own learning, and changes the power relationship between students and staff [14]. They argue that meaningful and inclusive partnerships between staff and learners maximise the effectiveness of educational change. These three concepts are naturally interlinked and are presented together here to provide a conceptual understanding of how teachers might approach SCL in practice.

Carl Rogers drew attention to the often-overlooked power differential that exists in the student-teacher relationship [15, 16]. He suggested that the most important factor in helping people to learn is actually grounded in authentic interpersonal communication, and a conscious effort to eliminate the exertion of interpersonal power. How this might manifest in practice is consciously challenging the traditional hierarchical conceptions of student as a 'novice' learner and teacher as the 'expert' [17]. It is ineffec-

tive to attempt to embed a SCL approach without acknowledging and reflecting on the impact of the power differential. Rogers was a core theorist of the humanistic paradigm and emphasised throughout his work on personality theory that there is no such thing as direct teaching, merely the facilitation of learning [18]. If students have a natural propensity to learn, then the teacher is there to facilitate such learning. It is suggested from a student perspective that adopting Rogers' humanistic approach confronts and addresses the often subtle and overlooked power differential that inhibits the realisation of authentic learning.

Relinquishing the traditional roles of teacher/ expert, student/ novice is an audacious and bold undertaking. However, conceptions of an aspirational HE experience now recognise that students should be partnered throughout their education. Because SCL is still understood as vague notion, tentatively supported by concepts of what aspects of SCL 'may' look like, there is an obligation to support teachers who wish to adopt the approach. To this end, the National Forum have created a Professional Development (PD) frameworks to guide and empower teachers throughout their personal and professional development [3]. Their PD frameworks support a community of academic staff across Ireland by facilitating the creation and sharing of T&L resources. Learner-centredness and SCL are well documented throughout the PD frameworks, and emphasise the importance of 'self' in learning. Where new instructional strategies and teaching practices are proposed by teachers to practice a SCL approach, support, advice and evidence bases are available to guide them in their personal and professional journeys as they implement these changes.

Finally, student partnership is framed as 'a process of student engagement where staff and students learn and work together' [19]. SCL is grounded in this approach to learning where collaboration is endorsed throughout all tiers of the learning process. This includes students contributing to curriculum design in addition to their own individual learning plans. Partnership also endorses students' involvement at institutional and governance level, thus fostering opportunities for students to participate in assessment choice, quality assurance and community engagement. Student engagement, student partnership and SCL are therefore all rooted in common principles: communication, cooperation, and relationships of reciprocal encouragement and mutual support between staff and learners.

A cultural and quality shift is taking place across all spheres of HE in Ireland. Ireland has pledged to surpass the quality directives set out by the Bologna Process in 1999 to achieve its primary objective of becoming the best HE provider in Europe. In pursuit of this, all aspects of HE provision and delivery are under review. SCL as an approach to education emerges as arguably one of the most important cultural changes to affect HE in decades. Advocates for the SCL approach maintain that it must be innovative, individual and its conception and practice must be sustainable. From a student perspective, SCL begins when teachers acknowledge the potentially disruptive capacity of the classroom power differential and lead efforts to forge teacher/learner partnerships grounded in communication and reciprocal support.

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Student-Centered learning in Higher Education in Kosovo

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Abstract: *Kosovo educational system in all its levels has been part of a different system compared to the European system of education until 1999. The year 1999 presents the recognition of the Bologna Process and the system of education constructed as such through this process.*

In this paper I will contrast the practices of teacher-centered college teaching in that period of time and student-centered college teaching nowadays as a step forward the implementation of better and more successful approaches within the whole system. What are some of the main issues that are dealt with nowadays in our classroom?

Keywords: *attitude; effect; education system; instructor; student; teaching.*

Kosovo and the Bologna Process

System of education in Kosovo has undergone fundamental changes due to the changes in education in almost all European countries. Before the year 1999, this system consisted of 4+4+4, which meant four years of lower elementary education, four years of upper elementary and four years of secondary education. The higher education comprised 4-6 years of full time studies, depending on the field of studies. After 1999, with the political changes in Kosovo and with the settlement of UNMIK (United Nations Mission in Kosovo) and many other international organizations which within their structures had a department which dealt with education, the system of education in Kosovo underwent its changes. It turned into 5+4+3 system, meaning five years of lower elementary, four years of upper elementary and three years of secondary education. However, it was not only the system of elementary and secondary school that changed. The higher education system changed as well. The change came as a result of the Bologna Process and its influence it had in European countries. Kosovo, being part of the Balkans and Europe, was the first among the countries in this region, which agreed to accept the Bologna Process and became part of the signatory agreement. Although it was not yet an independent country and although Kosovo is still not a fully-fledged partner of the Bologna Process, its system of education is completely based on the laws, amendments, agreements, organizations, and all other activities which cover and include higher education.

The Bologna Process as part of the European wave of change within higher education institutions required a new and different approach toward offering not degrees as quantity but also the quality of the graduating generations. The old teacher-centered teaching and learning approaches and methods were gradually being changed to student-centered learn-

ing and teaching, which created a kind of a cultural gap and misunderstanding in Kosovo. This shift from the traditional way of teaching and learning to a new one was offered as a result of measures which derived mainly from the European countries and which tended to create a culture where students would be prepared not just for getting the required knowledge but also be prepared for work and life as respectful citizens of the country. Moreover, this shift was needed for the preparation of new generations for the economy of the country which came out of the war in 1999 and generations who would be able to face the challenges of the 21st century and the era of globalization as well.

The question “HOW?” which arose from this change of the educational environment brought up the dilemma of designing and implementing the student-centered environment where the student would be taught, and where he/she would be provided with the opportunities for deep learning and at the same time be prepared for the labor market. This simple question “HOW?” as ‘how’ we can design, project, plan, organize, and implement an environment where the student is in the center and the teacher would only be the guide to this path was a real challenge at the very beginning. It continues to be so, due to a difficult economic situation and, sometimes, a lack of adequate infrastructure for the realization of the aims and goals set forth by the Ministry of Education in Kosovo and all the other stakeholders in the field of education.

The answer to this question means that in Kosovo the attempts were and still are to provide a student-centered classroom learning, new teaching methods through new learned practices and interaction as part of that teaching, compiling and systematizing strategies. This includes instructional strategies, compilation and systematization of course descriptions, and other teaching and learning challenges that students and teachers experience in classrooms. In a word, when looking at the goals, roles, assessment, orientation, motivation, interaction of students, the new approach in teaching and learning is usually realized by contrasting student-centered approach with the traditional instructional approach with the teacher at its center [1].

Although in the literature reviewed for this topic, this concept is not always clearly defined, the common concern is to adjust teaching activities in ways that can enhance student learning. Since there is a growing interest in student-centered learning in higher education, many universities provide a lot of resources for their teaching staff and their students, too, at their websites, through various seminars, roundtables, conferences, and congresses, all focusing on the main issue: how to move from the teacher-centered way of teaching and learning into student-centered way of teaching and learning. Obviously, it is agreed that moving toward student-centered teaching will lead to greater success for students and increased satisfaction for instructors and this is the reason why nowadays college and university instructors and lecturers are moving in that direction of student-centered teaching approach.

To further support my analysis in this paper, I offer a short description of this change based on my experience and the experiences of my colleagues from their classes. It is generally agreed that every step we take and everything we as teachers and instructors do is closely linked to the course outlines, which determine the content, the schedule, the conditions for learning, the attendance policies, and the evaluation process. The other

factor in this change is linked and focuses on the attitude of teachers and students in the classroom, the content of the courses offered to students, the role of the teacher and the role of the student during the process of teaching and learning, and last but not least the importance of the process of evaluation.

Approaches to student-centered learning and teaching

For many years, instructors and lecturers in higher education tried to use this approach based on the constructivist perspective and constructivism as a theory in general. Confer [2] and Cuban [3] considered the theory of constructivist and this approach as very popular among instructors and teachers at all levels of education. There were several reasons instructors opted for this approach. Different scholars considered that this approach would give better results in the process of education. Kelly and colleagues [4] supported this approach with the idea that it would increase students' participation in lectures, Dandoulakis [5] emphasized developing student's confidence, Burke [6] wanted to see how students foster their intellectual development through student centered approach in learning, Ogawa [7] saw this approach as enabling students to build multiple historical perspectives, Passman [8] emphasized the shift of the learning responsibilities of students according to student-centered approach, and many more scholars and teachers gave their contribution in trying to develop the best approaches and methods in student-centered higher education environment. By this approach, students are supposed to work in smaller groups. Instructors of the specific courses would define the curriculum and how that curriculum would be implemented, and students would be actively involved in doing research on their own or in small groups. This would include writing about different topics, including research they do, compiling written or oral reports and presentations in the auditoriums and classes, searching on their own about the topics given to them, and finding and elaborating the resources for information.

Weimer [9] emphasized that classrooms at the college or university levels are more teacher-centered than student-centered and, as a result of this approach, the students may be less successful and relatively immature learners. As a result of this, instructors nowadays are trying to make the necessary changes in the student-centeredness direction. She identified five areas where student-centeredness was an issue: a) role of the teacher balance of power in the classroom, the function of content, the responsibility of learning, the purpose and processes of evaluation. It is evident that according to the pedagogical literature the change in approach while teaching and positioning the instructor as a facilitator or guide in this process, but not as the "center of the universe" will opt for better results and greater success of students in one hand, and on the other hand instructors and teachers would show an increased job satisfaction.

The tables below show some characteristics of teacher-centered approach in contrast to the student-centered approach. They show: the goal of student activity, the role of the instructor, student's motivation and interaction, and assessment of student's learning.

Table 1

The goal of student activity	
Teacher-centered	Student-centered
<ul style="list-style-type: none"> • Students work to meet the objectives set by the instructor 	<ul style="list-style-type: none"> • Students work to provide a response to central question put forth to them during the class

Table 2

The role of the instructor (teacher)	
Teacher-centered	Student-centered
<ul style="list-style-type: none"> • Instructor sets learning objectives • Instructor plans activities • Designs activities for the students to fulfill those objectives • Guide students step by step through the process • Resolve problems during this process 	<ul style="list-style-type: none"> • Issue, case, problem is posed as a main question to be resolved • Instructor works as a facilitator • Student determines the nature of the response • Student formulates the response • Student carries out the process of developing the response • Instructor helps the student to resolve the problem in case he/she encounters one • Helps in finding other solutions, alternative paths, alternative resources • Instructor does not give nor resolve the problem or the difficulty that the student might encounter

Table 3

Student's motivation	
Teacher-centered	Student-centered
<ul style="list-style-type: none"> • Extrinsic motivators: a) grades; b) degrees; c) different rewards in motivating students 	<ul style="list-style-type: none"> • Students take ownership of the process • Goal driven rather than external reward driven

Table 4

Assessment	
Teacher-centered	Student-centered
<ul style="list-style-type: none"> • Assessment is used to determine grades in order to motivate students and inform parents or legal guardians about the progress achieved by the student • Objective tests as part of assessment 	<ul style="list-style-type: none"> • Open-ended techniques designed to involve students in examining their own learning • Focusing students' attention on their learning needs and changing understanding of assessment

Table 5

Interaction	
Teacher-centered	Student-centered
<ul style="list-style-type: none"> • Determine group membership • Determine the nature of interaction between the students in that group • Determine the role of each student 	<ul style="list-style-type: none"> • Increases student's interaction • Show collaborative learning • Self-governance of the student's interaction • Make his/her own decisions • Negotiate the relationship among themselves • Engage equally in the process • Show synergy

The entire above-mentioned situations were and still are present in many classrooms of higher education in colleges and universities in Kosovo. Both instructors and students face challenges as they tend to create an environment where the teacher-centered classroom would be replaced with student-centered classroom. It is more than necessary for both parties, i.e. instructors and students to find ways to collaborate with one another, engage in modeling successful strategies for the enhancement of different approaches to learning and teaching. However, due to the development of technology and the improvement of infrastructure, due to the increased possibilities for trainings of instructors on contemporary methods and approaches, most of the instructors believe that a student-centered approach in classrooms in higher education in Kosovo provides a more effective studying environment. Most of the instructors in colleges and universities in Kosovo are positive that their efforts to facilitate, guide and lead students in the process of gaining knowledge by putting the emphasis on the students would be more successful when they have a student-entered classroom while achieving their course objectives.

Conclusion

Young people are Kosovo's greatest asset and should be offered the best methods and approaches for gaining knowledge to enable them to enter the labor market, equipped with adequate professional skills. However, looking at the research literature that tries to define student-centered teaching and learning approaches and methods shows that there are many definitions that have been given to this approach. This brings us to the idea that when it comes to the student-centered approach, it is not very easy to find a consensus because there are a number of factors that influence this approach. Hodson [10] agrees that student-centered approach is conceptually different to different people and that is what all instructors should keep in mind. This is a phenomenon which needs a very specific approach depending on the students who are to be taught. However, we might say that student-centered approach used nowadays in Kosovo's colleges and universities seeks to generate high levels of learning in various areas of study programs, but

this approach needs further study and further development taking into consideration specifics of each country and its students.

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Promoting a curriculum focused on the affective dimension of learning in medical education

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Abstract: *Effectively implementing a student-centered approach requires attending to students' needs within the specific educational context and discipline. In the medical education field, it is important to consider students' needs beyond the gathering of technical knowledge. Students enter medical schools driven by specific representations of social identity and interactions with patients. Here we share our experience of developing a psychology course for medical students. To facilitate an effective educational process, affectively relevant themes were used to stimulate discussions about psychological theories and constructs and to develop the course's program by integrating students' perspectives. Students considered their medical education to be enriched by enhancing their personal reflective skills on their own affective representations of the medical profession, their motivations and their personality. By sharing this experience, we aim to stimulate the development of cross-national medical curricula that tap into and attend to students' need to value the affective dimension of learning.*

Keywords: *medical education; psychology; relational skills; social identity; student-centered learning.*

The past twenty years have seen an ever-growing number of nations working together through the Bologna Process to promote the internationalization of higher education and to support student-centered learning. The program's first successful fruits have been training systems and curricula that are more formally compatible across countries, and the student-centered approach has become a pillar of the Bologna Process itself. To move forward in the efficient implementation of student-centered learning in the educational landscape, appreciating the specificity of disciplines and the intrinsic motivations of students is crucial.

Within the medical education context, in line with the social and cultural urge to foster relational skills and psychological reasoning in healthcare providers [1, 2] medical students acknowledge the centrality of the doctor-patient relationship as a value [3]. Seeing this relationship as a core value is rather important in medical education, especially given that throughout physicians' careers, cynical feelings increase and the doctor-patient relationship deteriorates [4], and that such burnout experiences are already reported during both specialty training [5] and medical school [6]. Therefore, introducing a psychology course as a basic requirement in medical schools is a key opportunity to meet students' and society's needs. Our experiences in offering a psychology course at the University of Bologna's School of Medicine are presented here.

In Italy, the first psychology course in a medical school was established by Renzo Canestrari back in the 1960s. According to Canestrari's pioneering vision on the impor-

tance of bridging psychology and medical fields and including psychology in the medical school curriculum, *The issue is to try to develop, through teaching, a diagnostic and therapeutic sensitivity in medical students, to create the ability to establish a good emotional contact with the patient [...]. It is necessary to not only gather knowledge, but to encourage a conscious affective assimilation of the psychological aspects that are involved in medical professional preparation. Only in this way we will be able to have doctors, not only able to “visit”, but to “listen” to the patient, that is, to be ready to receive every message that comes from the person and not only from the disease* [7]. Since then, Canestrari’s vision has been strengthened and fruitfully implemented by Carlo Cipolli’s continuous work. He has advocated for a curriculum transformation of medical school by supporting the inclusion of the psychological medicine discipline in every graduate medicine course, with a special focus on the importance of the healthcare provider’s relational and communication skills [8].

Within this tradition, in line with the flourishing of studies on the positive effects of including psychological reasoning [9] and the role of emotion skills training [10] in students’ attitudes towards patients, and building on studies on modeling-based training of empathy [11], we have spent the last years tailoring a psychology course in which learning psychological theories, constructs and methods is proposed as a process that relies on students’ affective and experiential dimensions. The course aims to embrace students’ interests and needs and to support the learning of psychological concepts by enhancing students’ sensitivity towards their own motivations, personalities and fears inherent in their interactions with patients. The psychology program is implemented in a dynamic fashion to integrate students’ questions and input throughout the academic year and from one academic year to the next. Following the proposal that student-centered approach includes students’ active participation in their own learning [12], the program harnesses themes affectively relevant to students in order to foster transferable skills such as reflective thinking and sensitivity to others’ perspectives.

Sparkling curiosity and reflective thinking as a gateway to knowledge

Given the established link between emotional engagement and learning [13], promoting psychological reasoning and fostering reflections on one’s own motivations and personality might spark curiosity and, in turn, facilitate learning of apparently intangible theories and methods. Being able to access such experiential knowledge may not only be a gateway to knowledge for students; it may also represent a resource for further exploring self-and other-related perspectives and building personal strategies to cope with stress throughout their medical careers. Therefore, exposure to theories on motivations is associated with invitations to fill out self-reports, such as personality questionnaires [14], to complete the Medical Situations Questionnaire [15], which identifies students’ most prominent motivations (i.e., indispensability, helping people, respect, and science), and to answer questionnaires on lifestyle and academic performance. Thus, for example, students are supported in understanding the role of individual differences in motivation, academic performance and

career choice by using concrete empirical data from self-reports and objective academic scores to explore the relationship between their own and their colleagues' characteristics and attitudes. The results are discussed to introduce the theories and support students' reasoning on commonality and inter-individual variability as values in one's own career path and within the healthcare provider-patient relationship.

Students' feedback on the experience was positive: "The course is very interesting because it offers inputs for reflective thinking, such as the career choice and the different types of interactions with others and relationships"; "The course led me to consider psychology as a serious discipline"; "Thanks to the course, I have thought more about some personal situations I never thought about before, and I recommend teaching the course in the same way it was taught"; "The course increases motivation towards the discipline and supports starting to think more deeply about oneself, beyond the acquisition of notions"; and 97% of students said they were interested in and satisfied with the course topics, as reported in Teaching Evaluation Observatory based on Italian National Agency for Evaluation of the University and Research System (ANVUR).

Awareness of affective processes involved in career choice and doctor-patient relationships

Students report already having straightforward ideas regarding their choice of medical specialty by the second year of their medical education. This factor is acknowledged and discussed during the course, and it is considered as a wonderful opportunity to foster students' understanding of how affective variables affect relevant life choices outside their awareness. For example, in a recent study, students filled out a questionnaire about the medical specialty they think best fits with their interests, as well as questionnaires about personality and their attitudes towards patients with different disorders. Stigmatizing attitudes about mental illness were found to negatively affect interest in a psychiatry specialty beyond openness to experience [16]. These results were, of course, shared with students, and the topic of affective dimensions underpinning career choice and fear towards specific clinical conditions became a topic to explore further in later academic years. In addition, using computer-based tasks, the students were supported in understanding their own caregiving system, the possibility of activating and anchoring to one's own caregiving representation and related relational/human competences to accurately recognize potential patients' emotions [17], and the importance of monitoring their own affective state while interacting with patients.

Critical thinking and focusing on patients' perspectives

Promoting a student-centered curriculum focused on the affective dimension of learning might also be pursued by mindfully integrating students' non-curricular learning interests in the program. Medical education is making moves towards increasing the

availability of educational materials [18]. The widespread availability of online educational videos represents a notable example of this trend: for instance, more than 30% of second-year students are used to watching these educational video materials independently from academic requirements. It is possible to use this material to support students' understanding of the key role of positive affect and relational attitudes in learning mere technical skills. For example, we asked students to watch videos of online available surgery techniques after having shared with them either a patient's preoperative emotional preparation for surgery or the standard information about the patient. Students reported feeling more engaged, being more willing to re-watch videoclips and having a more favorable attitude towards the videos after they received information about the patient's emotional state. Importantly, the students retained more information about the technical details (e.g., the kind of retractor to be used, the direction of the incision, the number of trocars needed) when they watched videos presenting a patient's emotional experience of surgery [19]. Thus, by sharing these results, students were invited to reflect on and elaborate further about the relevance of focusing on every message from the patient as a driving force for learning and motivation. In addition, using the same kind of educational material students would likely use at home had the powerful role of facilitating their critical thinking about the sources of learning.

Taken together, the student-centered approach here described has been powerfully effective in enhancing students' awareness of their own affective and representational resources, learning of critical reasoning, and acquisition of the topics taught by the program. Within the specificity of medical education field, a student-centered approach should aim to:

- (i) enhance students' awareness and valorize their personal affective resources;
- (ii) create a learning framework to promote students' sensitivity to both individual differences and common humanity, which might catalyze genuine interests towards patients' experiences and be a foundation for the patient-doctor relationship;
- (iii) dedicate time to letting students develop self-agency and critical thinking about sources of learning, starting with the educational material they use outside of academic requirements.

In conclusion, the time is ripe for advancing the internationalization of medical education through the creation of cross-border research and education programs that acknowledge and enhances students' affective and relational skills. An international medical education curriculum should aim to go beyond compatibility in the numbers and types of technical skills taught across countries. The acquisition of "transversal skills" should extend to awareness of primary emotional needs and beliefs underpinning career motivations and awareness of personal resources and factors that may affect emotion regulation skills. These transversal skills might become a protective resource that allows healthcare providers to thrive during the distressful circumstances inherent to the medical profession and to counteract the risk of burnout and its related effects on personal

wellbeing. To continue building and going beyond the Bologna Process, it is crucial to develop concerted research efforts and education programs in close cooperation with student representatives in order to create favorable framework conditions that support and strengthen the affective dimension of learning in the medical curriculum.

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The essence of student-centered education

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Abstract: *Student-centered education provides for such an organization of training of subjects of the educational process that is maximally focused on their individual characteristics and the specificity of a personal understanding of the world. Under these conditions, there is not only the transfer of knowledge, the development of skills, but also the formation of the orientation of the student's cognitive interests, life plans, value orientations and the development of the personal potential of the subjects of the educational process of the university. The article discusses the essence of student-centered education and its importance in teaching.*

Keywords: *independent work; innovation; student-centered education; self-development; self-esteem.*

The urgent European problems related to the economy led the European community to conclude that a new education system is needed, which will prepare a critical thinking specialist, focused on innovation, continuous self-development and common human values based on humanistic ideas.

Studying the implementation of the Bologna Process and one of its fundamental principles of student-centered education revealed a contradiction in implementing the student-centered principle of training in the process of professional training at the university. In addition, it showed the insufficient theoretical and practical elaboration of this problem in Kazakhstan.

Modern trends in the modernization of educational programs require the introduction of active methods in teaching students. These programs imply a reduction in classroom instructions and an increase in the volume of students' independent work. The emphasis in the organization of the educational process is increasingly shifting in the direction of active didactic management and control of education, assessment of the quality of students' independent work, which fully corresponds to "student-directed or student-centered education" [1].

Student-centered learning is based on the Swiss clinical psychologist Jean Piaget. Piaget observed that children cognitively *construct* knowledge and meaning through new experiences and interactions, and not leaning on memorization. The goal of student-centered education is the achievement of one or another educational result in learning, education and development. The modern "student-centered" approach to managing the educational process involves the formation of partnerships with the student. Since the student's self-actualization as a future professional is dramatically increased in the learning process and monitoring its results. Such relationships should be characterized by

clarity and transparency of requirements, both to the level of educational achievements, and to control procedures, as well as the presence of “feedback” with the availability of results and their analysis.

The new approach focuses on learning outcomes, which become the main result of the educational process for the student in terms of knowledge, understanding and abilities, and not on the means and teaching methods that teachers use to achieve these results [2]. The student starts creating a personality in order to be able to perform the tasks, instead of passively accepting and memorizing educational information. The student acts as a full member of subject-subject relations, in which students take responsibility for learning, discuss and interact with each other and with the teacher in choosing goals and how to achieve them, while learning the best ways to use and improve existing skills and knowledge.

The student-centered approach is a personal-activity approach, the basis of which is laid down by Russian psychologists: Vygotsky, Leontev, Rubinstein, Ananiev and Zimnyaya [3]. They considered the person as a subject of activity, which itself determines the nature of the activity. The student is in the center of learning himself, his motives and his goals. Changes in the approach to learning are associated primarily with the changing role of teachers in connection with the placement of students in the center of the educational process and the related changes in the organization of teaching and evaluation methods.

From the point of view of Akopov, “student-centered learning is based on such an organization of interaction between the subjects of the educational process, when the maximum possible conditions are created for the development of the participants’ ability to self-education, self-determination, independence and self-realization in the sphere of professional activity” [4].

In the student-centered educational process, the emphasis is shifted from teaching the subject to the active educational activity of the student. It implies the use of subject-specific educational technologies, the student’s ability to independently assess the success or failure of his or her education, to correct it in time. Independence, adequate self-esteem, the desire for self-realization in educational work, the ascent to “I am perfect”, “I am professional” should form the students’ civic qualities, who become one of the main results of the educational process both for the young specialist and for the society. Nowadays students have new roles and goals related, on the one hand, to the conscious, active and responsible development of personal and professional competencies, and on the other hand, to an active search for their “I” in their profession and in life. Thus, the initial focus on results and an active attitude towards their education are indicators of personal responsibility for the quality of their professional training in future graduates.

Based on the aforementioned, the implementation of the principle of student-centered education implies the optimal way of designing and organizing the educational process, in which:

- the main focus is on the organization of various types of trainee activities;
- the teacher acts as a teacher-manager, but not a translator of educational information;

- information is used as a means of organizing activities, but not the purpose of training;
- the learner acts as a subject of activity along with teachers, and his personal development acts as one of the main educational goals.

In addition, the student-centered approach involves the redistribution of subjective powers in the educational process, which leads to the transformation of the relationship between the teacher and the student, implying that they both become subjects of the learning process.

Student-centered training methods, of course, have a number of advantages that make them indispensable for obtaining high-quality education in any field. Such methods allow teachers to organize the learning process more efficiently, help students develop skills of critical thinking and tolerance to other points of view, as well as the ability to work individually and in a team on the assigned task, increase student's responsibility for learning outcomes and contribute to the development initiatives.

Student-centered learning corresponds to a competency based approach, where competency is interpreted as a system of values and personal qualities, knowledge, skills and abilities of a person, ensuring his willingness to competently perform professional activities. Professional competence is formed on the basis of basic skills, scientific knowledge and moral development. Its main components are the ability to acquire and use knowledge, integrate it with the help of thinking, and also realize and transmit it in the process of communication with students and colleagues, guided by ethical principles. Therefore, the formation of communication skills (i.e., the development of the ability to carry out effective communication) is currently becoming one of the key tasks of continuing university education. Effective communication includes the ability to adapt, respond and maintain the ability to self-control in the process of contact with other people and the perception of information. Moreover, it substantially depends not only on the skills of the teacher, but also on the characteristics of the student's behavior.

The development of communication skills is an important independent task of professional education. Such training is aimed at developing the teacher's ability to improve psychological interaction with the student, and also helps to deepen constructive cooperation between them.

The list of communication skills required by the teacher and student is very extensive. It includes both verbal and non-verbal means of communication, methods for improving interpersonal interactions and deepening self-control and self-awareness. This includes such psychological techniques as active listening, differentiated questions, competent informing and informing the student. The great importance are also psychologically sound approaches aimed at activating the student, creating a constructive dialogue, developing a partnership position, joint decision-making and counteraction assessment.

Students' communicative ability will be developed through their involvement in solving a wide range of significant, realistic, meaningful and attainable tasks, the successful completion, which gives satisfaction, increases their self-confidence. Communicative

learning is not collecting or passive memorization of information provided by the teacher, but it is self-creation of knowledge, where the student can fully express himself.

Thus, the result in competently oriented education is a willingness to productive independent responsible action in professional activities and everyday life. The university teachers are required to ensure the achievement of this result.

In the context of the modernization of domestic education and the implementation of the Bologna Process, which proceed from the fact that the quality of higher education is an open project that it seems to be the result of many users, including students, who not only provide a reason for declaring student-centered education, but also are its co-creators. Experienced work with teachers was based on joint creativity with the students.

In the implementation of the activity approach, both the knowledge acquired at the university and the methods of their assimilation, thinking and learning activities, the development of the cognitive forces and creative potential of the student become important. This happens when the educational process is centered on the student. Developing the interaction of the subjects of the educational process according to the scheme “I knew through a search with a teacher and colleagues – I understood - I remembered - I am able to put my thoughts into words (to argue) - I know how to put my knowledge into practice in life”.

There are six main functions of the interaction of subjects of the educational process, the implementation of which contributes both to the development of the subjects themselves and the development of their interaction:

1. constructive – the interaction of the student and teacher in the discussion and clarification of the content of knowledge and practical significance in the subject;
2. organizational – the organization of joint student and teacher training activities, mutual personal awareness and shared responsibility for success in the educational process;
3. communicative-stimulating – a combination of various forms of educational activity (individual, group, frontal), organization of mutual assistance with the aim of cooperation and partnership, students’ awareness of what they need to learn, understand in the lesson, what to learn;
4. information and training – showing the relationship of academic discipline with future professional activities, with production for the correct understanding of the student and orientation in social events, mobility of the level of information capacity of training sessions and its completeness in combination with the emotional presentation of educational material, relying on the visual-sensual sphere of students;
5. emotionally corrective – the implementation in the educational process of the principles of “open prospects” and “victorious” learning during the change of types of educational activities, partnership, cooperation, confidential communication between student and teacher;
6. control and evaluation – the organization of mutual control of the student and student, a joint debriefing and assessment with self-control and self-esteem.

However, in the real educational process there are reasons that impede the productive student-teacher interaction. These may include: the teacher does not take into account the individual characteristics of the student, does not understand him and does not strive for understanding; the student does not understand his teacher and therefore does not accept him as a partner or a mentor; the teacher's actions do not correspond to the reasons and motives of the student's behavior or the situation; the teacher is arrogant, offends the pride of the student, degrades his dignity; the student consciously and stubbornly does not accept the requirements of the teacher, or his group; etc.

In the educational process, modern educational technologies have helped to realize the indicated functions of interaction and eliminate the causes that impede interaction, for example, when providing introduction to the situation. The most important condition for such lessons is the emotional disconnection of everyone from their worries and immersion in the atmosphere of psychological comfort with the help of music, songs, interesting conversations, followed by an introduction to the situation of communication on the desired topic and students completing communicative tasks often with moments of relaxation. Therefore, there is an immersion in a new topic.

In addition, using "training in communication" and "practice in communication" at the lessons is important. In the first case, incentives are important for generating a speech reaction, for example, "apologize for being late", "find out about the arrival of a train", etc. Common to such incentives is the creation of conditions for hard-coded speech utterances. Reaction is controlled and stimulus is managed. Communication practice is the organization of verbal interaction, the development of verbal behavior, shift, expansion of motives of verbal behavior. The generation of verbal interaction is achieved through tasks such as "communicative situation" and "role or business game."

Role-playing games are helpful to develop students' communicative skills. Since the organization of educational material does not allow to build the entire learning process on the basis of the story game, you have to use the game as one of the most effective methods for creating an environment that is closest to reality.

In addition to creating a sustainable motivation for communication, role-playing game has the most important psychotherapeutic function that relieves stress. Change of "masks" allows you to remove the psychological barrier before communication (in a foreign language) since behind the "mask", a certain role, it is easy to hide your fears and complexes.

The training uses both role-playing games available in the teaching materials, specially planned and developed for greater socialization and, as a result, much closer to situations of real communication. If you introduce an element of surprise into such a role-playing game, for example, the appearance of an unknown hero, then this brings even more animation, emotional coloring and promotes lively communication.

A project is a set of techniques, operations of mastering a certain area of practical knowledge, of one or another activity. This is the path of knowledge, a way of organizing the process of cognition. This is a way to achieve the didactic goal through a detailed development of the problem, which should end with a very real, tangible, practical result, framed in one way or another.

To achieve such a result, you need to teach students to think, find and solve problems independently, attracting for this purpose knowledge from different fields, the ability to predict results, and the ability to establish causal relationships.

The project is always focused on the independent activities of students – as individual, in pairs or groups – which students perform during one lesson. These mini-projects can also be based on serious research.

Student centered learning approach also can be seen at discussion lesson, which can be held as the final stage of work after reading text, article, book or as a discussion of any moral problems.

This stage involves a fairly high level of formation of listening and speaking skills, as well as the lexical and grammatical design of the statement. Such an occupation is to some extent an indicator of the level of formation of communicative competence.

The lesson can be organized in the form of a round-table discussion, or a game with partial use of role cards with tasks: “Agree”, “Confirm” and “Refute”.

Although design thinking is heard everywhere, it sounds abstract and it seems that it was created only for designers or other creative people. However, anyone can apply the method in business or in personal life. Design thinking is a way to solve problems that are primarily focused on the interests of the user. The formula “human benefits + technology capabilities + business interests” results in a sustainable product.

Evangelicals of design thinking believe that it is possible to use the tools of the method for all areas without restrictions – to solve business problems, in educational projects, even when raising children and planning a trip around the world.

Student-centered teaching methods, of course, have a number of advantages that make them indispensable for obtaining a quality education in any field. Such methods make it possible to organize the educational process more efficiently, help students develop critical thinking skills and tolerance towards other points of view, as well as the ability to work individually and in a team on a task, increase the student’s responsibility for learning outcomes and contribute to the development of the initiative.

However, the teacher using these methods should be aware of their shortcomings and limitations and apply various strategies creatively. This approach implies the teacher’s readiness for continuous learning and self-improvement. This requires patience, openness and flexibility, the desire to be informed, attend seminars, listen to colleagues, share experience and inevitably require a willingness to take risks. Thus, student-centered education is valid and consistent with global trends in a constructive approach to the implementation of the educational process at the university.

Thus, in order to build the process of mastering the discipline on the basis of the competency-based approach, the teacher must accept and master student-centered learning.

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Binational Good Practice: Implementation of SCL and its requirements on individual assistance

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Abstract: *The article contributes to the debate on student centred learning (SCL) commenced by Hayward [1]. It aims to develop SCL's implementation further with respect to individual assistance mechanisms for students, informed by the good practice of the NovaTris project, being a local, binational, interdisciplinary and accessible project, implementing SCL. With many proposals and concepts for SCL being published in recent years [2], the article focuses on a practice example of implementation with focus on cross-border connected learning pathways, low barriers for accessing higher education, and students recognised as responsible and mature members of higher education institutions, involved in decision-making processes.*

Keywords: *Accessibility; Cross-Border; Individual Assistance; Student-Centred-Learning; Student's Involvement.*

Introduction

The debate on student centred learning (SCL) has been going on within the Bologna Process for more than ten years [3]. While the London Communiqué in 2007 demanded “a move towards student-centred higher education”, the term “student-centred-learning” was first introduced in the Leuven Communiqué in 2009 [4]. Since then, quite some projects have been established trying to implement SCL in colloquia. Not all of those were a gain for students, and often the responsibility for getting access to material to gather knowledge was shifted towards the students themselves without further guidance. To contradict those tendencies, this paper will focus on a good practice example for implementing SCL in a beneficial way for students.

The NovaTris project

The NovaTris Project has been developed by the Université Haut-Alsace (UHA), a small university in the Upper Rhine region and member of the Eucor network [5]. The project aims to develop a cross-border education and interdisciplinary training for students to implement new approaches in learning. It demonstrates the benefits of an intersectional approach at the very local level and reveals that pedagogical innovation needs a ‘getting out of the box’-thinking [6].

The cross-border approach of the project focusses not only on the mere academic sphere, but mostly on bridging the gap into society and the region the project, and therefore also the learners involved, are located in. Furthermore, the project is implementing SCL allowing students to work more independently while providing resources to transfer knowledge and gather the required methodical skill, for independent working itself.

Innovative Pedagogics

Following the concept presented by NovaTris, sufficient implementation of SCL needs innovative pedagogics. NovaTris concerns “testing oneself and reflecting on one’s lived experiences to gain knowledge”, but also an anti-authoritarian approach towards the relation between students and teachers¹. In the project, those requirements are fulfilled in collaboration with other higher education institutions (HEIs). While smaller HEIs may more easily interlink between their institutions, larger HEIs should pay attention the fact that SCL offers must not be an encapsulated option, totally conflicting with the standard colloquia, but broadly recognised and compatible and offered for all students at the specific HEI. Without a sufficient implementation of the pedagogical methods and spaces for self-reflection, SCL is often becoming more a burden than a freedom for students. This can be illustrated with the example of self-reflection. While most classes at HEIs leave no space for individual self-reflection in the context of the specific subject, SCL programs at universities can [7]. This requires time and space. Moreover, student’s reflection is very fragile and can be disturbed by front-teaching based courses interfering with the SCL programs offered, as the task to memorise a taught topic is eventually contradicting the thoughts students would have formed on their own. However, this has not to be understood as giving up on the standard on scientific knowledge acquisition, as it is more about how to give students the ability to take part in this process.

Accessible mobility

The NovaTris project is embedded in the regional HEI network Eucor – The European Campus. This project was formed of five HEIs on the Upper Rhine, including the University of Basle (CH), the Université Haut-Alsace (FR), the Université Strasbourg (FR), the Karlsruhe Institute of Technology (GER) and the University of Freiburg (GER). The network is mainly based on the local presence those HEIs share. The students of all five HEIs can decide to attend lectures at all Eucor-universities. In comparison to the ERASMUS+ program, the resulting mobility does not necessarily need to be based on a term-wise exchange, but also a daily or a weekly mobility is possible. This specifically local approach makes the mobility within the network more accessible for students, as students with, e.g. family responsibilities, who could not leave their home

¹ The term teacher was chosen to illustrate the hierarchical relation of teachers to students, often being present at HEIs. With sufficient implementation of SCL, the role of the teacher would be more of a “learning assistant”, providing individual assistance and further knowledge for the students.

for an entire term, can choose to participate in courses of other universities on a daily or a weekly basis. The NovaTris uses this environment to further develop SCL projects, while the highly mobile and open environment is offering relatively low barriers for inter-HEI collaborations. For SCL modules, the accessible exchange is of as much importance as the exchange itself. Reflecting gathered knowledge and thoughts in a different context is really beneficial for the learning process.

Individual Assistance

With the NovaTris program, a broad range of services and assistance is provided. The project offers students specific mobility grants for the cross-border training. The travel costs for Eucor-mobility are also covered. Additionally, autonomous student projects, and research projects in general, are also eligible to receive funding. Groups and individual students can access counselling, both to plan their specific participation within the project and, more importantly, to receive individual assistance. This assistance must include help with methods, but also support with the individual personal situation the students are in when participating in the program.

Student-beneficial Implementation of SCL

Sufficient implementation does not only bring the need to question specific courses or colloquia, but also to question the whole environment at the university, in the city it is situated in, as well as in society. Diversity and an intersectional perspective that takes gender, class and race, neuro-diversity and mental health into account, is the cornerstone for a constant critical discourse. This is shown by the NovaTris project when it comes to providing a high level of accessibility. The very SCL approach NovaTris has created offers students support mechanisms on a self-choice basis, which are not seen as an add-on, but are crucial to fulfil the requirements of their programs at the UHA. Like this, a project-based SCL approach does not become a burden for students with extra-time involvement and no ECTS crediting, but rather an individual tailored opportunity to strengthen one's own interests and competences and bridge the gap to society.

Innovative pedagogics are an important contribution for sufficient implementation of SCL. New methods need to be tested within a constantly evaluated and student-influenced environment. Often the barriers accessing SCL are underestimated. Writing and researching in an academic environment needs to be learned. When students first start at their HEI, they need to get the chance to learn the skills they need to keep up within a self-responsible learning environment. That means, that students from different socio-economic backgrounds are facing a different amount of challenges. To ensure equal chances of participation, individual assistance is vital.

The individual assistance must be an integral part of every SCL module. The high level of individual learning needs a constant exchange and discussion under students, but also with the teachers. Barriers to participation for individual students in specific

methods need to be identified and counteracted. The support students get should not be of an assessment kind, constantly expecting a specific learning output from the students, but it should rather focus on providing the individual assistance the specific student needs to reach the learning goal, agreed upon in the specific module.

Conclusion

The NovaTris project proves that SCL implementation is putting high requirements on HEIs, especially for providing individual assistance. However, it also shows that these high requirements can be fulfilled and even be beneficial not just for students, but also for staff and regional development. Support mechanisms, especially to individual assistance ensure a fruitful self-determined learning process while not leaving specific groups of students behind. However, future consideration should be given to how the involvement of students in the development of certain courses and governance of SCL programs could be strengthened.

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Creating Impactful Student Associations

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Abstract: *The article explores the work of the Developing College Student Association's project in Scotland. It examines the benefits of developing strong, effective and sustainable student associations.*

Keywords: *Evaluation; Partnership; Scotland; Student Engagement; Student Voice.*

The *Developing College Student Associations* project commenced work in 2015 and is funded by the Scottish Funding Council (SFC) until 2021. The project is delivered by the National Union of Students Scotland (NUS Scotland) and Student Partnerships in Quality Scotland (sparqs). NUS Scotland is a membership organisation for student associations in Scotland that represent over 500,000 students. Sparqs is an organization that works to support student engagement and student voice in learning.

For context, we begin this article with a summary of the history of the project.

In 2011, following consultation exercises *Putting Learners at the Centre* and a college-specific consultation, the Scottish Government confirmed a restructuring of Scotland's Further Education provision with the creation of 13 college regions. Key drivers for this were improving quality of education provision, developing the training and educational opportunities on offer and college funding. The result was the merging of colleges that had previously had separate identities.

In 2012, the report of *The Review of Further Education Governance in Scotland* [1] recommended that:

Student participation and representation become a commitment across the College Sector. Student Associations should be strengthened and become appropriately funded, autonomous and sustainable.

This review, conducted by Professor Russell Griggs, paved the way for sector-wide discussions and consultations between Colleges Scotland, Scottish Funding Council, the Scottish Government and NUS Scotland, which ultimately resulted in the production of the framework.

The Framework for the Development of Strong and Effective College Students' Associations in Scotland [2] includes five principles and themes as shown in Figure 1.



Figure 1

The **principles** can be viewed as the underpinning or foundation on which development of the college student association can be driven. The **themes** outline the areas in which the development can occur, with student associations and colleges acting as partners in education.

The partnership model is a widely accepted theme within Scotland’s education system. It can be understood as learners and educational institutions working together to develop the educational experience. For more information on this area of work, we recommend viewing the *Student Engagement Framework for Scotland*, where partnership is an embedded driver of student engagement [3].

Following the release of the framework, the Scottish Funding Council (SFC) provided ringfenced resources to colleges to support the creation of student associations within the new college landscape. The result of this work is 19 college student associations across Scotland.

West Lothian College Student Association (WLC SA) is a small student association of over 6000 members. It has one staff member and two full-time sabbatical student officers (Figure 2).

One of the key areas of activity that has been undertaken in the framework of the project is tailored development for each of the college regions. Over the past two years, West Lothian College Student Association alongside the development consultant at NUS Scotland have produced self-evaluations tracking their progress within the themes. The SA has seen dramatic improvement across all themes due to considered development work, particularly in the years following the removal of direct ringfencing of resources.

The development characteristics that have enabled the SA to improve are namely enhancing *partnership*, *impact reporting* and being *member-led*. The following section will look at each of these in turn to evaluate the progress achieved and challenges within these areas.

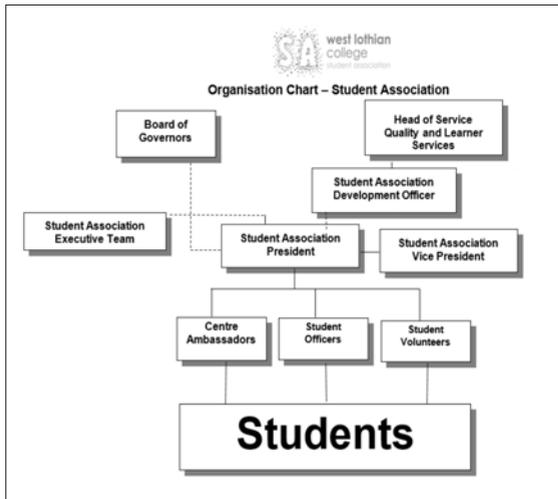


Figure 2

Partnership

As previously mentioned, partnership working is a characteristic of the further and higher education system in Scotland. The relationship between the college and students' association is described within the framework as an equal relationship based on mutual value, trust, and respect. They have clearly agreed roles and responsibilities and work together to deliver positive change for students [2].

A partnership approach ensures that the two closely knit organisations are working supportively toward agreed goals. These may be outlined within a Student Partnership Agreement [6] or shared working documents. Partnership recognizes that there are times when the organisations may disagree, but that the students' association's value as a critical friend is understood. The framework sets out the principle that partnership is 'the most effective way for students' associations to deliver change' [2].

For West Lothian College Student Association (WLC SA), partnership with the management of the College has been essential in influencing change. An honest and respectful relationship was key to embracing difficult discussions, allowing for constructive and creative solutions, idea sharing and sector-leading concepts to be implemented. The student association chose not to develop a formal, centralised partnership agreement, opting for the nurturing of a relationship through activity e.g., regular monthly meetings with the Principle of the College, collaborating on College committees. This activity provided the opportunity to present the student association's strategic aims and objectives as well as discussion on College priorities.

Dedicated staffing resource has been fundamental to realising the partnership approach. The student association's development officer provides continuity, sup-

port, knowledge, creative input and an insight into external partners such as NUS Scotland and sparqs amongst comprehensive knowledge of College policy, process and culture.

The student association played a significant part in the consultation of the strategic, operational, and enhancement planning at the college. This, on occasion, led to challenges and differences of opinions. However, evidence-based data and feedback, gathered through the student association's evaluation process called SPARKLE, provided strong quantitative and qualitative data to support the rationale for change.

There have been fundamental changes in college activity, as a result of the partnership approach. Namely, implementation of self-evaluation tool SPARKLE, funding to tackle poverty and improve retention, and the achievement of LGBT Silver Charter mark [4] and Healthy Body Healthy Mind 4-star award [5].

Impact Reporting

A self-evaluation tool was created within the project based on the *Framework for the Development of Strong and Effective College Student Associations*. Key respondents within the student association of the college, senior management and staff are asked to rate different aspects of the student association in line with the framework themes. A report is then produced based on the scores within the themes, providing recommendations for development.

West Lothian College Student Association has conducted two self-evaluation reports to track its development. This has enabled the association to assess and evaluate key themes, values, effectiveness and impact. Through engaging with the self-evaluation, improvements were made to transform the student association structure, including the shift from a structure of seven part-time vice-presidents to an organisation of one full-time student president and vice-president with the support of a full-time development officer.

Reporting the impact level of Student Associations is important for project leads (NUS/sparqs), sector agencies (e.g., SFC), board, senior management and students. The way in which impact of development is framed differs depending on audience. However, the success of the project relies on the communication of impact to all these stakeholders.

Member-Led

One of the greatest strengths of student associations is the fact that they are member-led, creating a dynamic voice for students at their college. This feature, however, also poses a challenge for the delivery of the project when working with the least developed associations. Whilst the framework remains at the sector-level, designed

in partnership with associations and the wider sector, the Scottish sector is forming and nurturing partnerships with new student voices on an annual basis to deliver on these aims. A number of colleges within Scotland are without dedicated staff support, preventing handover of development knowledge. It is, therefore, left to sparqs and NUS Scotland Development consultant and College staff to develop the understanding of the newly elected officers and set development targets for their year. Recognising this hurdle for incoming student officers, NUS Scotland and sparqs have residential training events at the beginning of officer terms (July/August), to increase their knowledge and understanding of key sector strategies and issues, including the framework.

As mentioned previously, West Lothian College have invested in a full-time student association development officer, an essential resource enabling handover and enhancement of knowledge for newly elected officers.

One key priority for WLC SA is student representation. The aim is to ensure that students are partners in learning and teaching evaluation and ultimately enhance their college and learning experiences. In the past, the association used a class representative model commonly known throughout the sector. This involves each class electing representatives to feedback on the student experience. However, this model posed WLC with a number of challenges, including: deteriorating student engagement, time constraints for training, limited resource to provide support, and feedback from students that rarely focused on learning and teaching. It was essential to consider a targeted approach in order to focus on learning and teaching feedback.

The student association consulted with a large number of students in order to trial a system which would provide support to a smaller number of specialists called Centre Ambassadors. The new model ensures that Centre Ambassadors split the workload, becoming independent assessors, facilitating discussions with pre-developed questions and gaining feedback from all classes across the college. This feedback is made into reports and discussed with managers, senior managers and the principal. Action plans are created and feedback is communicated to students. In addition, the association created 'you said we did' posters to celebrate the impact student feedback has. This process was called SPARKLE (Supporting, Partnership, Allies, Represent, Knowledgeable, Learning, Evaluative). SPARKLE has given students in all classes the chance to comment on their experience at WLC. The information collected from all classes provides vital evidence of how students feel about their courses and wider college experience.

The changes that have been implemented through SPARKLE include: support for students with childcare responsibilities, improvements of Wi-Fi and teaching resource, and free soup at lunch time to begin to tackle food poverty.

The framework has provided an opportunity to evaluate and develop student associations that are strong and effective in transforming education, and supporting Scotland to become an international leader on student partnership.

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“Soka University”: a case-study of a higher education system based on value-creation

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Abstract: *Soka University is a higher education institution founded in 1971 in Japan by Daisaku Ikeda. This university applies the educational model of Soka, a Japanese term composed by two elements – “Creation” and “Value” – developed by the Japanese pedagogue Tsunesaburo Makiguchi. Its main aim is the happiness of each individual student, pursued by encouraging their innate creativity and their unique potential and, thus, driving them to lead a contributing life within the society.*

Keywords: *education; happiness; Soka; value.*

1. Introduction

For what purpose should one cultivate wisdom? May you always ask yourselves this question. [1]

The Soka school system is an integrated environment for the advancement of academic excellence, global peace and the happiness of people that ranges from kindergartens to universities, concerning formally registered educational corporations founded by Daisaku Ikeda, a Japanese educator and philosopher, since 1967. Soka University is a central institution in the system, dedicated in 1971.

Nowadays, the Soka school system network has spread worldwide, including Soka kindergartens in Malaysia, Singapore and Hong Kong; Soka schools in Brazil; Soka University of America and its graduate school – all incorporated locally as educational institutions.

Soka University is based on the principle of “value-creation” conceived by the Japanese pedagogue Tsunesaburo Makiguchi, in his work *Soka Kyoikugaku Taikei* (Education for the value creation).

Makiguchi identified the “student’s realization of happiness” [2] as main goal of the education, so that anyone of them could be able to learn the respect for the sanctity of life – both their own and others – in order to “create value” in their existence and into society. Such an educational ideology stood in complete contrast to the ideology in force, based on making students perfect servants of the Japanese Empire.

In the introduction of *Soka Kyoikugaku Taikei*, Makiguchi writes: “I am driven by the intense desire to prevent the present deplorable situation – ten million of our children and students forced to endure the agonies of cutthroat competition, the difficulty of

getting into good schools, the “examination hell” and the struggle for jobs after graduation – from afflicting the next generation.” [3]

Further he writes: “What then is the purpose of national education? Rather than devise complex theoretical interpretations, it is better to start by looking to the lovely child who sits on your knee and ask yourself: What can I do to assure that this child will be able to lead the happiest life possible?” [4]

According to this spirit, Soka University has been founded on three principles.

2. The three founding principles

2.1. Be the highest seat for humanistic education

“The primary mission of Soka University is value creation, to nurture the creative, life-enhancing potential of each student and to inspire students to employ that potential for the greater benefit of humanity. This is the founder’s call. University education should not be limited to the teaching and acquisition of specialized knowledge. The lack of distinction between knowledge and wisdom is a prime source of the crisis that modern society faces. What society requires are individuals who are able to freely employ knowledge in order to bring forth the wisdom to creatively confront the challenges of our ever-changing reality. Soka University strives to provide humanistic education that will foster individuals who, exercising wisdom rooted in a rich humanity, can fulfill that requirement.” [5]

Soka University, therefore, does not aim to train excellent students from the academic, but from the human point of view; without nurturing the arrogance or fear and mistrust of the students, but making them able to overcome their own limits and bring creative innovations into society. In this way, each student will be able to understand its uniqueness and essential importance within the society in which it lives.

2.2. Be the cradle of a new culture

“First established in medieval Europe, universities played a significant role in the development of scholastic philosophy based on Christianity that facilitated the birth of the Renaissance. Today, an integrating philosophy that embraces and brings order to the diversity of human susceptibilities, culture, reason and learning is once again imperative. Such a philosophy, firmly grounded in a recognition of our common humanity, can provide the basis for fostering global citizens, or creative individuals enriched by learning. A global citizen can be defined essentially as an individual of wisdom, courage and compassion—courage to respect and appreciate differences such as race, culture and ethnicity, and to make such differences a source of nourishment for one’s own growth; compassion to feel empathy and a sense of identification with people in other parts of the world. Such courage and compassion are themselves a limitless font of wisdom. Soka University aims to be a cradle for the creation of a global culture based on the solidarity of global citizens – a solidarity of creative humanity.”

How can this goal be realized? Throughout a “heart-to-heart” relationship between teachers and students.

In discussing such a teacher-student relationship in his own life, Ikeda often recalls his relationship with Josei Toda, his teacher and mentor, as both the cornerstone of his educational philosophy and the basis of his founding the Soka schools [6]. For Ikeda, the mentor-disciple relationship is based on fundamental moral equality and the unity of mentor and disciple, in which both the mentor and disciple “have the potential for growth and development” [7]. Based on this conceptualization of the relationship between a mentor and disciple or teacher and student, Ikeda [8] emphasizes the importance of a teacher-student relationship in which teachers and students grow together.

As Ikeda writes, “Knowledge itself is a neutral tool that can be used for good or evil... Wisdom, in contrast, always directs us toward happiness. The task of education must be to stimulate and unleash the wisdom that lies dormant.”

Only a human being could be able to grow up another human being. To do this, a person who takes to heart humanism for educating another person to the same ideals is needed. Teachers and those who dedicate themselves to develop people undertake an inestimable value work. Effects of this task will last forever.

2.3. Be a fortress for the peace of humankind

“Makiguchi advocated the concept of humanitarian competition as the ideal form of competition between nation-states. He saw this form of competition – whereby states compete in terms of their humanitarian contributions to global society – as a progression from the military and economic competition that have dominated human history. There is clearly no greater need today than creative individuals motivated by a sense of humanitarian competition – competition to promote humanity’s state of happiness and peace. Soka University’s principle of being a citadel for the peace of humankind, a nexus of open dialogue between diverse peoples, encapsulates these ideals.” [9]

On 5 June 2018, Daisaku Ikeda and Nobel Peace Prize Adolfo Pèrez Esquivel, presented their “Appeal for Resilience and Hope” to the youth of the world, at a press conference at Rome’s Foreign Press Association. In this Appeal, they declared: “We call on the young people of the world to unite to meet the challenges confronting humankind, to be the authors of their own lives and of the history of the new century. Our hope is infinite because we believe that youth will know how to resolve the many diverse planetary challenges in solidarity. We direct this message to young people, in whom we place our total confidence” [10], and further they stated: “We call on international society to promote the empowerment of young people through education for global citizenship in order to lay the foundation for truly inclusive societies.” [10]

3. Conclusion

These principles set forth by the university founder, Daisaku Ikeda, represent ideals that are both abiding and overarching. *Soka University* upholds the belief in humanism based on the respect for the sanctity of life and inspires each student to develop their innate potential and their capacity for independent thinking, tools to be employed in the service of others for social betterment.

I deeply believe that, nowadays, European education system should take example from this model, to create a wave of bright youths, full of passion and enthusiasm, to fight the everyday struggling injustices.

As Makiguchi does, my greatest desire is there not to be any more student feeling inadequate, not holding any hope in his or her heart. For this reason, I strongly believe in this education system model.

Finally, and in conclusion, I would like to share an excerpt from doctor Ikeda's speech held at the third Soka University entrance ceremony (April 9, 1973):

"[...] I wish to make the following request: that you always strive to be creative individuals. [...] The cultivation of creativity must be rooted in the soil of a rich spirituality. This in turn points to the vital importance of maintaining spiritual freedom. Independent thought and creative work are impossible when the human spirit is subjected to restraining or distorting pressures. Inexhaustible fonts of creative thinking can only be tapped where mind and spirit can roam freely exploring all perspectives and possibilities. [...] But spiritual freedom does not mean spiritual license. It does not mean thinking and acting in a willful, arbitrary manner. True development can take place only in the presence of both expansive liberty and a high degree of self-discipline. In my view this means the opportunity to grow by sharing ideas through dialogue, provoking and catalyzing each other toward an expanded field of vision and ultimately to profound and encompassing insight into the nature of things." [11]

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Implementing the Sustainable Development Objectives through the strategic development cycle – UTAD’s approach and practices

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Abstract: *The University of Trás-os-Montes (UTAD), a higher education institution located in northern Portugal, has the ambition to contribute, through the commitments established in its Strategic Plan 2017-2021, to the transformation of the world. In the framework of the values underlying this Plan, we assume the centrality and value of people and their participation, the importance of equality and inclusion, and the promotion of the sustainability of the planet. On the other hand, we affirm ourselves as an institution that thinks globally and acts locally and globally, engaged in reflection and action for a more prosperous and sustainable world, with a culture of social responsibility and networking, focused on quality and with an international vision, in interaction with the scientific, business and political worlds, and with the society in general. The purpose of this communication is to present UTAD’s approach and the practices implemented in the ongoing strategic development cycle at different levels, as a way of stimulating the exchange of ideas and experiences that may inspire the construction of innovative paths of sustainability involving higher education institutions and partnerships with society.*

Keywords: *Portugal; Strategic development cycle; Sustainable development objectives; UTAD*

Introduction

The UN Summit held in New York in September 2015 defined the 17 Sustainable Development Goals (SDG) as part of an ambitious agenda for poverty eradication and global economic, social and environmental development by 2030, as included in the document “Transforming our World: The 2030 Agenda for Sustainable Development” [1].

The 2030 Agenda results from the joint work of governments and citizens around the world to create a new global model to end poverty, promote prosperity and the well-being of all, protect the environment and combat climate change. It integrates the above mentioned 17 SDG, successors to the eight Millennium Development Goals (MDG), to be implemented by all countries and covering such diverse but interlinked areas as: equitable access to education and quality health services, creation of decent employment, energy and environmental sustainability, conservation and management of the oceans, promotion of effective institutions and stable societies, and combating inequality at all levels.

The University of Trás-os-Montes and Alto Douro (UTAD), a higher education institution located in northern Portugal, has the ambition to contribute to the 2030

Agenda, through the commitments established in its Strategic Plan 2017-2021 [2], and be an active agent in the transformation of the world. In the framework of the values underlying this Plan, we assume the centrality and value of people and their participation, the importance of equality and inclusion, and the promotion of the sustainability of the planet. On the other hand, we affirm ourselves as an institution that thinks globally and acts locally and globally, engaged in reflection and action for a more prosperous and sustainable world, with a culture of social responsibility and networking, focused on quality and with an international vision, in interaction with the scientific, business and political worlds, and with the society in general.

The purpose of this communication is to present UTAD's approach and the practices implemented in the ongoing strategic development cycle at different levels, as a way of stimulating the exchange of ideas and experiences that may inspire the construction of innovative paths of sustainability involving higher education institutions and partnerships with society.

UTAD's approach and practices

UTAD's recent history has evolved around the concept of creating a dynamic ecosystem with an emphasis on sustainability, with the main vision comprising the construction of an Eco-University, i.e. a university as an ecosystem of integrated units operating on an eco-campus with exemplary environmental management. Today, this eco-campus is one of the largest botanical gardens in Europe, where species from all corners of the world can be seen. The Strategic Plan for 2017-2021 states UTAD's commitment to contributing to the 17 SDGs through a holistic approach to the 2030 Agenda. This alliance between the SDGs and the institution's strategic goals allowed us to look inwards and reflect on how can universities in general, and UTAD in particular, contribute to the 2030 Agenda.

This approach is line with the SDSN guide, "Getting started with the SDGs in Universities", which refers four areas that universities can contribute to the SDGs: research, education, operations and governance, and external leadership" [3].

By declaring the commitment in its Strategic Plan, it facilitates the alignment of the governance structures and the operational procedures, identifying areas that the university is working or should work to respond to the SDGs, as well as providing guidance on how the academia can support the implementation of the SDGs towards fulfilling the commitment.

General commitments, transversal to the SDGs, are:

- The reinforcement of the internationalization component of knowledge produced by UTAD, which is reflected in several SDGs, associated with the mechanisms of dissemination and promotion of good practices of open science and knowledge sharing;
- The inclusion of Agenda 2030 and the SDGs in the curriculum structure of the various courses taught at UTAD;

- Strengthening UTAD's role as a vehicle and promoter of Agenda 2030 in the context of its relations with the community, businesses and public or private entities. Furthermore, in the elaboration of the Activity Plan for 2019, several commitments and activities for 2019 related to the achievements of the SDGs were established, mapping how they are interconnected with the institution strategic goals.

The commitment to the SDGs and action Plan is highlighted on the UTAD'S webpage, making an explicit and visible commitment to embracing the 2030 Agenda and detailing the activities to pursue in 2019 [4].

These activities aim to contribute to the 17 SDGs and foresee the involvement of the Rectorate, faculty, administrative staff, students and other stakeholders, through teaching and learning, research and knowledge transfer, governance and management, and relations with the community. Some examples of these activities are:

- Qualification of social support infrastructures, based on the organizational culture of promoting comfort, functionality and sense of community;
- Combating food waste and supplying leftovers to community institutions and supporting local NGOs involved in this area (Caritas, ReFood, etc.);
- Support to the Alliance Against Hunger and Malnutrition in preparing the map of food aid distribution in Portugal;
- Implementation of a sports, cultural and social responsibility program;
- Education for the consumption of fresh foods, dissemination of nutritional information of the menus and encouragement of healthy choices;
- Strengthening the visibility of Science and Technology in society in general and in the educational community in particular by promoting the Summer University, the Open Day, and the continuation of Science & Technology Week, Junior University and Science and Society Week;
- Implementation of Waste Management Plan and design of Action Plan for Wastewater Treatment, including training for academia;
- Campus certification under NP EN ISO 14001 and 50001, including training for academia and dissemination of good practices for environmental sustainability;
- Implementation of measures to improve the energy efficiency of buildings to reduce greenhouse gas emissions;
- Promotion of interaction events with society, such as Eco@utad and Summer Innovation Campus;
- Promoting campus leisure initiatives by community members, ensuring it's green space, safe and accessible;
- Implementation of a sustainable mobility plan, involving the construction of a bike path in articulation with the municipality, under the Northern 2020 Strategic Urban Development Plan (PEDU) and the reinforcement of the ongoing University-bike program;
- Creation of a platform for resource management and accounting for carbon sequestration on campus;
- Development of research and systematization and dissemination of knowledge

- on the sustainable management of natural resources, the promotion of sustainable agrarian systems and the valorization of regional and local agricultural and agrifood products;
- Development of research and systematization and dissemination of knowledge about climate change, its impacts and mitigation measures;
 - Participation in the international doctoral program “Do Mar” involving a consortium of universities and research institutions from Portugal (Universities of Aveiro, Minho and Trás-os-Montes and Alto Douro) and Spain (Universities of Vigo, Santiago de Compostela and Coruña, Spanish Institute of Oceanography and Higher Council of Scientific Research), as well as the partnership with St. Andrews University School of Biology (Scotland), the Roscoff Station Biologique of the Université Pierre et Marie Curie (France) and the Institute of Oceanography of the University from Sao Paulo (Brazil);
 - Support to the Vila Real Science Center in carrying out initiatives to promote environmental awareness, the protection of animal and plant biodiversity, and the spirit of citizenship in the natural world around us;
 - Support for wildlife recovery through the Wildlife Recovery Center of the UTAD’s Veterinary Hospital;
 - Enhancement of the Eco-Campus as a space for promoting biodiversity and conservation of ecosystems, conducting information and training activities involving academia and the community;
 - Participation in the project of capacity building of Higher Education and Teacher training with the University of S. Tomé and Príncipe (Western Africa), in collaboration with the Instituto Superior Técnico (University of Lisbon) and the Polytechnic Institute of Leiria;
 - Reinforcement of the internationalization culture involving, among other actions, the availability of pedagogical content in English, including study plans and information on the website and intranet;
 - Promotion of a program of activities within the UNESCO Chair in Geoparks, Sustainable Regional Development and Healthy Lifestyles;
 - Installation of the Fraunhofer Center delegation for precision agriculture.

Conclusion and proposals

The full adoption of the 2030 Agenda is an ongoing task, requiring different tactics, interconnected to achieve the best results. In order to strengthen the university commitment to sustainability, we identify the following actions:

- Promotion of involvement of student bodies with the university efforts, by assisting student groups with a sustainability focus, developing orientation programs on sustainability and environmental education;
- Continued promotion of diverse events discussing the SDG goals and provid-

- ing sustainability broad visibility on the campus, such as workshops, conferences, guest speakers, thematic celebrations;
- Extended connection with other higher education institutions, sharing knowledge and improvements on how the contributions to the 2030 Agenda can be further pursued by the universities; and
 - The establishment of common indicators to measure the impact of the universities on the SDG goals and success stages of the different policies and actions.

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Soka Education: something to discover

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Abstract: *The wish to contribute to the Agenda 2030 and the Sustainable Development Goals lead higher education institutions to search for something that challenge the traditional education where students are consumers of what the teachers say. Soka education is a pedagogy based on an oriental philosophy that holds as its main principles to create value in life, dialogue and global citizenship. Education can be the guidance that leads the growth of students as human beings, creating value in the meantime. Dialogue is the main instrument that students can learn to use, carefully listening and respecting others, to achieve real communication with others. Finally, universities can be the true key to nurture students that respect people and are involved in social justice as global citizens committed to the ideal of world peace. In the future this principle will guide students to be the leaders who are promoting sustainable societies.*

Keywords: *dialogue; education; global citizenship; Soka; value-creating.*

In order to achieve a more sustainable development of all citizens, higher education institutions have to transform themselves. A significant contribution to this “revolution” could come from Soka education: something that challenges our traditions. Spain has started to study this pedagogy: University of Alcalà presented Daisaku Ikeda with an honorary doctorate of education on 25 January 2018 and on 15 June 2019 opened the Joint Institute of Research into Daisaku Ikeda Education and Development. However, Soka Education is still to be discovered in the rest of Europe.

The Japanese word “soka” is a neologism, meaning “value creation”, that has been created by the educator Tsunesaburo Makiguchi (1871-1944) during conversations with his disciple Josei Toda (1900-1958) in 1929, while Makiguchi was writing “System of Value Creating Pedagogy” [1]. Later in 20th century Daisaku Ikeda, philosopher, peace-builder and educator, thanks to his mentor in life Josei Toda, has learned and promoted Makiguchi’s educational philosophy. In 1968 in Tokyo, he founded the first of fifteen Soka schools (two of them are universities) in seven different countries between Asia and America (some of them are situated in Hong Kong, Korea, Singapore and Brazil) [1]. Ikeda was also a prolific author, in fact he published many dialogues over the years with international intellectuals like Toynbee and Aurelio Peccei [2] and since 1983 he has written every year a Peace Proposal directed to the United Nations where he discussed contemporary themes of global relevance [3]. Nowadays Soka or value-creating education is a growing theme both in research and classroom practice [1]. Education is currently focused on teaching knowledge and skills, but Daisaku Ikeda states that it should be focused on dialogically fostering the inner ability of all students [1].

Soka philosophy and education come from the 1930s, when Tsunesaburo Makiguchi, challenging the nationalist education of Japan, developed his “System of Value Creating Pedagogy” [4]. Makiguchi believed that, thanks to education, every single individual could provide happiness for themselves and ultimately provide happiness for society, facing a lifelong process of transformation and creating value in the process [4], as Daisaku Ikeda states, the purpose of this value-creating pedagogy is: “the happiness of oneself and others, as well as society as a whole, and peace for all humanity” [5].

To further explain his point of view, Daisaku Ikeda says that “soka kyoiku” (Soka education) can also be called “ningen kyoiku” (human education) because it is focused on the growth of students as human beings; being human is a process of becoming, a process to awake and develop wisdom, courage and compassion [1]. This human revolution starts with dialogue: having the courage to talk with others about our own ideals is an act with which we can break the shell of our lesser self, we can create connections with others and also foster our inner transformation [6]. Education, of course, plays an essential part in the continual self-development and in social transformation, because education is the guidance that we have throughout the life process of value creation [7].

So, a shift in point of view would be desirable – from education as teaching to education as a mutual growth between students and teachers, where dialogue is the point from which it all starts and to which we return [1].

Soka, or value-creating education challenges the neoliberal conception of the nature of teacher-student relationships where the first one is a simple deliverer of knowledge and students are passive recipients, or one could say consumers [8]. This eastern epistemology re-conceptualizes “good teaching” as leading students to apply what they have learned to create meaning, and the key characteristic of this kind of pedagogy is the research of mutual growth between teachers and students [8]. When Daisaku Ikeda writes about such a teacher-student relationship, he recalls the relationship he had with Josei Toda, his mentor, as the basis of this educational philosophy [9]. The mentor-disciple relationship lays on moral equality and the equal chance and potential to develop together [10] being co-creators of knowledge [8]. This means that teachers can grow in their role of teachers and also as human being thanks to their students and the ultimate desire is to be surpassed by them [8].

Even if dialogue is not a declared element of Soka education, it can be seen as another key element of the philosophy [1]. Daisaku Ikeda [11] affirm: “my mentor, Josei Toda, said: we are entering an age of dialogue. Conversing with others is a way to voice our ideals and bring people together. Communication and dialogue are the basis of education” [12].

Dialogue is also a contemporary theme explored in the 20th century in many ways because, in the attempt to find new inspiring methods to teach, communication can be the way to create new involvement and commitment in students [13]. For example John Dewey, Makiguchi’s contemporary pedagogist, considered dialogue and discussions essential to peace because the show of differences is a way to enrich people’s life and a democratic way to live [14]. The Brazilian pedagogist Freire gave a particular space to

dialogue in his work: it was directed to lower classes in order to develop consciousness and to search for respect and equality [13].

While 'dialogue' is a common word that could be easily exchanged with others, it is important to underline that dialogue itself is not merely a conversation or a debate [13]. In a dialogue, participants have to pay attention, to carefully listen, respecting the value of others and their beliefs [13]. There is no clear winner; dialogue is created from a mutual recognition, an exchange of meanings [13].

Another pillar of the Soka education is global citizenship education. Daisaku Ikeda explains the goal of Soka education in a way resonating with the ideals of global harmony and social justice [2]. Education should not pursue the promotion of nationalism or business interests [2]; instead, it should provide guidance for the growth of students as citizens committed to the ideal of peace [15]. "The aim of Soka education is the happiness of oneself and others, as well as society as a whole, and peace for all humanity" [16].

So, what is global citizenship? By synthesizing its concept, it can be described as an attitude to appreciate the worldwide interconnection of people, paying respect to cultural diversity and attention for the sorrows of peoples all around the world [4] and, due to this interconnection, feeling responsible for one's own behaviour is a key aspect of the concept expressed before [17].

In the literature, the construct is frequently interchanged with "cosmopolitanism" because they have a similar meaning [4]. Daisaku Ikeda, in the attempt to clarify the global citizenship construct, highlights its moralistic cosmopolitanism ethic, because it is based on the idea of interconnectedness to others without denying the differences [18]. In fact, teachers are agents who can influence their students to grow their global citizenship identification, leading them to be informed and to acquire the skills required to participate in a multicultural world [19]. Universities are a key point to cultivate a global citizenship education all around the world [4]. If higher education institutions focused on spreading the respect for humanity's differences and social justice, students could become "the architects of social change" [20].

The definition of Global Citizenship Education (GCE) given by the United Nations Educational, Scientific and Cultural Organization (UNESCO) describes "A framing paradigm which encapsulates how education can develop the knowledge, skills, values and attitudes learners need for securing world which is more just, peaceful, tolerant, inclusive, secure and sustainable" [21]. Some of the characteristics of GCE are: the cultivation of empathy and of problem solving for conflict resolution based on a critical and creative way of thinking, the awareness of worldwide values as dignity and respect and to promote the attitude to act collaboratively to promote global good [4]. One of the most popular approaches to GCE is to give students the chance to experience in first person another cultural context [4].

The vision lead by the UNESCO is pretty much in line with the one fostered by Soka education. Studying abroad is a way to experiencing unfamiliar circumstances and to promote empathy and understanding towards different cultures [22].

The characteristics of a global citizen are described from Ikeda [18]: "The wisdom

to perceive the interconnectedness of all life and living; the courage not to fear or deny difference, but to respect and strive to understand people of different cultures and to grow from encounters with them; the compassion to maintain an imaginative empathy that reaches beyond one's immediate surroundings and extends to those suffering in distant places”.

GCE, which promotes action and responsibility towards our society, share a relation with a sustainable development education that can be done through knowledge about society, economy and environment in order to foster new attitudes and values to enrich the goal of living in a more sustainable way [23].

As its stated in the joint appeal “To the Youth of the World: An Appeal for Resilience and Hope” issued by Daisaku Ikeda and the Nobel prize for peace Adolfo Perez Esquivel on 5 June 2018: a new kind of education can be spread and efforts can be done promoting global citizenship and sustainable development societies throughout the empowering of young people to make their inner potential flourish toward 2030 [24]. The empowerment of the youth will contribute significantly to the aim of the sustainable development goals settled in 2015 from the United Nations and will promote a more inclusive society [24].

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NUI Galway sustainability strategy 2017-2020

Learn – Live – Lead

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Abstract: *The National University of Ireland Galway demonstrates leadership in the achievement of the SDGs by promoting sustainability scholarship, social justice, human rights and global citizenship as graduate and staff attributes; by embedding sustainability in operations and investments and by building sustainable partnerships with communities. The NUI Galway Sustainability Strategy sets a vision of establishing the University as a top-class, green, smart and healthy campus. The strategy utilises a Learn-Live-Lead model, organised around six themes: (1) Research and Learning, (2) Energy and Greenhouse Gas Emissions, (3) Nature and Ecosystems, (4) Health and Wellbeing, (5) Built Environment, and (6) Governance and Leadership. Successful implementation of the NUI Galway Sustainability Strategy will ensure that: (i) NUI Galway is recognised as a socially responsible and globally aware university that demonstrates leadership in addressing the SDGs; (ii) graduates are valued for their world-readiness; (iii) research tackles societal challenges; and (iv) the campus is a role model for sustainability – locally, nationally and globally.*

Keywords: *Lead; Learn; Live; SDGs.*

There is increasing awareness of the critical role that universities play in the achievement of the Sustainable Development Goals (SDGs). Education and research are explicitly stated in a number of SDGs. However, universities' contribution to the SDGs extends far beyond this. Universities, through their teaching and learning, research, organisational governance, culture, operations and external leadership, can play a leading role in the implementation of the SDGs [1]. At the National University of Ireland Galway (NUI Galway), we recognise the important role that universities play in advancing the SDG agenda and we are addressing sustainability from environmental, social and economic perspectives. Building on our existing reputation as an environmentally-friendly and societally responsive university, we launched a wide-reaching Sustainability Strategy in 2017. The strategy is built on a Learn-Live-Lead model and illustrates an ambitious vision for our campus to demonstrate leadership in sustainability. Our NUI Galway Sustainability vision is to establish the campus as a leading green, smart and healthy campus, where students, staff and graduates are valued for their world-readiness, where research helps tackle societal challenges, and the campus is a role model for the transition to a more sustainable future.

The NUI Galway Sustainability Strategy 2017-2020 was developed following wide-reaching engagement with the campus community by the Community and University Sustainability Project (CUSP). CUSP was established in 2015 under the direction of the Registrar and Deputy President to showcase how a university can become a role model for the transition to a more sustainable future. The CUSP team is a multidisciplinary team of over 30 students and staff from across the campus and community partners, all working together with the common aim to establish the university as a leading institutional model for sustainability. CUSP undertook a year-long, comprehensive and inclusive sustainability engagement initiative, starting with the particular aim of generating awareness of sustainability among incoming first-year students. A series of workshops and information sessions were organised across the Colleges and at various themed days on campus. These events were attended by approximately 1,000 students. A sustainability website was also launched. During the consultation process, students were asked to provide initial feedback and ideas on campus sustainability. This generated approximately 1,000 responses.

Two major themes of interest emerged: energy efficiency and sustainable drinking water. Based on this, demonstrator projects were developed to inspire sustainable behaviour change. For example, the 'Battle of the Buildings' project aimed to raise awareness of the energy use of campus buildings and to encourage energy-efficient behaviour through collegial competition. A draft sustainability strategy was then developed by the CUSP team, which separated into thematic working groups and drew on the initial engagement. The draft strategy was circulated for campus-wide consultation, including delivery of the document to all students and staff by email, and targeted engagement with key stakeholders such as student representatives. A wealth of insightful opinions and ideas were incorporated into a final strategy that was launched as part of a special event on campus called 'Galway City's Sustainability Stories'. This event signalled the community aspect of the initiative from the start of the journey.

The 'NUI Galway Sustainability Strategy 2017-2020' builds on our core strengths in teaching and research to learn about the environment and new techniques, analyses campus operations, building performance and user habits to live more sustainably, and connects to broader communities and other institutions. Our Learn-Live-Lead model focuses on six key themes (Research and Learning, Energy and Greenhouse Gas Emissions, Nature and Ecosystems, Health and Wellbeing, Built Environment, Governance and Leadership), each comprising objectives and targets to monitor our journey towards sustainability.

From a **learn** perspective, we continue to embed sustainability literacy into all aspects of University practice, learning and research. Sustainability literacy is the knowledge, skills and mind sets that enable individuals to deeply commit to building a sustainable future and assisting in making informed and effective decisions to this end [2]. Sustainability is taught across disciplines in all colleges and NUI Galway has increased the number of modules that raise awareness of environment, nature and sustainability from 196 (2015) to 231 (2018). Research can provide the necessary knowledge, evi-

dence-base, solutions, technologies, pathways and innovations to underpin and support the implementation of the SDGs [1]. At NUI Galway, we are committed to mapping how our research aligns with the SDGs, raising awareness and the profile of the SDGs among researchers and helping researchers to understand how their research relates and connects to various goals. Our current research portfolio includes internationally-funded projects, exploring issues ranging from socio-economic sustainable consumption research to engineering new marine renewable technologies that are socially and economically viable, while safeguarding environmental resources and ecosystem services. NUI Galway researchers work with local and regional authorities and local community groups on sustainability projects which feed into a range of sustainable development goals at the local, regional and national level.

From a **live** perspective, we implement the principles of the SDGs through our campus operations. We recognise that landscape, ecosystems and biodiversity are of significant environmental, economic, social and health value to students, staff and the wider community. We strive to sustain a healthy environment and community through the ways in which we care for and promote our biodiverse grounds. Our sustainability strategy sets out a clear commitment to enhancing the student and staff awareness of biodiversity issues on campus and promoting the campus as an educational and recreational resource. A biodiversity trail was developed to promote the campus as an educational and recreational resource and to connect people to nature and help them feel restored. We aim to develop the campus as a resource-efficient sustainable energy community. We do this by reducing energy use in new and refurbished buildings, measuring and reporting energy use, implementing energy saving initiatives, investing in renewable energy sources and reinvesting energy cost savings in new sustainability technologies. We demonstrate leadership in reducing energy use: in 2018, two years ahead of schedule, our total energy consumption had gone down by 34% from the baseline, thus exceeding the National Government target of 33% energy efficiency by 2020. We are committed to effective and efficient use of water throughout the campus and the appropriate treatment, management and disposal of waste water. For example, we are striving to reduce water usage and increase the use of harvested rainwater through a series of measures, including: water leakage detection and repair programme, education and outreach, process-related efficiency measures, greywater and rainwater harvesting. We are committed to preventing, reducing and managing waste in a sustainable way that improves resource efficiency, reduces costs and protects health and the environment; roll-out of the Binless Office Scheme, for example, replaces the traditional, under-desk, office bin with dedicated recycling stations in key communal locations on every floor of the building. NUI Galway students and staff work closely with catering contractors to increase the availability of healthy, sustainable, locally sourced and fairly traded food; to provide workshops to students and staff on healthy and safe eating, cooking and budgeting, and reduce the quantities of waste arising from disposable food packaging. By improving on-site cycling and pedestrian facilities, introducing electric fleet vehicles, initiating an extensive network of electric car charging points and enhancing web/video conferencing

facilities, we demonstrate our commitment to implementing and continuously improving and promoting sustainable transportation opportunities and programmes for the campus community. We have applied these supportive practices to facilitate behavioural change at NUI Galway [3].

From a **lead** perspective, NUI Galway demonstrates leadership in the achievement of the SDGs by promoting sustainability scholarship, social justice, human rights and global citizenship as graduate and staff attributes, by embedding sustainability in operations and investments, and by building sustainable partnerships with communities. NUI Galway has created a new senior leadership role in sustainability; the inaugural Community and University Sustainability Officer reports to the Registrar and Deputy President and takes a lead role in implementing and developing our sustainability vision. The role of the Community and University Sustainability Officer demonstrates our commitment to sustainability and to scaling sustainability successes beyond the campus walls, acting as a role model for neighbouring communities, other national bodies and international partners. Our University was recently awarded a Green-Campus Flag by the international Foundation for Environmental Education. This flag demonstrates to the world that NUI Galway is committed to continuous environmental improvement and cross-campus community collaboration. We include a statement of Corporate Social Responsibility as part of our Annual Financial Report. We have successfully divested the University's shareholding from fossil fuels and we are actively working towards an ethical investment policy. We demonstrate leadership at the regional and national levels by promoting partnerships with key stakeholders. This includes rolling out flagship projects with Saolta University Healthcare Group, Galway City Council and numerous community interest groups. Working with our partners, we raise major national issues affecting student and staff health and wellbeing. We foster sustainability-related community-university partnerships and promote greater civic engagement through service learning, volunteering and outreach, student work experience, student-staff collaborations, and satellite campus projects. We are committed to strengthening public engagement and participation in addressing the SDGs.

We recognise that the engagement of the campus community and other stakeholders in the NUI Galway Sustainability Strategy 2017-2020 is vital to its success. Our students and staff are our greatest resource, brimming with ideas, enthusiasm and expertise. We strive to ensure that there are continuous opportunities to actively involve them in the implementation and governance of this Strategy, including through thematic working groups and campaigns. We effectively communicate each action and success, aiming to raise awareness, influence attitudes and transform behaviour. Community engagement is at the heart of NUI Galway's sustainability journey. We also recognise that moving towards sustainability will require long-term cultural change driven by system-wide engagement, strong governance and committed leadership. Successful implementation of the NUI Galway Sustainability Strategy will ensure that: (i) NUI Galway is recognised as a socially responsible and globally aware university that demonstrates leadership

in addressing the SDGs; (ii) graduates are valued for their world-readiness; (iii) research tackles societal challenges; and (iv) the campus is a role model for sustainability – locally, nationally and globally.

At NUI Galway, we view sustainability as a process rather than an endpoint. As we continue to transition towards 2020, a rigorous engagement process will be undertaken to review the university's strategy, setting new objectives and targets with a view to forming a subsequent strategy for beyond 2020. Our innovative practises typify those of agents of change for sustainability [3]. We continue to lead by example, developing the campus as a role model for sustainability with the delivery of an ambitious sustainability agenda that makes the university a lighthouse for the rest of the world. We aim to foster and demonstrate sustainable thinking and decision making that persists even after students graduate or members of the campus community move on. We actively seek partners or collaborations with other universities on a similar path, so that we can share experiences, learn from each other, find solutions to problems, and have meaningful impact in addressing the SDGs.

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Global Engagement in Higher Education Institutions: The UN Sustainable Development Goals as a frame of reference for a broader internationalisation strategy

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Abstract: *Globalisation has changed the world into a ‘huge metropole’ [1], which has led to a superdiverse and increasingly complex society, with major challenges that are interconnected and interdependent. The consequence is that higher education likewise faces major challenges because they are expected to shape global competent citizens. This obliges higher education institutions (HEIs) to reflect on their way of thinking about education in the 21st century and challenge them to take their responsibility to make an essential contribution to the development of a sustainable society. For this challenge, the UN Sustainable Development Goals (SDGs) offer an inspiring frame of reference for sustainable action. This paper and the accompanying framework for global engagement aims to encourage discussion and reflection within HEIs and wants to inspire policy makers to take concrete action to implement the SDGs into the internationalisation strategy at all levels of the institution.*

Keywords: *Global Engagement; Global Learning; Internationalisation in Higher Education; International Policy; Sustainable Development Goals.*

In a constantly changing world, higher education faces major challenges. Formulating a clear answer to the question of how we can properly prepare our students for the life and work of tomorrow has become an almost impossible task. In order to be able to cope with the social, cultural, ecological, economic, technological and political challenges, national and international organisations are calling for a strong focus on transversal competences in education. Examples are the ‘Key Competences of Lifelong Learning’ (OECD, EU) or the ‘21st century skills’ (P21). Studies such as the ‘ERASMUS+ Higher Education Impact Study’ [2] refer to the important effect that an international learning experience has on the acquisition of these transversal competences. Hindrix *et al.* [3] speak in this context of international competences: a combination of personal growth, intercultural competence, language skills, global engagement and international disciplinary learning. These are essential competences students must acquire, including those who do not go abroad.

By encouraging internationalisation in higher education through many grant and scholarship programmes, there has been a strong growth in international mobility and partnerships between HEIs worldwide and with (inter)national and local civil society organisations. This sharp rise in international study, internship and research opportunities and the impact this generates worldwide increases the need for a cross-institutional, qualitative and sustainable internationalization strategy [4].

The UN Sustainable Development Goals (SDGs) offer an inspiring frame of reference for linking internationalization and sustainable development, based on the principles of universality, interdependency and inclusiveness. This ambitious framework calls on all stakeholders at all levels and all over the world to commit themselves to working for structural change in the face of sustainable development. HEIs are also challenged to assume their responsibilities and thus play an active role in the search for sustainable answers to global problems.

In the context of the SDGs, the importance of education for sustainable development is mainly recognised in SDG 4, sub-objective 4.7: “Ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development” [5]. Although there is only one objective within the SDG framework in which education is the central focus, it is important to also see the interconnectedness of education with all the other SDGs and the extent to which education can support their implementation.

Many institutions are therefore attempting to integrate the SDGs into the policy and operational management of the institution. This often includes the aspect of internationalisation. Primarily, reference is made to the impact of mobilities and the reduction of CO₂ emissions. This is, of course, a very important point, but it is not the only one. Given the complexity of sustainable development, it is preferable to approach this from a much broader perspective. The role of HEIs in the context of the objectives for sustainable development should rather be linked to the core tasks of higher education, namely knowledge transfer through the provision of education, knowledge creation by carrying out practice-based research and making the knowledge acquired available for the benefit of society.

As a provider of education, HEIs must provide students with the knowledge, skills and motivation they need, so that they are sufficiently equipped to assume their responsibilities towards the SDGs. HEIs are challenged to educate citizens with a cosmopolitan attitude towards the world. This cosmopolitan worldview, described by Ulrich Beck [6], can be seen as an intellectual attitude in which the student acknowledges that the old distinction between the individual and the global, between the national and the international and between the known and the foreign has faded. The “we versus they” thinking, which has served for so long to separate groups, nations, peoples, religions and social classes, is no longer of any use. Identities are interconnected and merge into one another, as well in the world around us, but also within ourselves.

HEIs have the social responsibility to help formulate innovative answers to the so-called ‘wicked problems’ of our time. They can also be an important strategic actor in promoting social, ecological and economic development. More than ever, there is a need for international knowledge exchange, capacity building and research. After all, society needs a generation of competent global citizens who can deal with the current

uncertainties and complexities and who can offer innovative and often interdisciplinary solutions. Education remains the driving force behind innovation, economic development and social welfare. In their role of innovator and practice-oriented research, HEIs can stimulate the development of societal and technological developments and solutions to SDG challenges.

HEIs play a key role in informing and raising awareness among both other sectors and the general public and in advocating the importance of SDGs [7]. In this context, HEIs in their role as a hub of sustainable innovation, can form a connecting factor between other (inter)national stakeholders. International partnerships, contacts, events and networks are an important source of inspiration and offer a challenging learning experience. In addition, HEIs can initiate joint research projects, improve the quality of their own research through joint ventures and build the capacity of international partners through research related to the SDGs. In doing so, HEIs can act as a neutral platform and play a facilitating role in the exchange of knowledge and expertise with and between partners, communities, regions and countries on how to tackle common challenges [8].

Throughout, it is recommended that HEIs question themselves critically: does our education effectively encourage (under)graduates to contribute to global sustainability, to make a global commitment? Are our students aware of their contribution to the challenges we face? Are we, as an educational institution, sufficiently critical of our own actions? Does today's campus culture reflect the standards and values that tomorrow's citizens need for a sustainable future? Do we have sufficient expertise on campus to ensure the success of relevant partnerships? [9]

Moreover, in our critical quest for a fair and sustainable world, it is also important to adapt the outdated, and often condescending, stereotypical language to the current context. The time has come to use (new) concepts that are suitable for the new reality in which we live and to make clear choices in doing so.

Since internationalisation is part of the institutional vision of all Flemish HEIs and the SDGs are becoming increasingly embedded in society, it is time to review the regular activities related to internationalisation and thus broaden the perspective on global engagement. Therefore, a 'holistic framework for global engagement' was created by VIVES University of Applied Sciences, bringing together the inclusive, international and sustainability agendas, to provide inspiration for discussion and dialogue within HEIs.

Global engagement is seen as a response to the greater forces of globalisation that affect virtually all aspects of life and society today. Global engagement is often used to capture the interconnections and activities that define this new way of thinking and working. These activities vary in scope and take place at a variety of levels within higher education systems [10]. In essence, a global commitment to the internationalisation of higher education means entering into meaningful collaborations with partners all over the world. It reflects a movement that goes beyond traditional international activities. It implies a deeper and more long-term commitment based on reciprocity and equality [11].

<p>PEOPLE</p>  	<p>Educational institutions are determined to make their students aware of their role as world citizens. In doing so, the HEI provides all those involved within the institution with the opportunity to develop the necessary knowledge, skills and attitudes, with a focus on acquiring competences for sustainable action and international competences, that prepare them for life and work in a globalised society.</p> <p>The HEI offers them the opportunity to develop their full potential in a climate of dignity and equality. This also implies that the HEI pays attention to interpersonal relationships and dialogue in which equality, reciprocity, gender equality and respect go hand in hand.</p> <p>Strategic Objectives for 2030</p> <ol style="list-style-type: none"> 1. The HEI has ensured that the necessary structures are in place so that all students and staff can acquire the international competences (ICOMs) and competences for Sustainable Development. The HEI has screened all the structures set up against the principles of Universal Design (for Learning). 2. The HEI stimulates the intercultural mix in the institution by offering a welcoming learning and working environment for all colleagues and students in order to promote academic and social integration. 3. The HEI has stimulated the passion for global engagement among all stakeholders.
<p>PLANET</p>  	<p>In all international commitments, we make an environmentally conscious screening, take into account the ecological capacity of our planet and link this to concrete actions.</p> <p>We always consider: "Does what we do meet the needs of the present without compromising the ability of future generations to meet their own needs?" (Brundtland Report, 1987)</p> <p>Strategic Objectives for 2030</p> <ol style="list-style-type: none"> 1. The HEI has made ecologically responsible choices within its international policy. 2. The HEI has a detailed plan for sustainable travel for students and staff. 3. The HEI has offered and developed virtual alternatives to mobility. 4. Students and staff members are aware of their ecological impact, can reflect critically on this and adapt their personal actions accordingly.
<p>PROSPERITY</p>    	<p>We opt for socially responsible and SDG-related projects, research topics and partnerships in which we want to use the knowledge of our own institution and its stakeholders to find an answer to the global challenges.</p> <p>We hereby focus on inter- and transdisciplinarity and on co-creation and co-design.</p> <p>By doing so, we want to contribute to the general well-being and prosperity within both the institution and society, but we are well aware that endless growth on a finite planet is unsustainable.</p> <p>Strategic Objectives for 2030</p> <ol style="list-style-type: none"> 1. The HEI has initiated globally relevant research projects (through research, project work, Master and Bachelor theses) and has participated in already existing ones. 2. The HEI, together with stakeholders, has offered innovative answers to global challenges. 3. The HEI has ensured that the results achieved served the institution, the workplace and society.
<p>PEACE</p> 	<p>The HEI assumes its societal role and responsibility as a defender of universal rights and justice for all. We advocate "education that promotes a culture of peace and non-violence, alongside world citizenship and the appreciation of cultural differences" in order to contribute to fulfilling SDG 16. The HEI hereby attempts to achieve peaceful, inclusive and sustainable societies.</p> <p>Strategic Objectives for 2030</p> <ol style="list-style-type: none"> 1. The HEI is an advocate for peace, social and ecological justice within the HEI itself, in the region, but also at national and international level. 2. The HEI uses adapted, non-stereotyping images and language.
<p>PARTNERSHIP</p> 	<p>In order to be able to respond to the increasing complexity of global challenges, the HEI consciously opts for qualitative and sustainable partnerships with organisations, both at home and abroad. A sustainable partnership can bring together people and organisations from different sectors in a structured way in order to bring about meaningful societal change and thus achieve the objectives of Agenda 2030.</p> <p>In doing so, we build equal and reciprocal relationships in which we learn from each other, in an intercultural dialogue, starting from the available opportunities and with attention for an interdisciplinary approach.</p> <p>The HEI strives to only enter into partnerships that transcend the exchange of students, and that are based on widely supported research projects, knowledge exchange, capacity building and the strengthening of global networks.</p> <p>Strategic Objectives for 2030</p> <ol style="list-style-type: none"> 1. The HEI has a qualitative and sustainable partner policy that focuses on international cooperation with attention to the following transversal themes: capacity building, ownership, reciprocity, recognition of each other's interests, the ethical framework, the ecological impact and a win-win for both parties. 2. The HEI has strengthened the external view and global engagement through a multi-stakeholder approach. 3. The HEI is aware of its impact on the partner.

Table 1: Framework for Global Engagement in HEIs.

As there are differences between the nature and activities of global engagement at each level of the institution, there are also differences in motivation and interests between the several actors. Nevertheless, everything and everyone is needed to come up with sustainable solutions to the social problems and thus to realise the SDGs. After all, there is no greater universal challenge than ensuring human survival on this planet.

The ‘framework for global engagement in HEIs’ is based on the 5 pillars (5Ps) of sustainable development: People, Planet, Prosperity, Peace and Partnership. In establishing this holistic framework, it became clear that the 5 Ps are inextricably linked and that a clear demarcation per dimension was therefore necessary in order to avoid repetition and to keep the document readable. We are therefore well aware of the interdependence between the various dimensions of sustainable development, the SDGs and the associated list of strategic objectives in the framework.

The strategic objectives are intended to be an inspiration for making more specific choices in the internationalisation policy of HEIs. Furthermore, there is also a non-exhaustive list of possible action points within the framework. For the subdivision of the action points, it was decided to list them in the order of ‘level of engagement’, at the macro, meso and micro levels. This is a difficult exercise because each of these levels has its own specific, but often overlapping, responsibilities. Only the main strategic outlines of the framework are given in the table below. The complete framework with possible action points can be requested via the corresponding author.

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Guided Start and Social Dimension at Graz University of Technology

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Abstract: *Graz University of Technology (TU Graz) is aware of its educational mission to society and identifies specific focal points. A fundamental principle of a high quality in teaching and learning is the inclusion of the social dimension in all activities concerning students, academic and administrative employees. Therefore, the TU Graz Strategy of Academic Affairs is based on the student lifecycle which encompasses all the responsibilities and areas of students and staff. In line with the student lifecycle the focus is laid on “prospective students” and “beginners” as the first year of the study period is the crucial phase to successfully graduate. Therefore, the project “Guided Start” focusses on 20 individual measures to ease the start at TU Graz.*

Keywords: *beginners; guided start; prospective students; social dimension; student lifecycle.*

Education 2020

In 2015, the University of Technology Graz started the project “Education 2020” (in German: “Lehre 2020”) with the main focus on strategic development of higher education. Strategic development of higher education at TU Graz comprises planning, implementation and (further) development of teaching and learning with the following key points:

- Enhancing teaching as a central pillar of the University by means of strategic work and the derivation of measures for further higher education development.
- Support with the development of curricula.
- Strengthening of the teaching profile of teaching staff by means of higher education didactics training and further qualification measures in the form of continuing education, trainings, lectures, guidance and events.
- Innovation development in teaching through continual further development of measures of higher education didactics and the integration of innovative forms of teaching and learning as well as educational technologies.
- Support of teaching through constant optimisation and further development of existing provisions as well as the adaptation to new requirements.
- Ongoing evaluation for integration of the assessment and valuation of measures taken regarding teaching.

The aim of these measures is to ensure an excellent internationally oriented training of graduates of occupational fields in research and industry. By means of the project

“Education 2020” this central pillar of teaching is being created anew. However, a high-quality and sustainable development of higher education can only be designed together with students and teaching staff.

The Student Lifecycle

TU Graz places students and teaching staff at the centre of the strategic development plan; the university has to highlight its educational mission to society and identifies specific focal points. A fundamental principle of quality development and its assurance in teaching and learning is the inclusion of the social dimension in all activities concerning students, academic and administrative staff. Therefore, the TU Graz “Strategy of Academic Affairs” is based on the student lifecycle which encompasses all the responsibilities and areas of each member of the university [1].

The university assures the holistic effectiveness of their measures for education by accepting a responsibility to provide education over all stages of life, rather than only focusing on a specific time period including the concepts of STEM-promotion, lifelong learning and community education (see Figure 1).

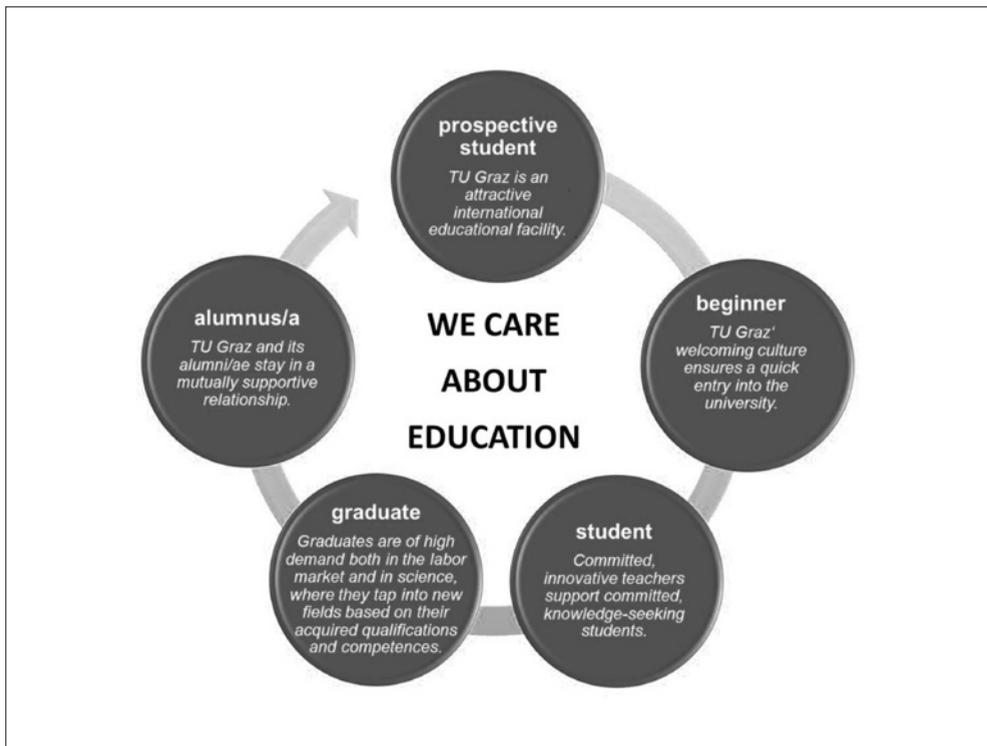


Figure 1: The Student Lifecycle of TU Graz.

The phases describe different life stages and the associated needs of stakeholders in higher education. For this reason, each of the phases is based on a specific field of action. Additional strategic fields of action, which have various effects during different life stages, are derived based on the student lifecycle: positioning TU Graz as an excellent educational institution, MINT funding, internationalization and diversification, guided start and guided end, motivational teaching and learning environment, lifelong learning, strengthening the network of alumni members. In addition to identifying strategic fields of action, the university strengthens the feedback culture, consistently implements measures and states its commitment to sustainability to support education.

Based on this strategy of academic affairs, TU Graz focuses on applying short-, medium- and long-term measures. These are coordinated in accordance with the student lifecycle and with an impact on both students and teaching staff.

Focus on Guided Start

In 2018 the Vice Rectorate for Academic Affairs focused on the phases “prospective students” and “beginners” within the student lifecycle (shortly before entering university and the first year at university). This period is characterised as one of the strategic fields of action called “guided start”: a structured introduction phase and supporting measures during the first year ensure a good start of studies.

Based on literature, experiences at TU Graz as well as on a special study about the first year experience in Austria [2], we evaluated existing measures for these target groups at TU Graz and developed new ones. The range of literature dealing with transition to university and the first year experience is numerous. We concentrated on Austrian respectively German literature because of the greater comparability of these two countries. The guided start aims to improve counselling and orientation for prospective students as well as minimize the well-known difficulties of first year students they face when starting at university. Some difficulties may be, for instance, the new study methods, the newly acquired freedom, time management, social aspects or academic matters [2, 3, 4, 5].

In Austria the transfer from school to university has gained a stronger focus due to ongoing political and societal challenges (e.g. new university funding mechanisms, reduced number of students). In 2017 the responsible Federal Ministry has developed a national strategy on social dimension for higher education with three main targets: more inclusive access, avoid dropout and increase academic success, create basic parameters and optimise the regulation of higher education policies [6]. TU Graz was actively involved in the strategy development process and integrated the social dimension into the strategy of academic affairs. As guided start is one of the main strategic fields of action a comprehensive initiative was started with the following goals:

- improvement of the transfer from school into higher education;

- reduction of barriers through early academic and social integration;
- stimulation of the decision-making procedure on the choice of the study programme;
- improvement of the information transfer.

Therefore, a guided start shall improve the welcoming culture and reduce the proportion of dropouts in the first year of studies. The first step of the project was an analysis of the current state of ongoing and planned measures at TU Graz with their goal to increase the proportion of students that are active in their studies and pass a certain number of exams. This quota is especially relevant due to the new mode of public funding of universities (funding per active students/study place). Numerous measures are already well-established: a comprehensive counselling offer, internships for (female) pupils, bridging courses, marketing activities or cooperation with schools. Further measures have been started in the last year(s):

- Implementing of self-assessments for prospective students as a cooperation project with Vienna University of Technology and Montanuniversitaet Leoben.
- Implementing of MINT-activities for and together with youth, pupils, teachers and schools: Maker Days (summer courses about robotics and artificial intelligence), MIN(K)Tspace@tugraz (central multi-functional room appropriate for children and youth), further education for educational consultants, competence building for programming (Pocket Code).
- Raising the attractiveness for introduction and bridging courses especially for offers in mathematics in the introduction phase of the study programme.
- Conducting a detailed analysis of teaching and learning (teaching and learning analytics).
- Establishing a student mentoring programme for students for their first semester together with the first semester tutorial organised by the student representatives and proficient lecturers act as mentors.

All these measures aim to strengthen the counselling and orientation of prospective students before starting their studies on the one hand and increased support of first year students on the other hand. A working group consisting of the Vice Rector for Academic Affairs, deans of studies, representative of the administrative staff (e.g. registration office, communication and marketing, office for gender equality and equal opportunities) and the student union is leading and monitoring the project and will evaluate the further process.

In total 20 Measures for a Guided Start

The working group identified in total 20 measures for a guided start and prioritised several measures for a direct implementation (see Figure 2). These measure catalogue builds on already established as well as planned activities and figure out potential for improvement or new measures.

PRIORITISATION	Prospective Students	First Year Students
	Intensifying Pre-Study Courses in Mathematics	Booklet for First Year Students
	Strengthen cooperations with Secondary Schools	Permanent evaluation of taken measures
	Orientation Course before enrolment	Induction and Bridging Courses
	One Stop Shop for study counselling	Student Mentoring
	Online Self-Assessment	Fostering Peer Learning through more Student Teaching Assistants
	Open Day @ TU Graz	Revision of the obligatory Study Program Induction & Orientation Phase
	Increase STEM activities	Learning and Academic Analytics: Student Dashboard
	Advertising and Marketing	Student Union First Semester Tutoring
	Support of activities at the Faculties	Periodical Student Surveys
	Internships @ TU Graz	Alternative Study Program Tracks: "flat ramp" (30 ECTS / year)

Figure 2: 20 Guided Start Measures.

Along defined roadmaps all these measures will be implement during the current (2016-2018) and the following (2019-2021) performance agreement period. An interim evaluation report is planned for spring 2020 and will bring deeper insight into the impact and effectiveness of the measures.

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The University of Göttingen's inclusive and transformative diversity strategy: Bringing scientific excellence and societal equity together and developing the university's environment

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Abstract: *This paper deals with the question of how to bring scientific excellence and social equity together. The inclusive & transformative diversity strategy of the University of Göttingen is used as best practice example to show how universities could become a diverse community. First, the University of Göttingen and its vision and mission referring to a diversity strategy are portrayed. After this, the main characteristics of the inclusive and transformative diversity strategy are sketched out and one crucial initiative of this strategy will be introduced. Based on this it will be discussed how scientific excellence, societal equity and developing the university's environment are brought together. In the end a short conclusion will be drawn.*

Keywords: *diversity strategy; equal opportunity; knowledge society; scientific excellence; University of Göttingen.*

Super-diversity (Vertovec, 2007) is a significant characteristic of postmodern knowledge societies. In these societies, universities are expected not to exist for themselves in an ivory tower. Rather, universities should increasingly become a constitutive part of society: they are seen as catalysts of technological and social innovations to reach the sustainable development goals introduced by the UN. However, universities as organizations have to engage with these goals, too. For instance, they have to smooth out existing inequalities in terms of access and outreach in order to become diverse communities themselves.

This contribution deals with the latter by using the University of Göttingen's inclusive and transformative diversity strategy as best practice example to show how universities could become a diverse community. Firstly, the paper will portray the diversity strategy. Secondly, it will be discussed how scientific excellence, societal equity and developing the university's environment are brought together. Thirdly, a short conclusion will be drawn.

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The University of Göttingen

Founded in the 18th century, the University of Göttingen is a research university of international renown with a strong focus in research-led teaching. The university is distinguished by the rich diversity of its subject spectrum particularly in the humanities, its excellent facilities for the pursuit of scientific research, and the outstanding quality of the areas that define its profile. The University of Göttingen regards its great research tradition and subject diversity as constituting particular strengths. Almost all academic disciplines including medicine are represented in the 13 faculties, the exception being engineering sciences. The University of Göttingen is also distinguished by being closely integrated into a network of first-class extra-university research establishments called the Göttingen Campus (<https://goettingen-campus.de/about>). Together, these local partners create a strong alliance for collaboration in research and teaching. As an international and well-renowned research university the University of Göttingen views itself in a way that fulfils the characteristics of the 'New Flagship University' (see Douglass, 2016): The university promotes public service in various forms, by faculty, staff and students. This outreach is very important and provides a significant impact on the local and/or regional level.

Vision and mission of the diversity strategy

Many universities try to smoothen inequalities in access to and outreach of Higher Education and research by means of a diversity management that is based on target-group-oriented projects and activities. Instead, the University of Göttingen, being sensitive towards group stereotypes, only focusses on target groups where it is necessary. Whenever possible, its diversity policy follows a strictly resource-oriented strategy.

The diversity strategy is based upon the capability approach (see Robeyns, 2016, Walker, 2012). This means that studying and learning are understood as processes by which students are prepared to fulfil their personal learning goals and their civic responsibilities in super-diversified knowledge societies. In order to gain the knowledge and competences appropriate for climbing the career ladder and becoming citizens of a globalized world, students will be provided with learning conditions that prepare them for dealing with complexity, diversity, and societal change. In this perspective, all members of the University of Göttingen should be enabled to study and work under excellent conditions. However, there are several groups which still need special support, and various measures have been implemented to this end. That means: On the one hand, the University of Göttingen fosters the potential of every person independent of his or her origin or life situation. On the other hand, it consistently/resolutely deals with instances of discrimination and sustainably tries to avoid them.

However, in order to sustainably change the university towards a diverse community, this is not enough: The University of Göttingen has decided to strive for changing the

university as a whole by a process of diversity-oriented organizational development. This includes not only interlocking top-down and bottom-up processes. From our experience – and this is what we aim at with our diversity strategy – it is of special importance to combine projects and measures that support individuals with those aiming at structural change in order to achieve comprehensive cultural change. Yet the hierarchical structure of the university system remains a challenge as it complicates the development of a diverse community.

Main characteristics of the inclusive & transformative diversity strategy

With respect to diversity, society can benefit from university if the university sees itself as a constitutive part of society: their relationship should be reciprocal. In response, the University of Göttingen has implemented an *inclusive and transformative* diversity strategy (see Bührmann, 2015, 2017). The strategy has designed by the diversity research institute using its reflexive diversity approach (see: <http://www.uni-goettingen.de/en/research/472654.html>).

The main characteristics of the inclusive and transformative strategy are: (see: <https://www.uni-goettingen.de/downloads/FlippingBook/DiversityStrategy/HTML/index.html>)

- The strategy follows the idea that competences and experiences of diverse members of an organization are potentially valuable resources for work, study or research groups and therefore they are appreciated in the whole organization.
- Diversity and diversity management are viewed as processes of holistic organizational learning and adaptive change. A deep process of learning and change characterizes the inclusive and transformative strategy in which, rather than putting isolated and often separated units in charge, different actors from different levels co-manage diversity. Consequently, the emphasis is on inclusion rather than integration as an overall objective. For inclusion follows a logic valuing diversity from an ethical point of view and broadens the aim towards aspects such as the well-being of the people involved both inside the organization and in its surroundings.
- The presidential board tries to stop biased processes and discrimination in the organizations (this could include enabling the organizational members to enhance their competencies and capabilities).
- Ongoing dialogues on enhancing non-biased structures and processes are institutionalized. Important subjects are to enhance the recruiting systems, strengthen human resource development, esp. leadership evaluation, but also to expand childcare for students, staff and faculty or activities to support students' initiatives such as refugee law clinics.
- Moreover, the University of Göttingen strives to transform its organizational field (DiMaggio, Powell, 1983) These include the set of relations between the organization itself and its social environment.

- Furthermore, the university's impact on this environment should deserve the label "transformation" and therefore must be strong and broad enough to show a substantial effect. This requires an organization's response to diversity to be sustainable and needs a sound and stable commitment of the organization as a whole.

Diversity is no longer a case for a single organization but unfolds its power in a broader social context, possibly in a close network of various actors.

Important initiatives and measures

The diversity strategy is based on a close cooperation with the City of Göttingen and diverse actors in the region of Südniedersachsen (Southern Lower Saxony) that have – as has the University of Göttingen – signed the Diversity Charter (<https://www.charta-der-vielfalt.de/en/diversity-charter-association/about-the-diversity-charter/>). Different measures and activities are implemented in order to interlock studying and living in Göttingen to promote scientific and public discourse or to share good practice.

The seminar "Diversity on site – students develop a diversity map for the City of Göttingen" ("Diversity vor Ort - Studierende erarbeiten Diversity-Landkarte für Göttingen") is one of the central initiatives. The seminar is part of the MA Programme "Diversity Studies in the Social Sciences" run by the Diversity Research Institute of the University of Göttingen (see also: <http://www.uni-goettingen.de/en/581893.html>).

This community-based research seminar started in 2017. Since then we, that is the seminar and the City of Göttingen, have been working the question "How diverse is the City of Göttingen and what could be done to make the city more diverse and/or inclusive?" The seminar started by listing measures and initiatives that already exist in the city of Göttingen. Based on this list, students have assembled all dimensions of diversity which have been made relevant through initiatives and in discourse and have mapped them. Using multi-method research designs, e.g. demographic statistics, expert interviews, discourse analysis, surveys and participative observations, small groups of students are working on research projects relating to certain dimensions and aspects of diversity in Göttingen. The results are visualized in a map using QGIS software.

The research results have been discussed with representatives of the City of Göttingen and have been presented to the public in the form of a diversity map. Thus, the community-based research seminar brings representatives of the City of Göttingen, researchers from the Diversity Research Institute of the University of Göttingen and MA students together. However, it remains a challenge to shape cooperation and communication in a way that avoids new exclusions and that is barrier-free and accessible in a comprehensive sense.

Conclusion: Bringing scientific excellence and societal equity together and developing the university's environment

This example shows that scientific quality and social responsibility do not diverge, nor are they opposed to one another: Rather, social responsibility should be seen as an essential component of scientific quality. In its diversity strategy, the University of Göttingen emphasizes that to improve the framework conditions in study, teaching and research seems to be the key to attracting *the best* students, researchers and employees in the long term. In my view, Higher Education and society are inseparably linked. Higher Education does not stand apart and is not per se on the side of cosmopolitanism and internationalism. Rather, the university must permanently remind itself of its social responsibility.

The question if higher education could regain its position at the centre of society does not get at the important aspect. It is necessary to come to an understanding in higher education on central values such as respect of human rights, equal opportunity, educational justice and non-discrimination and their implementation as crosscutting objects in all University's fields of activity.

This requires transparent science communication and the universities' opening towards society in the sense of social sustainability. These are the challenges remaining also for the University of Göttingen following its inclusive and transformative diversity strategy.

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Diverse communities of learners: The journey of second-generation immigrants to university

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Abstract: *In the first part, this paper reports on recent research on the attitudes of students with a migration background towards learning for employability. Using individual student data from 2014 (TEL4-G), the findings indicate both immigrant-specific patterns of university enrolment and significant differences within the group of second-generation immigrants. In the second part of the paper, we further gain insights from a representative survey of first-year students in Business and Economics (conducted in 2016-17). In particular, we study the role of non-traditional pathways to university and their relative importance for students with a migration background. These findings are relevant for strategies that aim at widening the overall participation in higher education and for policies that encourage academia to become a diverse community itself.*

Keywords: *European Higher Education Area; flexible learning pathways into higher education; learning for employability; minorities; vocational education and training.*

Motivation

The first two decades of the Bologna Process (BP) have been characterised by establishing and consolidating the European Higher Education Area (EHEA). Member countries share the vision of a coherent European higher education system that is founded on the three core pillars of (i) a common degree structure, (ii) the mutual recognition of qualifications, and (iii) quality assurance (European Commission *et al.*, 2018 overviews the recent implementation status). Alongside globalisation, internationalisation of labour markets, and cross-border mobility of students, these foundations prepare the ground for initiatives such as the European Universities or the European Student Card.

The 20 years anniversary event *Bologna Process Beyond 2020* in Bologna collected ideas to further develop the EHEA. The conference addressed five clusters of themes: 1. academic and related civic values in changing societies, 2. student-centred learning, 3. providing leadership for sustainable development: the role of higher education, 4. the social dimensions of higher education, and 5. careers and skills for the labour market of the future. Our work contributes to the social dimension of higher education, though it can be related to the issue of future labour markets as well. In this paper, we reflect on insights from our research and relate them to social inclusion in higher education. Moreover, we discuss important implications that can be drawn from our results for an education policy that aims at enhancing the employability of graduates.

In the upcoming decade of the BP, strengthening the social dimension of higher education will likely become a key area for action within the EHEA. This paper focuses on the role that universities can play in the development of societies. Our results add to a better understanding of diverse communities of learners at universities. With a specific focus on second-generation immigrants, we can draw significant implications for strategies concerned with equal opportunities and the widening of access to higher education. Our study focuses on the knowledge domain of business and economics (B&E), as this is the most popular field of study. It further concentrates on bachelor programmes, as we are interested in the transition from secondary school to higher education. Due to reasons of data availability, the current study is limited to Germany. Nevertheless, it could be easily extended throughout the EHEA, provided that comparable surveys will be conducted.

Do second-generation immigrants care more about their future labour market perspectives?

In this section, we summarise major findings from current work (Carstensen *et al.*, 2019). Learning for employability in bachelor degree programmes is an integral part of the BP from the very beginning. While the aspect of employability in bachelor programmes has already been studied in comparative research (e.g., Kolster & Westerheijden, 2014), little is known about the relation between students' attitudes towards employability and their background. In Carstensen *et al.* (2019), we address this research gap. To reflect how universities embed employability into their curricula, that is, to capture the different extent to which study programmes focus on the connection between academic learning and application-oriented learning related to the respective professions, we distinguish between a strong versus a weak professional profile (WPP vs. SPP) of a university. We also devise a theory of enrolment choice that integrates immigrant-specific decisions as a basis for the empirical analysis.

For female and male students separately, Figure 1 summarises the main findings from Carstensen *et al.* (2019) on immigrant-specific attitudes towards employability.

When it comes to the role of expected labour market perspectives, our findings indicate that students with a migration background who speak German at home are more likely to select a university that offers a strong connection between studies and the professional field (SPP-UAS, SPP-UNI). Contrarily, these students are relatively reluctant to enrol at a traditional university with little learning for employability (WPP-UNI). No statistically significant differences were found in the enrolment choices of native students and second-generation immigrants who speak a foreign language at home. Note that Figure 1 elucidates that our estimates did not detect any interaction between a student's gender and background.

In sum, it seems as if second-generation immigrant students who grew up in households where the dominant language of the host country prevails, have a stronger em-

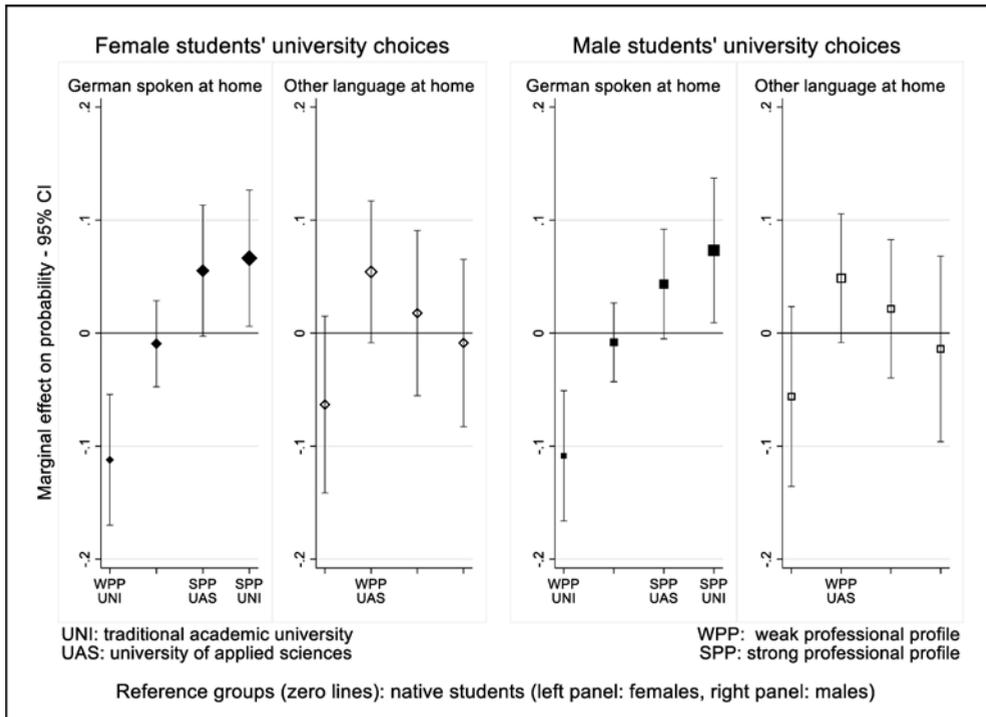


Figure 1: Immigrant-specific attitudes towards employability?

ployability focus in higher education. This insight is consistent with the augmented human capital investment decision model we proposed.

Do students with a migration background use specific learning pathways to higher education?

As a multifaceted cluster, the social dimension of higher education needs to be conceptualised and further operationalised. Here, we focus on the context of equal opportunities and widening participation in higher education – in line with the 2018 Paris Communiqué that stresses that “to meet our commitment that the student body [...] should reflect the diversity of Europe’s populations, we will improve access and completion by under-represented and vulnerable groups” (Ministerial Conference, 2018: 4).

Therefore, the second part of this paper examines higher education access by immigrant students. More specifically, we focus on two questions. 1. Do second-generation immigrants gravitate to entry channels into higher education that differ from entry channels usually selected by their native counterparts? 2. Do the sub-cohorts of first-year students with and without a migration background differ systematically in terms of prior educational attainment, such as the share with completed vocational education

and training (VET) or the proportion having attended economics courses at school? Widening access activities and related initiatives could then, for example, strengthen the role of such immigrant-specific channels or improve the access of pupils with a migration background to domain-specific pre-university courses.

Table 1 reports results from two descriptive analyses. These are based on (i) the aforementioned unique TEL4-G survey (e.g., Happ *et al.*, 2016) and (ii) its representative counterpart WiWiKom II (Zlatkin-Troitschanskaia *et al.*, 2019). The top panel refers to the TEL4-G sample and focuses on the language that the students speak at home, whereas the bottom panel refers to the WiWiKom II sample and focuses on the parents' birthplaces. The percentage column displays the relative frequencies within the sub-cohorts associated to the respective criterions. The right column indicates comparison group and level of significance for statistically significant differences between groups (analysis of variances).

The results using TEL4-G show that first year students with at least one foreign-born parent are more likely to have graduated from specialised upper secondary schools that offer a specialisation in the domain of future study fields. These specialised schools provide the general higher education entry certificate, but they have occupational tracks as a constituent element and they systematically involve employers in the curriculum (e.g., *Berufliches Gymnasium Wirtschaft*). Differences in the usage of this entry channel between second-generation immigrants and natives are statistically significant at 5% and 1% levels (see Table 1). At the same time, immigrant students less often completed apprenticeship training (VET) prior to higher education. The lower share of students with completed VET among the immigrant students as compared to natives is statistically significant for students who speak a non-German tongue at home (1% significance level).

Using the representative sample WiWiKom II and focusing on the parents' birthplaces, Table 1 shows that particularly students with foreign born mother and father seek support in the specialised secondary school. Regarding the choice of economics as a major subject at school, no differences were detected. The results with respect to apprenticeship training are quite interesting. They indicate that students with a migration background are significantly less likely to have completed VET when enrolling at university. Sometimes it is argued that school graduates with foreign-sounding names might have less access to VET due to "name-profiling" by employers. Likewise, it is argued that these students might try to circumvent such sort of discrimination through attending higher education as a substitute for VET.

With the results presented in Table 1 as a starting point, future studies of the relationship between type of secondary school, participation in VET, and participation in higher education might contribute to identifying and developing appropriate means to enhance the success of students with a migration background in higher education and to improve their labour market perspectives.

Table 1: Non-traditional learning pathways: Specialised upper secondary school – VET (prior to university).

Student cohort	Percentage	Difference significant at
Graduated from specialised secondary school		
Natives [N]	16	
2 nd -generation immigrant – German at home [SGI-G]	23	5% [N]
2 nd -generation immigrant – other language at home [SGI-F]	30	1% [N]
Completed VET (vocational education and training)		
[N]	23	
[SGI-G]	17	
[SGI-F]	11	1% [N]
<i>Sample 1: TEL4-G, n=1190, n_[N]=776, n_[SGI-G]=271, n_[SGI-F]=143</i>		
Graduated from specialised secondary school		
Native born parents [NN]	24.5	
2 nd -generation immigrant – Foreign born mother [FN]	24.3	
2 nd -generation immigrant – Foreign born father [NF]	27.1	
2 nd -generation immigrant – Foreign born parents [FF]	34.2	1% [NN] [FN], 5% [NF]
Completed VET (vocational education and training)		
[NN]	18.4	
[FN]	9.1	1% [NN]
[NF]	10.2	1% [NN]
[FF]	10.4	1% [NN]
Economics as a major subject at secondary school		
[NN]	33.7	
[FN]	34.5	
[NF]	32.0	
[FF]	30.7	
<i>Sample 2: WiWiKom II, n=7605, n_[NN]=5335, n_[FN]=341, n_[NF]=354, n_[FF]=1575</i>		

Implications and perspectives

This empirical study addressed second-generation immigrants as a presumably vulnerable group. We found that students with a migration background seem to already segregate at the level of upper secondary schools. Put differently, students of foreign and mixed background, with an equivalent higher education entry certificate, relatively prefer a more vocationally oriented secondary school track as entry channel to higher education compared to students without a migration background. Given the aim to enhance immigrants' participation and graduation in post-secondary education, a promising way might be to strengthen the role of such specialised upper secondary schools in the education system and to promote employer involvement in traditional upper secondary schools, as this might encourage students with a migration background to access and complete higher education.

We also found that – depending on the exposure to the host country's dominant language at home – second-generation immigrants care more about their future labour market perspectives. More precisely, students who speak German in their families, have a stronger employability focus in higher education than both native students and second-generation immigrants who speak another language at home. In order to improve immigrant students' success in higher education and to encourage academia to become a diverse community itself, we might draw the following implication. Encouraging immigrant families to deserve a substantial fraction of time to speak the host country's dominant language also at home is not only likely to foster acquisition of destination-specific institutional knowledge but also enables these students to improve the quality of their university choices. For universities, an important implication for re-designing first-cycle studies (bachelor level) might be to strengthen the role of communication and writing skills in the curriculum.

An open issue is the under-representation of students with a migration background in apprenticeship programmes. Here, additional data and research are needed to study the question whether these students are reluctant to vocational education and training due to their preferences for higher education or for reasons related to potential discrimination in the allocation of VET slots.

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Alma Mater and the social dimension of higher education: the case of EDUACTIVE

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Abstract: *Universities have historically been aggregating centres of knowledge and growth. Their circular nature is based on the research and teaching mission on one hand, and on their impact on society on the other. While the first has been tremendously developed throughout the centuries, the latter has not always played a central role.*

This paper will argue that to stay relevant and regain its nourishing role within society, university and higher education should step outside their physical and ideational borders. Hence, this paper will present a case of good practice espousing this perspective: the establishment of a student-led organization within the University of Bologna and the following birth of EDUACTIVE, a social enterprise working nationally and worldwide. This showcase testifies the contribution that a meaningful opening of HE can provide to themselves and toward a sustainable future.

Keywords: *higher education; partnership; social entrepreneurship; Sustainable Development Goals; university.*

1. Introduction

Creating solid gnoseological relationships, based on corroborated assumptions and verified evidences, is a fascinating challenge in the contemporary liquidity. When it comes to the multifaced world of the academia, knowledge assumes the characteristics of a dilemma: how to ensure a direct positive impact of the Higher Education systems within their respective social fabrics? Trying to navigate in a stormy *mare magnum*, knowledge shall be an accessible and open tool for development and intended as a never-ending process. This is the *condicio sine qua non* to guarantee an education path that contributes to the effective and full growth of the society by ‘leaving none behind’ [1].

Globalization, together with the raising imposition of Information and Communication Technologies are leading to fast changing paradigms in modern societies.

In this framework it is relevant to give larger room to the discussion on the social dimension of HE and its relationship within the inherent nature of the university. In Arabic, the word *university* can be translated to “جامعة”, namely, the “gatherer”. In Latin, as the name of the University of Bologna, Italy still proves, the university was defined as “Alma Mater”, that is the “mother that nourishes”. Arguably, both languages pinpoint the circular nature that characterizes the role universities play within society. On the

one hand, they attract and educate individuals, by way of providing a safe, structured and qualified environment for the education of citizens; on the other hand, they supply nourishment, as they offer knowledge, development and meaning necessary for the advancement of society. While throughout the centuries, universities have tremendously developed their abilities to produce scientific knowledge, they appear to have somehow lost their role as integral and active members of society.

Accordingly, this paper will argue that to stay relevant and regain its nourishing role within society, higher education shall interact and create meaningful relationships with institutions and actors outside and beyond universities themselves, re-establishing a circular and participative process of betterment. Hence, it will present a case of good practice in Italy espousing this perspective. In 2014 the authors have concurred to the foundation of a student-led association officially recognized by the University of Bologna, spreading quality and promoting a peaceful culture of dialogue among peoples. Building upon this and other field experiences, the social enterprise Eduactive was launched. Since 2017 it has conducted several educational projects (*EDUactions*) within Italian public secondary schools which demonstrate the virtuous implications an open approach HE can reflect on society.

2. Mother that nourishes

Nowadays Italian academia suffers of an endemic problem of mismatching [2], that undoubtedly negatively affects its attractiveness and its capability to meet the expectations of the job market.

Even though researches show a slight increase of the number of employed recent graduates, the brain drain of Italian excellent graduates remains a worrying fact. From the academic year 2015 to 2016 the percentage of employed youth one year after graduation increased from 68.2% to 71.1% for bachelor holders, and from 70.8% to 73.9% for Master holders [3]. However, higher education graduates from Southern Europe, Italians included, are likely to emigrate abroad pursuing career opportunities, better quality of life and prospects [4]. Furthermore, by combining the personal background of students with societal factors, it becomes clear how enrolment, retention and timely completion probabilities are negatively linked to local youth unemployment rates. Hence, Contini argues that with poor labour market prospects individuals tend to lose the motivation to pursue higher education studies [5].

Arguably, combining these factors with on-field detection, some points concerning both the traditional first and second missions and the third mission of universities shall be questioned in their defections. Indeed, to effectively exercise its role of a nourishing *alma mater*, Italian researching and teaching paths should necessarily entail:

- i*) preparation for access to job market (enhancing existing good practices, like the

Transversal Competencies at University of Bologna);¹ *ii*) implementation of professionalizing tracks to manage early career phases, enabling universities to be centres for feeding students, encompassing activities to help them control and better organize their employability.

Moving to the HE third mission, which deals with the engagement of the university in the socio-economic context it is part of, the following shall be provided:

iii) hubs for skills and tools for the future, tech and innovation open to all relevant stakeholders, and not reserved to researchers and scholars only; *iv*) life-long learning opportunities: courses and initiatives intended to support vocational learning and older generations – indeed, the mother that nourishes does not only nourish during young age, but for a lifetime.

Finally, in order to strengthen, to broaden and to ensure a long-lasting accountability of HE in its social dimension, it is relevant to scrutinize its role in the achievement of a *socially* sustainable future.

3. Partnerships for a more socially sustainable future

To become propelling engines of the future social and economic development HE institutions must undertake effective actions for the promotion of a sustainable future. While numerous tools developed by regional and international actors² can help to comprehend the drawn line for development, the Agenda 2030 has shown its potential even in shaping the governance of a university [6] and to function as a standard for performance measurement [7].

By opening its social dimension, universities can become centres for the elaboration and the implementation of action plans and strategies aiming to achieve the 17 UN Sustainable Development Goals – SDGs [1], incentivizing virtuous processes of economic regeneration and integration among education institution and all the other sectors for mutual benefits.

Revitalized partnerships for Sustainable Development require HE to play a role which goes beyond providing scientific data and research ground for further analysis.

Hence, moving multi-stakeholder partnerships to the top of the universities' governance priorities could guarantee a more harmonic integration of HE into society.

While the EHEA constitutes a community of educational institutions by virtue of the political will of 48 countries, the Italian context of the case study that will be soon presented, has shown the need to open the university environment to:

¹ The offer consists in a number of courses offered to University students to facilitate their integration in the world of work: <https://www.unibo.it/en/teaching/innovation-in-teaching-and-learning/Transversal-competencies-and-other-learning-opportunities/transversal-competencies>. Accessed on August 2019.

² Inter alia, the European Union European Policy Cooperation (ET 2020 framework) https://ec.europa.eu/education/policies/european-policy-cooperation/et2020-framework_en. Accessed on August 2019.

i) public institutions shall at a national level exercise a structural steering role, while at a local level they shall go beyond the management of a peaceful co-existence of the local and the students' communities, and actively promote cultural heritage and other initiatives;

ii) secondary education institutions are not effectively involved in the pre-enrolment pathway, which can easily lead students to take wrong or uninformed decisions;

iii) private sector can not only offer significant resources to the university missions, but also build safe spaces for recent graduates;

iv) third sector entities, informal groups of students and individuals included, are the beating heart of civil society. As such they can greatly contribute to broad a university network with vibrant inputs. Since they usually lack scientific certainty in their actions, the mutual benefit is of easy understanding. NGOs working on social issues, philanthropic organizations and social enterprises are rooted in the local society at different levels and can therefore represent valuable stakeholders for HEIs. Finally, students belong to both university and civil society environments: they can therefore build bridges connecting the two.

4. More inclusive learning experiences

This paragraph will briefly present a positive example of the University of Bologna's opening to civil society in a peculiar students' conformation. Universities cannot exercise their promoting role if their students' communities are not proactive enough to successfully boost knowledge and on-field experiences. However, at the same time, universities have the imperative to promote academic environments that encourage and support the creative initiatives of students, simplifying bureaucratic obstacles and implementing partnerships that would overcome cultural resistances.

AlmaMUN Society, a students' organization established in 2014, represented a perfect example of such a challenge, implementing a positive bottom-top process. On the one hand, it offered students with different backgrounds the opportunity to widen their field of interest (namely Int. Relations, Int. Gov. Organizations etc.); on the other hand, it built a bridge between youth and institutions (the University and the Municipality of Bologna, that granted an essential support, together with other national and international players).

AlmaMUN organized the first Model UN conference hold in town, an unprecedented experience of high academic value, fully achieving its objective to exchange and promote international opportunities in the cosmopolitan environment of Bologna, as well as to offer practical opportunities to provide students with a taste of life in IGOs. The conference topic was as attractive then as it is today: "Youth reshaping institutions: new generations for new rights". Not surprisingly, it encouraged the participation of around 100 students from universities across Europe. Indeed, the high level of the debate and the remarkable rate of participation from foreign universities can let us define

AlmaMUN as an amazing model of social cross-fertilization, that encouraged a fruitful meeting between diverse academical and cultural backgrounds and made students raise their voice in an innovative fashion.

Following smaller initiatives, including self-organized study trips around Europe to attend conferences set up by corresponding partners, AlmaMUN ceased its activities in 2017. Reasons that led to this unfortunate outcome are to be found in the inability for its members to balance the demands of a growing organization with the curricular university tasks. From a different perspective, the lack of recognition for the students' involvement in extra-curricular activities could be identified as a further reason.

From the lessons learned from the AlmaMUN experience, Eduactive exported the learning-on-the-ground model to the even more challenging world of secondary education. Having due consideration of the relevant differences in terms of experiences background and educational needs, the authors embarked in the creation of a social enterprise operating in the free market without contrasting with the fundamental role of public education. Such a challenge aimed to complement, without denying, the schemes of the *Gentile* educational system, that still imprint a rigorous academic background to Italian secondary students.

Indeed, trying to answer to impellent social issues, such as late access to labour market [8] and a still insufficient level of youth internationalization, the Eduactive challenge tried to fill out gaps in the formal education systems, mixing theory with practice and involving students in a formative working experience.

In addition, an element of radical innovation consisted in the appointment of workforce, mainly consisting in university students and young professionals, with an international background, animated by a genuine willing to give back the fruits of their recent studies and early work-experiences. This model, named *EDUaction*, mixes frontal lessons, work simulations, role plays and study trips, aiming to galvanize the interest of students, to encourage their creativity and to support their sensitivities towards a better and more sustainable world, making them more conscious about their ability to have an impact in their daily reality.

The possibility to simulate the work of IGOs and the chance to enter into direct contact with international professionals and institutions – such as the UN and the Italian diplomatic network – made students able to be main actors of a work-learning experience, fully adherent with the purposes of current legislative framework [9]. It also let them put into practice the strong humanistic and scientific knowledge acquired, experiencing the acquisition of a method that will be of crucial importance during university.

In less than two years of activities, Eduactive has been able to employ two professionals full time and more than 10 consultants yearly. The main achievement has though been the delivery of academic experiences to approximately a thousand students in Northern Italy High Schools.

Eduactive has also been recognized by the US Department of State in the Young Transatlantic Innovative Leaders Initiative fellowship and by UN Industrial Development Organization and Fondazione CRT, in the program for social entrepreneurs RiSE for

change. It has also been showcased at the UN Headquarter in New York in 2019 in the context of the UN DESA Division for Inclusive Social Development event “Addressing inequalities through youth entrepreneurship”.

Despite the first resistance of the formal education system, a *prima facie* impact evaluation based on feedback forms filled by students and teachers at the end of the learning program testifies to high levels of appreciation for a modern and dynamic educational approach with an overall average score of 8.7 out 10³. *EDUactions* have been proving to support *i*) more responsible informed decision on the future academic path in HE by its beneficiaries; *ii*) the promotion of self-entrepreneurship, also at the early stage of combining studying and working; *iii*) a greater confidence in the chances to access the labour market.

5. Conclusions

Eduactive is a successful practice that comes from the HE world and is willing to work with HE. Whether such a practice and similar ones will be sustainable over time (in the case at stake, scaling up or expanding in other knowledge fields) will also depend on their relationship with HE. Indeed, the transition from AlmaMUN to Eduactive demonstrates that the creation of an integrated system of education and work experience can be a concrete reality, if adequately supported by public and private actors.

To this extent, a legislative and governance framework that would further encourage working-learning experiences is highly recommended, extending the currently existing best practices to local and international experiences, adhering to a coherent and virtuous system of horizontal subsidiarity. Accordingly, an academic environment promoting the creation of third sector entities involved in the field of end-less education, should represent the milestone of a real knowledge civilization.

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³ From EDUACTIVE 2017-2018-2019 feedback surveys – full data available upon request info@eduactive.eu.

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University must be saved!

Digital Automation in Educational Field

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Abstract: *After twenty years since the implementation of the Bologna Declaration Reform, it is possible to describe its impact at different levels: institutional, educational, economic, socio-cultural or technological level. With which analytical approach do we observe the complexity of this impact by integrating the different dimensions, to the point of understanding the relevance that the process has had on the subjects involved?*

This contribution proposes the analysis of the European university system introduced with the Reform through a genealogical reading, historical-philosophical, which, starting from the contemporary, reconstructs its genesis identifying breakages/ruptures and continuities with respect to the past to hypothesize future scenarios.

The approach adopts a genealogical grid of intelligibility, elaborated starting from the contributions of Friedrich Nietzsche, Michel Foucault and Gilles Deleuze, that allows observing the phenomena while being involved in them. This grid has been applied to the contemporary University hypnotizing the development of the digital automation process.

Keywords: *Audit; Digital Automation; Education; Genealogy; Knowledge, University.*

As Michel Foucault states [1], the university has always represented a great building/aparatus, one of the most effective in conveying legitimate subjugation practices through the promise of emancipation, affirmation or salvation, to fit politic and economic system (feudalism as well as capitalism).

The Reform represents a crucial moment, a genealogical emergence – because, applying Bruno Latour’s analytic approach [2], the potential *controversies* between subjects – institutions, students, professors, public and private entities – have been absorbed through new procedures effective at the microphysical level until the affirmation of a new system: the *audit society* (deeply defined by Michael Power) [3], functional to the new global socio-economic asset.

Undoubtedly, BP has facilitated the dismantling of the modern university as a place of disciplinary knowledge and centralization of power and has legitimized the start of a system based on the provision of measurable skills aligned to the professional market. It has fostered the process of autonomy, privatization and internationalization of the world of education characterized by high competition between national and global institutions. One of the main objectives of the Reform in 1999 was to increase the competitiveness of the European university system in order to safeguard European culture and re-launch it at a global level (as the Global Setting report, 2009, indicates). Lastly, as relevant Anglo-

Saxon studies show [4], the Reform guaranteed the replacement of a system based on a teacher-centred approach with the Student-centred learning and a system based on accreditation, certification and *audit procedures*, which has been endorsed by *international* agencies, national governments, and local institutions, informed by the logic of managerial efficiency and of inferential verification.

These audit practices, in the genealogical reading, represent elements of continuity and rupture with the previous system – state and bureaucratic – elements useful to understand which new practices could be affirmed in future.

Using the genealogical language, we are talking about the *eternal return* (Nietzsche) [5], or *the return of the different* (Deleuze) [6], whose reading allows us to identify ‘the other that is about to arrive’, and that, in my dystopian hypothesis, will be the *automation university*: a university characterized by automation in the provision of training packages which will promise salvation through technology.

Salvation is another key element of continuity, which returns to the genesis of the European University (since its medieval origin) and which appears in the title of this paper *Universities must be saved!*. A title that paraphrases a text by Foucault *Society must be defended!* [7], where the philosopher, taking up the teachings of Nietzsche (in *On the Genealogy of Morals*) [8], invites to be wary of any promise of salvation, especially when it is promoted by fundamental institutions (scientifics, politics, economics and educations).

While the Enlightenment University promised salvation from ignorance and religion through reason and the centrality of science, in the case of BD emerges the promise of salvation from unemployment thanks to the certification of titles as a warranty of access to the global professional market. Access actually took place, with extraordinary results in terms of student mobility (thanks to projects like Erasmus, Socrates, Erasmus+ Leonardo, Fulbright, Free Mover).

Nevertheless, between the Social Themes that emerged in the conference (Bologna 2019), some deserve careful attention: *the democratization* as the activation of social support for families who became indebted to complete the second cycle of their son’s studies – prerequisite for access to positions of leadership in the professional market. *The inclusiveness* at 360 degree and, thus, the elimination of all barriers – physical, social and cultural. The re-launch of the *technologization* of training offer as a process of *democratization and inclusiveness*.

Continuing with the genealogical reading, the hypothesis is that the future university, whom I suggestively call ‘*automation university*’, renews the promise of salvation (democratization and inclusiveness) thanks to the technologization of the training offer with the aim to better aligner education field with the professional market, already subjects to new automation process.

Accredited research (conducted by Carl Benedikt Frey and Michael A. Osborne) [9], focuses on the global situation as early as 2013, estimated the impact of digital automation on the market work as around 47%. Therefore, almost half of the labour market will be affected by automation.

Technologization and automation process are not synonymous, but sometimes they converge as in the case of current digital automation, opening a new scenario of opportunities and training offers that education institution can use for inclusivity.

I tried to trace the genesis of this convergence in association with the university offer, in order to propose a focus on the topic in the next congress.

What does automation mean and which is its genesis associated to the university training?

Automation indicates different situations where human physical and intellectual work is replaced by machines (progressively from mechanical, hydraulic, pneumatic, electrical and electronic servomechanisms, and finally information technology) that can automatically perform sequences of operations (Luciano Gallino) [10].

Although Henry Ford had already conducted the first automation exercise with the assembly line for automotive engines in 1913, the term originated in the 1950s, from the contraction of automatic production. It was used for the first time (simultaneously) by D.S. Harder, vice-president of the car manufacturer Ford Motor Company and by John Diebold (1952), author of the book *Automation: the advent of automatic factory* [11].

It is known that automation has been object of relevant investments since the first industrialization.

Between the 1950s and 1960s automation, as an automatic control, became the object of research (among the best known is Alain Touraine) [12]. The focus was on the set of technologies applied to a large variety of human intelligence artefacts such as machines that can read a cycle of data, signals, symbols, give feedback and mechanisms of feed-forward, interpreting internal and external variables and adjusting their behaviour accordingly. Sometimes these technological advances can find new solutions and act without human intervention, thus do something that looks like thinking. The same research shows that in automated-based companies, traditional skills such as dexterity and operational capacity tend to disappear. On the other hand, there is an increase in tasks like supervision and the capacity for control (Richard Crossman) [13].

Here is an evident connection between automation and education. In fact, businesses begin to ask training agencies to broaden the offer to meet the need for new technical profiles able to take on the responsibility of the whole productive system (Touraine, 1955), to respond to stochastic events (Davis and Taylor) [14] and to carry out mental work.

Continuing with the automation of the 1980s – based on an integrated factory model – which involved large car companies (Toyota in US and Fiat Cassino in Italy), automation entered public and private administrative offices, through computers. This phase was characterised by the introduction of Enterprise Resource Planning (ERP), centred on sharing information among individuals and more functional areas of a single companies. That was followed by Electronic Data Exchange (EDI), which encouraged the communication among different departments and companies which is the basis of banking automation.

Employment implications are important as well as the university implications.

These are the years of *university massification*, which through the economics and informatics department, polytechnics, and, later, the design institutions, satisfies the demand for new managerial and creative figures to be oriented towards audits, marketing and communication jobs.

In fact, new technologies have radically hit the clerical category favouring, starting from the 1990s, the birth of what Jeremy Rifkin defined as *the economy of knowledge* [15]. In Rifkin's theory, technology is charged with the responsibility of changing the quality of human work, favouring the birth of a privileged select group that is, managers and professional technicians. These are the knowledge workers, whose presence has rapidly increased in the European countries from 2000 to 2008, up to becoming 45% of the workforce (Butera, Bagnara, Cesariuna, Di Guardo) [16].

The benefits of technologization in the academic environment are well known.

In a paper published in *CR12 Presence in The Mindfield* (Roy Ascott) I mapped the situation by analysing the contemporary literature based on empirical research [17]. Iiyoshi and Kumar demonstrated the evident advantages for students and professors in academies that have adopted forms of blended or hybrid learning [18]. The impact of computer-assistant learning and computer courses has been relevant especially in the design field in which I teach: it has encouraged the development of design skills by amplifying the range of expressive opportunities (in terms of movement effects, immersing, interactivity) and the range of professions (as motion and 3D designers, digital publishing design or visual design), up to the birth of computer artists.

After the Internet, with social media rise, a new frontier of automation has opened. Its benefits are the acceleration of routine activities of scientists and professionals. The dissemination of e-mails, VoIP, tagging, video-conferences, instant messaging and social media networks (Facebook, Twitter, LinkedIn, Instagram) that is the platforms on which professionals can exchange information, express their thoughts, discuss and reconfigure knowledge. These are the changes at the basis of what Derrick de Kerckhove defines as *connective intelligence*, that puts in a network of real-time existence, redefining the architecture of collective intelligence and amplifying the individual creative potential [19].

At the same time, there has been an increase in services used to digitally process information through which individuals are tracked in their activities, both professionally and privately. It is known that the process becomes impressive with the affirmation of the Big Data companies and the diffusion of digital accounting.

As shown by the research conducted by Docebo in 2016, the adoption of online courses in the educational field is growing [20]. All data below refer to the development of the e-learning market (investments and growth rates) expected by 2020, organized by typologies of technological devices.

The usage of *video-based learning* is expected to grow significantly. By 2016, 98% would implement video as part of their digital learning strategy. The *mobile learning* market is expected to grow exponentially in 2016 and beyond. The industry will grow

up to \$37.60 billion by 2020. The use of tablets and smartphones allows students to work in groups, sharing information easily and fast.

According to Deloitte's "Millennial Survey 2014", 75% of the global workforce will be millennial by 2025 favouring networked learning and learning through *social media*. The research forecasts that the global *blended e-learning* market will grow of 11.091% during 2014-2019. The major part of the e-learning industry will be driven by *gamification*. It is predicted to be a \$10 billion industry by 2020. The success is based on the involvement and motivation of those who participate.

A significant growth from 60 million users to 200 million by 2018 is expected. The *augmented reality* market is projected to generate \$120 billion in revenue by 2020. Interaction, sharing, engagement and participation seem to be the main advantages (Guido Tattoni, presentation of *The Book Is a Small Architecture*, edited by Italo Rota) [21]. Equally significant are the data regarding the Big Data investments in the educational field: The Big Data and Learner Analytics market is expected to reach \$48,6 billion by 2019.

Will the GDPR (*General Data Protection Regulation*, UE n. 2016/679) be sufficient to guarantee the students privacy and the training institutions autonomy? Does this phase of the digital automation require new regulation in order to limit control and subjugating process? I did not present certain answers, but considering this phenomenon important for the future of the university, I wrote this paper with the aim to sensitise the European university community. That is why I conclude this reflexive contribution with a dystopian scenario – a proposal of an automation university definition – as a genealogic exercise.

Automation University is the entity providing a digital training offer (both global, and segmented), in which some physical, intellectual, learning, relational and administrative activities are replaced/mediated by digital tools controlled directly or indirectly by Big Data & Learning Analytic companies (new economic, technological, financial and cultural empires) and approved by the user-student (traced by digital accounting, see Amos Bianchi's research) [22], whose educational experience (cognitive, social and creative) will undergo considerable changes.

I chose a dystopian exercise (as in science fiction literature) because it leaves room for apocalyptic scenarios, but preserving from ideological risks – as a new promise of salvation – exactly as the genealogical approach teaches. In Nietzsche's words 'to being Untimely' (2014) or in Agamben's view 'to being anachronistic' [23]. Genealogy is in itself a research tool for the development of critical and creative thinking, to build a conscious interpretation of change, which I would like to share with the university community in order to analyse risks and opportunities of digital automation in favour of democratization and inclusiveness: the future challenges launched by BP.

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Opening up Higher Education in the Digital Age – Reflections from the Bologna Digital Initiative

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Abstract: *Raising the question of how to open up higher education, this article brings together the topics of the social dimension and digitalisation in higher education under the Bologna umbrella to discuss opportunities for progress through harnessing digitalisation. Some reflections on focus areas from the Bologna Digital initiative are made in order to discuss the role digitalization plays for (1) preparation, admission and transition, (2) skills acquisition, (3) mobility, (4) recognition of (prior) learning, (5) quality assurance and (6) strategies for teaching and learning. In a nutshell, this contribution follows the vision that future universities and colleges should have harnessed digital technologies to enable them to become more accessible, permeable and flexible. Digital technologies can be applied to help solve the challenge of differentiation and better individual support for students in a globally networked higher education system.*

Keywords: *Bologna Digital; Digitalisation; Open Education; Social Dimension; Technology.*

1. Bologna Digital – towards a digital dimension in the Bologna Process

Twenty years after the Sorbonne Declaration, key challenges of opening up higher education, improving the quality of teaching and learning, reforming assessment and recognition, and promoting internationalisation and mobility remain the same for many countries in the European Higher Education Area (EHEA). The stakeholders involved in the “Bologna Digital” initiative¹ argue that digitalisation can significantly contribute to overcoming them. Digitalisation is an effective means to address key challenges for higher education in the 21st century. European higher education thus needs new visions for contemporary higher education in the Digital Age, which integrate digital solutions.

This contribution follows the vision that in 2030, universities and colleges of higher education offer courses of study that are much more flexible and offer different learning pathways recognising the diversity of the student population (Orr *et al.*, 2019;

¹ This contribution is based primarily on the white paper *Bologna Digital 2020 - White Paper on Digitalisation in the European Higher Education Area* published in May 2019 (<https://hochschulforumdigitalisierung.de/de/news/white-paper-bologna-digital-2020>). In line with the discussions at the Bologna Conference, this contribution focuses on aspects that appear particularly relevant to the “social dimension” of higher education.

Stifterverband & McKinsey and Company, 2019). They are central institutions of lifelong learning, on campus and on digital platforms. The university will be a networked and open institution in 2030, which cooperates much more closely with other universities as well as the community and jointly develops and provides educational programmes.

With a focus on such cooperation and collaboration, an international group of experts has been developing ideas for a “Bologna Digital” since 2018 and has collected examples of the effective use of digital technologies that already exist. Based on this, the “Bologna Digital” initiative and the recently published White Paper “Bologna Digital 2020” focus on prospective developments in six focus areas:

1. More Proactive Preparation, Admission and Transition
2. Skills for the Digital Age
3. New Mobility Patterns: Virtual Exchange and Blended Mobility
4. Recognition of (Prior) Learning
5. Quality Assurance
6. Strategies for Teaching and Learning in the Digital Age

The following sections will take up exemplary aspects from these focus areas which seem particularly useful for strengthening the social dimension of higher education.

2. The Social Dimension and Digitalisation in Higher Education

Ensuring that higher education is open for all is a key goal of the ‘social dimension agenda’ within the Bologna Process, which first entered the Bologna process in 2001 with the Prague Communiqué.² In the 21st century society, the ability to access and succeed in higher education is central to social mobility and economic sustainability for European countries. The question of who goes on to higher education and who does not, who is steered towards it and who is steered away from it, is thus a major issue in forming dynamic and progressive societies.

Digitalisation in higher education is another major aspect that defines not only the 21st century society, but also 21st century higher education. Digitalisation in this sense can be understood as a transformative process that substantially influences all activities of higher education institutions. As a social innovation (Buhr, 2015), it permeates all processes, places, formats and objectives of teaching, learning, researching and working in higher education. This digital transformation includes the development of new infrastructures and the increasing use of digital media and technologies for teaching and learning, research, support services, administration and communication, but also the need of students and staff to develop digital skills for their current and future workplaces (Ehlers & Kellermann, 2019).

² http://ehea.info/Upload/document/ministerial_declarations/2001_Prague_Communique_English_553442.pdf.

The ‘social dimension’ and the ‘digitalisation’ of higher education should not be approached as two isolated challenges – they are both transversal for all activities in higher education. The former is a goal, which echoes the UN Sustainable Development Goal 4 and aims for more equitable access and success in higher education for all members of society. The latter is a process and tool, which can be harnessed to help achieve this goal.

The goal is to achieve a digital dividend for utilising technologies and not to create a new digital divide (Hess *et al.*, 2016). Solutions based on digital technologies should not harm those students who are most vulnerable by creating misleading expectations on the possible effects and benefits of digitalisation or only providing second-class digital offerings. When this is taken into account and, for example, (open) online learning opportunities such as MOOCs, virtual classrooms and laboratories, etc. are used for targeted blended learning scenarios along the “Student Journey”, these can help increase access to higher education.

3. Opening up higher education through digital technology

The use of digital technologies to improve higher education delivery has been significantly expanded in recent years and some first promising approaches have been identified. We are en route to making higher education provisions and support more diverse and socially fairer. Despite this positive trend, there are also many higher education institutions and teachers, where harnessing digital approaches are just beginning and much has yet to prove itself in practice in the long term.

Based on existing practical examples, the authors have identified the following aspects (based on the Bologna Digital focus areas), as particularly worth discussing at present. It is therefore important to pursue them in a targeted manner and to adapt them continuously to new research findings and the needs of learners and lecturers.

1. More Proactive Preparation, Admission and Transition: Digital formats offer new possibilities for study preparation and admission for heterogeneous target groups. Digital study orientation and preparation can help students make informed decisions on admission, while alleviating some of their worries and concerns about higher education. This can improve the inclusiveness of higher education at the access point. Recognition of Prior (Digital) Learning can be linked to these new pathways into higher education.

2. Skills for the Digital Age: All students – and indeed all lecturers – in Europe need basic digital skills. These should become part of the curriculum of all degree programmes and all professional development courses.

Recent studies on the labour market show that especially low-skilled jobs are most likely to disappear in the upcoming years. This means, that new competences for the digital age are a major social issue. Higher education institutions can use their expertise to deliver adequate lifelong learning opportunities (also see below).

3. New Mobility Patterns: Virtual Exchange and Blended Mobility: The digital, networked world requires more than ever intercultural and transversal competences. Digital exchange formats, especially in blended formats, can help to make this type of intercultural exchange more accessible for some, while also intensifying exchange periods for all. Classical outgoing mobility coupled with virtual access, teaching and cooperation options open potentials for rapid structural change with fundamental shifts in learning, knowledge and skills acquisition, as well as for inter- and transnational cooperation opportunities. However, this must be integrated into degree programmes explicitly and not remain a voluntary optional extra.

4. Recognition of (Prior) Learning: Lifelong learning is a key competence that must be acquired by all higher education graduates, but it is also a key requirement for universities to fulfil their role in society. To this end, study programmes must be much more responsive to the individual needs and flexible learning pathways of students and facilitate the recognition of previous education from various educational contexts. Digital certificates and (European) initiatives can play a central role in this and notable work is currently on-going, for example within the recent Europass project. The recognition of more flexible prior (digital) learning, however, requires new systems of transparency and trust. Still, quality measures and new learning opportunities should and can be developed based on the relevant Bologna tools (ESG, EAR, ECTS Users' Guide) (Rampelt & Camilleri, 2018; Rampelt, Niedermeier, Rößert, Wallor, & Berthold, 2018).

5. Quality Assurance: The EHEA should strengthen the exchange of open educational materials and at the same time set high standards for the quality of digital educational provision. This requires not only European platforms but also further support of quality assurance agencies. Shortening programmes into modules such as Micro-Masters is a recent development, which supports more diversity and flexibility in study programmes. The Bologna Digital 2020 White Paper suggests here, for instance, the introduction of a Bologna 5th Cycle, to recognise and standardise this development.

6. Strategies for Teaching and Learning in the Digital Age: Recent studies show that digitalisation has a major importance as a strategic topic for higher education institutions (Beise *et al.*, 2019; Gaebel & Zhang, 2018). They often, however, lack a clear approach for including this emerging topic into their existing strategies or even developing substantially new strategies. Peer learning between universities should be further developed in the EHEA. In this way, university management can be strengthened in its strategic examination of digitalisation in teaching and learning. Digitalisation in teaching and learning cannot fully replace on-campus education, especially not for vulnerable learners, but it can increase the accessibility to programmes. Clear guidance is crucial to avoid a new digital divide and wrong ex-

pectations (no “online university”), some of which can potentially be made scalable through digital communication services such as chat services and hotlines. It is, however, also important to support and encourage lectures to integrate digital technologies, especially to improve classroom teaching, for example through the use of classroom-response-systems.

4. Outlook

The Bologna Process has an open organisational structure, which supports common discussions and exchange between the 48 member countries and the eight consultative members on how to improve European higher education and how to serve students better. While the social dimension has been a topic within the Bologna Process for a long time, the impact as a policy has been less impressive. This is also because higher education has been expanding over the past twenty years, which has put additional pressure on the operation of higher education institutions and led to budgetary challenges. But good digital solutions are scalable. This is why, as one of its key issues, the White Paper on Bologna Digital asks how digital technologies can be applied to help solving the challenge of differentiation and better individual support for students in a growing higher education system. Being transversal, however – just as with the social dimension – digital solutions can only achieve an impact if they are implemented strategically, with foresight and with encouragement through policy initiatives. Communication and exchange on the best ways forward to achieve these goals and the best strategic measures to support this will be vital in the coming years. The Bologna Digital initiative aims to encourage and support these developments.

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Universities and meeting societal needs: two examples of best practice

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Abstract: *If we ask ourselves what the role of universities should be and what they are useful for, we would probably respond that one of the main current challenges is how best to ensure linkage to society, given that society should be among the primary beneficiaries of the results achieved by universities. However, such a response gives rise to a number of issues, including those relating to the institutionalized forms of university outreach as well as the mechanisms through which universities might help address societal needs. In this paper, we will attempt to offer answers to these and other related questions by exploring some examples of best practice.*

Keywords: *Examples of best practice; Law Clinics; Service learning; Social needs.*

1. Background

It has been customary in times of crisis to reflect on the role universities should play in helping society overcome some of the key problems it faces at a given time. Once such reflection in the case of Spain can be found in José Ortega y Gasset, one of the country's most reputed intellectuals of the first half of the 20th century, who gave a lecture entitled "The Mission of the University" at the Central University of Madrid.¹ In the lecture, he not only outlined some of the main shortcomings of universities – adopting a highly critical approach to some, particularly as regards the importance accorded to research in his day, to the detriment of teaching² –, but also made a number of suggestions concerning what their goals and informing principles should be. Ortega concluded that universities had a triple role: (i) firstly, as educational institutions which had to produce cultivated minds;³ (ii) secondly, they had to play a leading role in research, albeit without becoming confused with research centres; (iii) lastly, – and the salient aspect here

¹ His lecture appeared for the first time in the *El Sol* daily newspaper (on 12, 17, 19, 24 and 26 of October and 2 and 9 November 1930). For the purposes of this paper, we have used the version entitled *La Misión de la Universidad* (The Mission of the University) published by Cátedra. Letras Hispánicas, 2015 (ed. S. Fortuño Llorens).

² In this regard, the statement on p. 114, that "one of the evils brought by confusing science and University has been that, in keeping with the current fashion, chairs have been handed over to researchers, who are almost always poor teachers and feel that teaching is taking away their time for laboratory or archive work" is particularly striking.

³ He even advocated the creation of a Faculty of Culture (Ortega y Gasset, 2015, p. 109).

– universities had to situate themselves at the heart of reality and intervene in current issues from their own positions, an aspect which in Ortega’s opinion would enable them to become what they were in their heyday: a promoting principle of European history.⁴

Without wishing to attribute to universities such an important role as that advocated by the illustrious Spanish author, it is nonetheless appropriate to underline and bring up to date this third (and often overlooked) aspect, which can prove of great importance and benefit for the society in which universities operate, especially in times of crisis – economic, climate, humanitarian – such as those we are experiencing at present. Indeed, one of the main challenges faced by (public) universities today is precisely their ties with society, particularly when we bear in mind that society should be one of the main beneficiaries of universities’ potential achievements. In any case, Ortega y Gasset’s statement raises a number of issues, among them the following: (i) Do mechanisms or institutionalised channels exist that allow society to connect up with universities? (ii) Should universities cater for all types of societal needs? And (iii) should they in some way prioritise the needs raised by societal stakeholders?

Of the various initiatives undertaken in universities to address some of the above questions, we will focus here on two which, in some cases, may be of help in enabling universities to mitigate some of the most adverse effects of the crisis (particularly the economic and humanitarian effects) on the least-favoured sectors of society. To begin with, we will refer to a practical example of the implementation of a service-learning project, an educational project which has been defined as “a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection.” [1] Here, the work undertaken during the academic year is structured in such a way as to address community needs and at the same time benefit students, who are afforded the chance to apply their knowledge [2]. This methodological approach is designed to fulfil a number of objectives: provide an enriching and motivating educational experience; foster social and civic responsibility; lastly, provide a real benefit to the community [3], all of which makes the approach ideal for resolving some of the problems faced by today’s society, while benefiting both students and the community.

Secondly, we will focus on a specific case of service-learning which the above-mentioned initiative could lead to in a concrete setting such as law, namely, the establishment and development of a Law Clinic, of the type already set up in various law degrees in Spain.⁵ These structures develop Universities’ societal role by involving academic staff and students in activities that benefit vulnerable persons. In our opinion, this type of activity should be encouraged not just as an instrument to provide services to the com-

⁴ Ortega y Gasset, 2015, pp. 120 and 121. Although in his lecture the Spanish author emphasised the role which, in his opinion, universities should play as a counterweight to the power of the press, it serves here to illustrate his advocacy of a University which is in touch with society and contributes to addressing the needs of its most vulnerable sectors.

⁵ The list of current Law Clinics in Spain (or at least those that are members of the Spanish Law Clinics Network) can be found at <http://clinicas-juridicas.blogspot.com/p/quienes-somos.html> (accessed on 30 July 2019).

munity but as a strategy to foster critical thinking by students, increase their awareness of the needs of the community, strengthen their commitment to society and promote positive attitudes towards civic responsibility.⁶

2. Examples of best practice

2.1. Education Innovation Project: “Applying a Service-Learning education strategy to undergraduate and postgraduate dissertations”

The 2018-2019 academic year saw the implementation at the University of La Laguna (ULL) of a stimulating teaching innovation project based on the service-learning approach referred to above. Adopting a multidisciplinary perspective (participation by academic staff from the degrees in Business Administration, Accounting and Finance, Social Work, Law and HR Management and Labour Law), the project’s chief aim was to organise the compulsory final year undergraduate dissertations (TFG, in Spanish) and Masters’ degree dissertations (TFM) in such a way as to ensure knowledge transfer to society. In addition to the students, a key role has been played by societal stakeholders and institutions (both public and private) who occupied a central place in the formulation of the objectives of the aforementioned TFGs and TFMs and the actual dissertations. In addition to the multidisciplinary nature of the participating staff, which helped ensure the identification of subject matters that could be addressed from different perspectives by students on different degrees (Social Work and Law, or Business Administration and HR Management and Labour Law, for instance), it is worth emphasising the two-way approach adopted, which proved crucial to the project in allowing continuous interaction between the societal stakeholders/interested institutions and staff and students to identify issues that might then become suitable topics for study in a TFG or TFM.

For this first year, which will be extended for the coming 2019-2020 academic year (with more staff and more degrees involved), a total of eight TFGs were undertaken in accordance with the methodology described. In addition to this unquestionably successful outcome, links between participating staff have been strengthened and a list of entities interested in collaborating has been drawn up, together with a list of potential subjects of interest to all parties.

2.2. A possible outcome: creation of a Law Clinic

In line with the definition of service-learning given above, and bearing in mind that Law Clinics combine knowledge/skill acquisition and the provision of a service to the community (facilitating access to justice),⁷ it is easy to understand that one of the main

⁶ In this regard, see the “Presentation” of the Spanish Law Clinics Network (available at <http://clnicas-juridicas.blogspot.com/p/presentacion.html>; accessed on 29 July 2019).

⁷ “Presentation” of the Spanish Law Clinics Network (available at <http://clnicas-juridicas.blogspot.com/p/presentacion.html>; accessed on 29 July 2019).

outcomes – or examples of best practice – of service-learning in a legal context is the establishment of Law Clinics; as has been noted, “university Law Clinics are one of the forms which service-learning can adopt in the field of Law.”[4] A longstanding tradition in English-speaking countries,⁸ these structures only emerged in Spain at the beginning of the century.⁹ They can be viewed as having two essential characterising features: firstly, they introduce students to professional practice and, secondly, they offer a free advice service for disadvantaged sectors of society, thus enhancing the public service calling of universities [5] and establishing a mechanism to institutionalise the linkage between university and society.

Although the ULL does not yet have a Law Clinic, for some years academic staff have advocated the need to create one for two reasons: first and foremost, to provide assistance to groups in need of legal advice, thus fulfilling the university’s social function. Secondly, to contribute to the theoretical and practical training of students through a service-learning methodology and strategy that not only kindle their interest in social problems but also foster their civic conscience.

Based on the experience acquired from the teaching innovation project described in the previous section, we feel that a crucial first step has been taken to begin to lay the foundations of a possible Law Clinic, given that we have identified entities and organisations who might be interested in availing themselves of its services: among many others, people affected by mortgage problems; migrant aid organisations; disability organisations; consumer bodies; ecology groups; LGBTI and feminist groups.

On the practical level, it is important to note that the current curriculum of the Law Degree at ULL has 12 ECTS credits for external placements in final year. Of these, 6 are the responsibility of the Dept. of Procedural Law and the other 6 are to be taken in institutions, companies and professional law offices, with the inherent difficulties this poses in a small area like the Canary Islands, where it is hard to find individuals, bodies and institutions interested in hosting “placement” students for a short period. The creation of a Law Clinic would enable these 6 credits to be taken through participation in clinic activities. This would benefit the students, who – based on their preferences – could handle a case or cases arising in the clinic, thus heightening their interest in the subject. Mentoring would be provided by an academic tutor from the subject area covered by the case, thus guaranteeing a genuine legal practice work; moreover, knowledge acquired in theory classes could be applied to resolving true-life cases, thus helping consolidate learning.

Despite the obvious interest and social importance of the initiative, the road to actual implementation is full of difficulties, which would probably explain why Law Clinics have not been set up in all Law Faculties in Spain. These obstacles include some which

⁸ For further details on their origins, see Witker J., 2007. La enseñanza clínica como recurso de aprendizaje jurídico. *Academia. Revista sobre la enseñanza del Derecho*, 10: 181-207.

⁹ Specifically, in 2002, at the Universidad Rovira i Virgili, as discussed by Marqués i Banquè 2014-2015, p. 1.

are of particular concern: the lack of flexibility of university structures for accommodating experiences of this kind; organisational difficulties (linked largely to excessive staff workloads, which have been made more onerous by the economic crisis and the failure to replace retired staff, but also to problems of appropriate recognition of placement mentoring activities in university Teaching Planning Models);¹⁰ the mechanisms for selecting the cases to be handled (e.g. what should the priorities be where there are more cases than students can deal with?); relations with the Bar Association or the Professional Association of HR Management and Labour Law Graduates, who should be allies of Law Faculties but might well consider the creation of the Clinics as potential professional trespassing, which is why it is important from the outset to clarify the terms and scope of the activities undertaken by students in Law Clinics.

3. Conclusions

Given the limited length of this contribution, only the most salient conclusions will be outlined here. Firstly, it is clear that times of crisis serve not only to awaken consciences and trigger reflection but also force those of us who enjoy a *comfortable* position in society – without doubt, the case of those of us who teach in a university – to consider ways to help least-favoured sectors of the community in which we are immersed. Secondly, and following from this, in our opinion the search for solutions must necessarily involve trialling innovative teaching and learning strategies such as that described above, which offers so many advantages that one wonders whether service-learning approaches should not be compulsory in all higher education degrees to address the many needs of today's society. Thirdly, with the experience gained from the service-learning initiative described, which has enabled us to contact interested bodies and prepare a list of sensitive issues, ideally a further step would be taken (at least in Law Faculties) and a Law Clinic set up to give students the chance to apply the knowledge acquired during their degree to concrete cases brought by individuals or NGOs. This, we believe, would be a true example of knowledge transfer from university to society and, above all, a way of giving back to society a small part of what it gives us.

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Strengthening the Social Dimension of Higher Education: Lessons from Scotland

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Abstract: *Universities across Europe have been challenged by the rise of ‘populism’, accused of reproducing elites and propagating ‘cosmopolitan’ values. As a result, it has become even more important to strengthen the social dimension of higher education to counter this challenge. In Scotland sustained efforts are underway to promote fair access, with a target of ensuring that 20 per cent of entrants come from the 20 per cent most deprived communities by 2030. But to achieve such a transformation of higher education’s social base improved social mobility may not be enough. Instead the focus must shift to the more radical concept of greater social justice, reversing the trend towards greater inequality over the past four decades.*

Keywords: *access; participation; populism; Scotland.*

Introduction

The growth of mass higher education (HE) has had only a limited impact on social stratification in most European countries. Although expansion has enabled many more people to participate in HE, this expansion has disproportionately benefitted students from more socially advantaged backgrounds, the ‘middle class’ in a broad sense, leaving the gap between participation by the most socially privileged and the most socially deprived little changed. In many countries young people from more privileged backgrounds now enjoy, in effect, universal access, while access for those from more deprived communities remains strictly rationed. This inequality is compounded by the fact that elite universities continue to draw most of their students from the most privileged social groups, leaving less advantaged students concentrated in less prestigious HE institutions.

The comparative failure of almost half a century of mass expansion to narrow this access gap is only partly the fault of HE itself. It can be attributed to differing aspirations between social classes and differences in secondary education attainment. But the real driver is that in almost every European (and other developed) country, differentials of income and wealth have widened since the 1980s. This has coincided with the growth of mass HE systems. The strong force of growing inequality has triumphed over the much weaker force of the extension of the HE ‘franchise’.

As taxation rates have been reduced, new economic, and social, elites have enjoyed high incomes and have also been able to transmit substantial wealth to their children,

perpetuating inter-generational inequality (Picketty, 2014). At the other end of the income scale the so-called 'gig economy' has expanded, offering more precarious (and less well paid) modes of employment, eroding the former solidarity of the traditional working class. These far-reaching changes have been magnified by deliberate policies to 'shrink' the State, reduce social welfare, cut taxes and de-regulate key parts of the economy. In addition, the apparently impersonal forces of free-market globalisation appear to have made such policies inevitable. These have continued, and even intensified, since the banking crisis of 2008 and subsequent recession, leading to de-industrialisation (in developed countries) and exploitation (in developing ones).

Increasing economic inequality has been accompanied by growing social polarisation. This, in turn, has contributed to a backlash by those who have seen their income, and life-chances, eroded, those characterised in the media as the 'left behind'. This backlash has led to the emergence of populist and nationalist movements, the targets of which are so-called 'elites' and 'experts', many of whom of course are educated in (especially elite) universities, and also marginal social groups such as immigrants and asylum seekers. In some countries these new forces have been able to come to power, for example in Hungary and Poland, or scored spectacular victories, such as the successful campaign to force the UK to leave the European Union; in all countries they have gained significant political leverage, and eroded liberal values. Other social movements, including protests against environmental degradation, although not in themselves populist, have added to this sense of disruption.

Universities have been doubly victims - first of the anti-statist, anti-welfare policies which have reversed the post-1945 trend towards greater social equality; and, more recently, of the rise of populism which has targeted social and political 'establishments' with which they are associated. The response of HE to this second challenge, the rise of populism, has been uncertain, even feeble. Often stigmatised as the source of technocratic and cosmopolitan values, universities have been pushed onto the defensive. In their corporate mode, universities have been reluctant to engage ideologically with these populist forces, although many individual academics have been at the forefront of the struggle against right-wing populism and nationalism as well as providing the scientific evidence to support environmental campaigns. The efforts of universities to engage with their communities, including the most deprived areas, have often been ineffective, focused on economic development rather than social emancipation or cultural renewal. Their parallel efforts to widen the social base of their student bodies by pursuing 'fair access' policies and promoting widening participation have also had a limited impact, appearing to confirm the impression that their major function is the reproduction of elites.

Against this sombre background this article describes the efforts of one European country, Scotland, to promote 'fair access' to HE. It also discusses whether it is enough to focus only on promoting social mobility within existing - unequal - social structures or whether a truly diverse and comprehensive student body can only be produced by addressing core problems of social inequality and by emphasising more radical forms of social justice.

Higher education in Scotland

Despite its union with England to form the United Kingdom in 1707 Scotland has retained a separate and distinctive education system. Schools have a broader curriculum and students follow four-year undergraduate courses (unlike three-years in the rest of the UK). There is also a strong historical and cultural tradition of the key role played by education in promoting social mobility, the memory-myth of the ‘lad o’ parts’ (Anderson, Freeman and Paterson, 2015); and propagating liberal and scientific values, in line of descent from the Scottish Enlightenment of the 18th century exemplified by individuals such as David Hume and Adam Smith (Davie, 1961).

Because responsibility for education, including universities, rests with the Scottish Government and restored Scottish Parliament, significant policy divergences have taken place from England. Two differences deserve to be emphasised:

the first is that the participation rate in Scotland is the highest in the UK; 56 per cent of young people continue on to higher education compared with 48 per cent in England. Today 227,000 students are enrolled in 19 universities (or institutions with the same status such as the Glasgow School of Art) and on HE courses offered in local colleges. The second is that, while England has moved towards a ‘market’ HE system with students paying fees of more than £9000 and the State’s role reduced to regulation, Scotland has maintained a State-steered system with the bulk of public funding coming from the Government (through an intermediary body, the Scottish Funding Council) and no tuition fees being charged to students.

However, a third distinctive feature of the Scottish HE system is the strong emphasis now placed on fair access. In 2014 the First Minister Nicola Sturgeon set an ambitious goal: by the end of the next decade (i.e. 2030) entrants to HE from the 20-per-cent most deprived areas should make up 20-per-cent of all new entrants - in other words, a level playing field (Scottish Government, 2014). In Scotland, like England and most European countries, young people from the most privileged social groups were between three and four times more likely to attend university than young people from the most deprived social groups.

A Commission on Widening Access was established by the Scottish Government to determine how this ambition was to be achieved (Commission on Widening Access, 2016). Alongside the 2030 goal, the Commission set interim targets: entrants from the 20-per-cent most deprived areas, as measured by the Scottish Index of Multiple Deprivation (SIMD), should make up 16 of all entrants by 2021, with no university having less than 10 per cent; that total should rise to 18 per cent by 2026. In addition, it made a number of other recommendations, including the appointment of a Commissioner on Fair Access to monitor progress and make an annual report to the Scottish Government.

Significant progress has made towards achieving these targets. In 2018-19, 15.9 per cent of entrants were from SIMD20 areas, just short of the 2021 target. Substantial variations between individual institutions remain, however. Local colleges, which mainly

offer two-year professional and vocational qualifications, currently exceed the target and indeed already have more than their share of socially deprived students. Some universities, especially the most selective so-called ‘ancient universities’ (because they were established in the 15th and 16th centuries), lag behind. Universities in the cities of Scotland’s densely populated ‘central belt’, have also made greater progress towards fair access than those in small cities and rural locations.

Strategy, policy and practice on fair access to HE, at both national and institutional levels, have been focused in four areas in Scotland:

- Increasing the number of applicants from socially deprived areas: this has been promoted by developing outreach activities of all kinds – for example, ‘children’s universities’ to break down perceptual barriers; partnerships between schools and universities to encourage more applicants; and customised access courses and pre-university summer schools to compensate for any deficits in knowledge and skills. Most of these activities are local in character, designed by individual universities. But a recent effort has been made to produce a stronger national framework by establishing the Scottish Framework for Fair Access, based on systematic evaluation of effectiveness and the development of a network of grass-roots practitioners to spread good practice (Scottish Framework for Fair Access, 2019).
- Making entry requirements more flexible: Scottish, like other UK, universities set course-by-course entry standards (usually expressed in terms of secondary school grades). Because applicants from more socially privileged groups who have attended high-performing schools typically get better grades than applicants from more deprived backgrounds who have attended lower-performing schools, reliance on grades alone introduces a strong social class bias into university admissions. Where competition for places has been most fierce ever higher grades are required. The Scottish approach to mitigating this class bias has been two-fold - firstly, to encourage greater use of ‘contextual admissions’, i.e. adjusting offers to reflect social disadvantage and to focus more strongly on future potential (Boliver *et al.*, 2017); and, secondly, to set ‘minimum entry requirements’ for each course, i.e. a threshold standard that all students must meet if they are to benefit from the course.
- Improving pathways into and through HE: many students in local colleges, with higher professional and technical education qualifications, who are more likely to be from socially deprived groups, aspire to transfer - with full credit - to degree programmes in universities. But this is more difficult in the UK, including Scotland, than the United States where transfer is routine. Improving this pathway is crucial for opening up universities to wider social groups, but progress has been slow (Commissioner for Fair Access, 2019). The Scottish Government (2018) has itself begun to develop a strategy to open up pathways across the whole of upper-secondary, further and higher education and work-based learning under its Learner Journey 16-24 initiative.

- Setting and monitoring targets: key to Scotland's success has been the setting of targets for improving fair access, at both national and institutional levels. In England, more limited progress has been made. Although English universities are required by their regulator, the Office for Students (OfS), to have access and widening participation plans, they set their own targets. Whatever doubts there may be about the contradiction between respecting university autonomy and setting national targets, the Scottish approach does appear to have turbo-charged progress towards fair access to HE.

Scotland is an interesting case-study of what can be achieved in making access to HE fairer by a smaller European country if there is the political determination (and cross-political consensus) to make this a priority. Because Scotland is also part of a United Kingdom with its much larger southern neighbour England, it offers a particularly illuminating case-study. However, the experience of Scotland, with its impressive record on fair access, also demonstrates the limits to greater equality in university admissions, even when the historical, cultural and political conditions are favourable, as long as key questions about social mobility and social justice (and the role and responsibilities of mass higher education systems, and individual universities) are not addressed - and deep-rooted social and economic inequalities continue.

The wider context - and difficult questions

At its birth mass HE was closely linked to wider currents of social reform - the creation of welfare states in Europe, and various New Frontier / Great Society programmes in the US. But the 1960s and 1970s saw the peak of the post-war trend towards greater social equality. After 1980 mass systems developed in the context of increasing inequality, and also of a new neoliberal narrative which was drowning out the reformist political discourses that had earlier been dominant. In part a victim of these retrograde socio-economic and reactionary ideological trends, mass HE also played a more active role in generating these new patterns of social inequality and cultural hierarchy. Instead of appearing to be a reformist, democratic or emancipatory project the expansion of universities produced a new 'graduate class' devoted to technocratic values.

Under these new and harsh conditions fair access can be interpreted in two radically different ways. According to the first interpretation it is essentially a presentational project, rather like company statements of 'corporate responsibility', intended to disguise the harsh reality of the corporatised and marketised university. At best, an ameliorative project designed to open up pathways for social mobility sufficiently to refresh and consolidate existing socio-economic elites but not wide enough to challenge or modify them. According to the second interpretation fair access is one of the few areas where the modern university can continue to pursue reformist, democratic and emancipatory agendas, providing a locus from which a fight back against the forces of corporatisation

and marketisation can be organised. Inevitably perhaps, most policies designed to promote fair access and widen participation, nationally and institutionally, shy away from this ideological ‘big picture’. But in the face of rising populism universities may no longer be able to avoid articulating which concept of fair access they espouse – presentation (and amelioration) or radical transformation.

To do so two fundamental questions need to be addressed:

- The first is the apparently simple question ‘what is fair?’ The issue here is the traditional distinction between negative liberty, the absence of unjustified constraints on human action, and positive liberty, promotion of the social conditions under which everyone is able to exercise their liberty in an effective manner. The American philosopher John Rawls argued that a direct link exists between justice and fairness (Brooks and Nussbaum, 2015; Rawls 1971/1999). A fundamental re-ordering of social and economic systems may be necessary for individuals to enjoy equality of opportunity or, in this case specifically, ‘fair’ access to HE. These are not simply philosophical discussions. In Scotland, the case-study described in this article, there has been a lively debate about the relative moral claims of students from socially deprived backgrounds, who are the victims of past discrimination, and more socially advantaged students who may be ‘displaced’ and denied the rewards for their individual achievements.
- The second is whether fair access to HE should be designed to promote social mobility or, more ambitiously, social justice. Public policy in many countries has focused on the more limited objective of promoting social mobility, the untested belief being that this is the best (and only) way to produce a more socially just society. But according to an alternative belief the main effect of limited social mobility has been to re-legitimise challenged socio-economic hierarchies (and inequalities) through a process of controlled co-option. There are strong arguments for believing that this is what has been happening in contemporary HE systems, hence the challenge from populism. So, a fundamental question arises. Is fair access intended to make access by individual graduates to cultural capital less dependent on social advantage or to reassert the value of public goods produced by HE, such as citizenship of a good and just society?

Conclusion

The efforts in Scotland to promote fair access to higher education emphasise the importance of these ‘big questions’ about the functions, and values, of contemporary HE systems. The case-study suggests that, although political leadership and well-directed policies are a necessary prerequisite for the growth of more open and democratic forms of HE, they are not sufficient in themselves. Concepts of ‘fairness’ require radical interrogation, and fundamental social structures and their supporting ideological justifications must be challenged.

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Could We Create a European Framework for Community Engagement in Higher Education?

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Abstract: *The goal of this paper is to examine whether there is an opportunity to develop innovative policy tools both at the university and the European Higher Education Area (EHEA) level for assessing externally and internally the community engagement of universities. Community engagement is about mutually beneficial cooperation between universities and their wider communities. This paper will include: 1. An analysis of different approaches to community engagement in higher education; 2. Mapping challenges connected with community engagement; 3. A discussion related to new developments in relation to community engagement; 4. A discussion about possible European framework for community engagement. There have been no initiatives yet at the EHEA level that have focused exclusively on community engagement. We will explain how a European Framework for Community Engagement in Higher Education might fill this gap and support universities in institutionalizing their cooperation with the wider community and to inform policy-makers on the value of such engagement.*

Keywords: *community engagement; EHEA; European framework; higher education policy.*

1. Introduction

This paper presents the conclusions of the publication *Mapping and Critical Synthesis of Current State-of-the-Art on Community Engagement in Higher Education*, by Paul Benneworth, Bojana Čulum, Thomas Farnell, Frans Kaiser, Marco Seeber, Ninoslav Šćukanec Schmidt, Hans Vossensteyn and Don Westerheijden. The publication is issued as a part of the project “Towards a European Framework for Community Engagement in Higher Education (TEFCE)”, whose objective is to develop innovative policy tools for supporting, monitoring and assessing the community engagement of universities.

2. Background

Community engagement has emerged as a priority in the European Commission’s *Renewed Agenda for Higher Education*. While actions that link the university with broader society are not a novelty, community engagement in higher education is a new way of articulating and structuring how higher education interacts with the wider world [1]. The Commission’s *Renewed Agenda* emphasises that ‘higher education must play its part in facing up to Europe’s social and democratic challenges’ and should engage ‘by

integrating local, regional and societal issues into curricula, involving the local community in teaching and research projects, providing adult learning and communicating and building links with local communities.’[2]

Universities are under increasing pressure to demonstrate how they deliver public benefits. The increased emphasis on community engagement in higher education can also be understood as a critical response to the predominance of university engagement with business [3]. Additionally, with the dominance of research excellence as a priority in higher education, many universities have failed to develop infrastructures to translate the knowledge they produce into tangible benefits for the wider community.

3. Definitions

Community engagement is about mutually beneficial cooperation. The TEFCE project defines community engagement as a *process whereby universities engage with community stakeholders to undertake joint activities that can be mutually beneficial* even if each side benefits in a different way: university knowledge helps societal partners to achieve their goals and societal partners’ knowledge enriches the university knowledge process. There should be co-determination and an interdependence between the university and community through open dialogue that allows societal partners to meaningfully influence the decisions made by university actors.

Community engagement is an integral part of universities’ ‘third mission’ activities, but it has so far been marginalised. Since the 1980s there has been increasing policy pressure on universities to develop their ‘third mission’, beyond teaching and research, through which they directly contribute to societal development. However, the emphasis within third mission activities has predominantly been on contributing to the knowledge economy through business engagement, entrepreneurship and innovation, and much less on community engagement.

‘Community’ refers to a broad range of external university stakeholders, but with an emphasis on those with fewer resources. Universities engage regularly and systematically with businesses and policy-makers, but have far more difficulties engaging with NGOs, social enterprises, or other civil society organisations that do not have the resources to engage easily with universities. The latter are therefore the primary beneficiaries of community engagement, as defined by the TEFCE project. Equally, the TEFCE project does not consider stakeholders involved in technology transfer and commercialisation of intellectual property as fitting in the community engagement category, since universities have already developed comprehensive infrastructure to support these processes.

‘Engagement’ refers to a huge variety of activities, including through teaching, research and other initiatives led by the university or by academics. Based on a comprehensive international literature review, the TEFCE project has mapped seven key dimensions of university-community engagement: (i) institutional engagement (policy and practice for partnership building); (ii) public access to university facilities; (iii) public access to knowl-

edge (dissemination of academic findings); (iv) engaged teaching and learning; (v) engaged research, (vi) student engagement; and (vii) academic staff engagement.

There is no 'one-size-fits-all' approach to community engagement – it is always context-specific. Different places have different histories of university engagement, different cultures and different communities. The value of different forms of community engagement also varies per academic discipline. It is therefore important that academic staff retain the autonomy to determine how best to organise their community engagement activities.

Community engagement can fulfil different social purposes. A framework developed by Hazelkorn (2016) [1] differentiates between three approaches to community engagement: (i) a social justice model, which focuses on community-based learning and research, community-based volunteering and knowledge exchange activities; (ii) an economic development model, which focuses on technology transfer, innovation, entrepreneurial activities and links with businesses; and (iii) a public good model, which embraces a deeper transformative agenda where engagement is included in both university mission and governance as well as in teaching and research. According to the TEFCE project's definition, each of these approaches can be equally legitimate as a form of community engagement, provided it meets the other criteria listed above.

Authentic community engagement goes beyond 'corporate social responsibility' by embedding mutually beneficial partnerships. As a concept and set of actions, community engagement ranges from one-dimensional to multifaceted, from superficial to embedded, from transactional to transformational, from collaborative betterment to collaborative empowerment. Holland and Ramaley [4] distinguish four sequences in the 'engagement continuum' that start from volunteerism, then move to engaged learning, engaged research, ending with engaged institutions. Progress across these sequences depends on producing mutual benefits for academic and for community goals, as well as on fostering understanding and mutual cooperation between university and community partners.

4. Challenges

Policy priorities in higher education focus on excellence and global league tables and do not encourage community engagement. A trend in the 2000s has been the rise of discourses around excellence and the world-class university, which emerged out of the development of global league tables. Notions of community engagement have not been included in league table measures, because of its diversity of engagement activities. As the idea of a world-class university has become a normative ideal, community engagement has been seen as something that universities should not aspire to.

Competing priorities within universities' third mission make difficult to institutionalise community engagement. Since the 1990s, the focus of universities' third mission activities has been increasingly on forms of engagement that have more tangible eco-

conomic benefits and are easier to measure: university technology transfer and associated activities focusing on commercialisation of intellectual property. This trend has caused a vertical differentiation of the different variants of third missions, within which it has proved difficult to institutionalise community engagement.

Community engagement is resistant to being measured. In the context of management systems where 'what can be measured matters', community engagement is not immediately available for codification and measurement. The concept of community engagement covers a wide range of objectives, activities and outcomes, for which is difficult to develop a small number of simple indicators that would cover the definition in a satisfactory manner. Combining this with the complex intra-institutional diversity of universities due to their various disciplinary communities, makes the management of community engagement extremely difficult for university managers.

5. New Developments

There is increased uptake and interest in one tool for external assessment of community engagement: the Carnegie Elective Classification for Community Engagement. This tool developed in 2006 has achieved major success in terms of its mainstreaming in the U.S. It combines self-assessment and external review by leading scholars in community engagement, who assess which institutions qualify to receive the Classification. Such a form of assessment results in a formal external recognition that an institution has reached a certain standard of performance.

Institutional self-assessment tools for community engagement can also provide an alternative approach to assessment, although they have their limits. Dozens of tools, primarily in the U.S., Australia and the UK, exist to help higher education institutions reflect upon the extent to which they are community-engaged. The disadvantages and limits of the existing self-assessment tools analysed in the TEFCE project are that they focus on the process of community engagement, rather than on outcomes or impact. They are more 'top-down' than 'bottom-up' and do not provide a clear platform for including community perspectives in the process.

New Public Management (NPM) tools focusing on comparisons of competitive performance and top-down steering have reached their limits. Many accountability instruments in higher education encourage better performance by setting a minimum standard and then use a market mechanism to raise that standard though comparing performance indicators. The NPM approach can only work on the basis of efficiency, by turning quantifiable data into simple indicators, which is often incompatible with the multifaceted and context-specific nature of community engagement. Such an approach is highly rigid and undermines the encouraging and rewarding of universities for responding constructively to societal needs.

There is increasing acceptance by the European Commission of multidimensional assessment approaches that avoid simplistic indicators. Recent European Commission-

supported initiatives such as HEInnovate (2013), U-Multirank (2014), Indicators for Promoting and Monitoring Responsible Research and Innovation (2015), and the Regional Innovation Impact Assessment Framework for Universities (2018) use a mix of assessment methods, with the triangulation of quantitative and qualitative data to create a better understanding of university performance. These approaches to assessment permit customisation by universities through context-specific selection of indicators and are more bottom-up oriented. This will result in a decreasing possibility to make transnational comparisons of scores. Benchmarking in such a context would therefore be limited to identifying and promoting best practices and encouraging mutual learning among higher education institutions that share similar features.

6. Towards a European Framework for Community Engagement

There have been no initiatives yet at the European Higher Education Area (EHEA) level that have focused exclusively on community engagement. The “Towards a European Framework for Community Engagement in Higher Education (TEFCE)” project aims to fill this gap and support university managers, practitioners and policy-makers by developing a European Framework for Community Engagement in Higher Education. In proposing a new Framework for community engagement in the EHEA, the TEFCE project is examining how to balance internal and external assessments, qualitative and quantitative assessments as well as how to develop a multidimensional, customisable and bottom-up approach to assessment.

In line with the findings of our analysis above, the TEFCE project recommends four principles that should underlie a Framework for community engagement in higher education:

(1) *Commitment to authentic, mutually beneficial community engagement.* The Framework should promote genuine university-community partnerships that benefit both universities and communities, as opposed to engagement that results in the university being the primary benefactor or where the university acts as a ‘charitable donor’.

(2) *Empowerment of individual actors within and outside university.* The Framework should not be a tool that is only intended for management staff at the central university level. The tool should be meaningful to individual actors and should recognise value and award different kinds of community engagement activities undertaken by individuals within the university or community.

(3) *Allowing users of the Framework to influence the level of value assigned to different engagement practices.* The Framework should avoid producing best-practice stories that are selected by university management only. The Framework will therefore attempt to include a mechanism by which various users can provide critical reflection on the value of the featured engagement practices.

(4) *Collaborative learning rather than comparison of competitive performance.* The Framework should represent a learning journey to motivate universities’ community

engagement efforts and not provide a mechanism for ranking universities. The framework should recognise the collective nature of community engagement activities and not frame them as being excessively individual or indeed stimulate competition between units or universities.

The TEFCE project is financed by the Erasmus+ KA3 Forward Looking Cooperation Projects. The TEFCE project last from 2018-2020 and is currently focusing on developing and piloting tools and mechanisms that could incorporate the above principles, thereby developing a Framework for community engagement that could be applicable in the European Higher Education Area.

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Introducing a European Education Income for a cross-class Higher Education

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Abstract: *This paper examines the social dimensions of Higher Education, studying the effects that the implementation of New Public Management in Europe had into them. Firstly, the paper focuses on the definition of New Public Management and on its application to HE. Moreover, it shows the reasons why it entailed an incrementation of tuition fees and of drops-out. The paper also examines the effects of NPM on the relationship between students and faculty and outlines their attempts, in the UK and Poland, to oppose the marketized and hierarchical university system due to NPM. Then, it analyses the reasons why governments should accommodate these claims, considering the social and economic role of HE in our societies. The paper concludes by proposing the adoption of a European Education Income, on the model of basic income, in order to overcome problems due to a low social mobility and to a limited access to HE.*

Keywords: *Economic Inequalities; European Education Income; Higher Education; New Public Management; Social Mobility.*

In order to understand the social dimensions of Higher Education (HE) in Europe, it is important to focus on the factors that led to the current situation of universities, as regards their governance, organization and funding. Specifically, it is crucial to question the reasons why public universities have been transformed from institutions for the many to institutions in which social origins and economic conditions of students still hinder their access to HE.

The main change that affected European universities is due to their management's reform through the introduction, after the 1980s, of the New Public Management (NPM) in European Countries. This resulted in the replacement of traditional public sector's organisational forms by methods belonging to the private business sector. As defined by Lorenz, the NPM is an ensemble of "neoliberal policies [...] characterized by a combination of free-market, rhetoric and intensive managerial control practices"¹ which have affected mainly social security, health care and education.

The results of the application of NPM to HE can be summarized in four main features: firstly, the "continuous worsening of the faculty/student ratio"², causing the substitution of direct teaching with online instruction; secondly, "faculties have a shrinking core of ten-

¹ Lorenz, 2012, p. 600.

² Lorenz, 2012, p. 605.

ured faculties”³ as a growing number of academic staff are hired only temporarily; thirdly, the increasing dissociation between teaching and research involved a strengthening of one to the detriment of the other; lastly, the increasing costs of HE: tuition fees are higher than before in many European countries, such as Portugal, England, Hungary, Lithuania, Latvia [2], and more and more students are getting into debt. The increase in fees was due to the fact that they were perceived “as an indicator of quality”⁴ as well as because for many universities they provided important sources of funding. Furthermore, the level of tuition fees was established in a classical economic competitive way.

Moreover, according to many authors and scholars, the implementation of the NPM and of its main concepts of “efficiency, quality, transparency, accountability, and flexibility,”⁵ does not lead to the expected results of improving universities’ management “since the theories behind NPM are based on economic situations rather than on the academic setting”⁶ with the result that “NPM itself turns out to be the problem in higher education, not the solution.”⁷ In short, NPM involved a cut of resources for teaching, hiring, and research, and an enhanced competition between universities as if they were “operating under quasi market conditions.”⁸ Another factor to be considered is that NPM made universities more hierarchical: the management of universities has changed from a bottom-up model, in which “universities were perceived as communities of scholars researching and teaching together in collegial ways, [and] those running universities were regarded as academic leaders rather than as managers or chief executives,”⁹ to a top-down model, wherein chief executive officers (CEOs) have substituted the members of the previous governing councils of universities. Thus, beside hierarchization, NPM involved the corporatization of universities, “whose purpose is to satisfy demands for educational and applied services instead of being a vehicle for the pursuit of knowledge and independent thought and critique,”¹⁰ treating students as consumers who have to assess education’s quality by evaluating the work of their professors. In this way the relationship of collaboration and trust previously existent between students and faculty has been eroded, replaced by this new hierarchical and corporative model.

In opposition to the effects of NPM and with the aim of practising a new idea of university, in 2018 two strikes took place in Europe, one in the United Kingdom and the other in Poland. They both were characterized by the joint participation of both students and staff, as a signal of the necessity of recomposing the fragmented academic community in order to pursue the main objectives for the future of public universities. During the strikes scheduled lectures were suspended and instead les-

³ Lorenz, 2012, p. 605.

⁴ Broucker *et al.*, 2015, p. 24.

⁵ Lorenz, 2012, p. 617.

⁶ Kjiellson, 2016, p. 2.

⁷ Lorenz, 2012, p. 614.

⁸ Deem, 1998, p. 48.

⁹ Deem, 1998, p. 47.

¹⁰ Kjiellson, 2016, p. 18.

sons were held outside universities focusing on specific topics, agreed with students. In addition to this, it is important to consider that students were also protesting against the continuous growth of tuition fees and claimed more funding for HE. The UK saw the largest industrial action ever taken by the University and College Union, where professors from 61 universities went on strike to oppose the reforms entailing cuts to pensions. A large number of students supported them, transforming their strike for pensions in a more general strike against “the marketisation of higher education, [...] a model that treats staff as service providers and students as consumers.” [5] In Poland, students and teachers went on strike against the approval of the reform “Science 2.0” which was meant to modify the organization of Polish universities giving more power to the chancellor, henceforth elected by the University Council, a group of CEOs, entrepreneurs and eminent alumni [6].

That being said, it is urgent to think of another kind of HE, better able to accommodate both students and faculties’ claims. It turns out to be even more necessary given the crucial role that universities have got in our society and in its development: the production of knowledge entails positive externalities for the economy [7]. According to Stiglitz and Greenwald, governments should invest more in HE in order to achieve a *learning society* whose role it is to promote democracy, to create an open society, able to ensure a reduction of social and economic inequalities and to produce an *inclusive* economic growth, thus extending the benefits of social welfare to everyone. Furthermore, neoliberalism ignores the importance of allocating resources to knowledge, research and development; hence, governments should oppose finance and capital’s liberalisation and correct market failures, by implementing fiscal and investment policies that should boost the attainment of a learning-based society [7]. Such market failures in HE concern “poor information about what the non-market private benefits really are and also about [...] what the public benefits are,”¹¹ causing a reduction of investments in education and a cut of the funds earmarked for students’ grants and loans. As a result, the “access to higher education is restricted to below the optimum”¹² and the students from disadvantaged social and economic backgrounds are the ones who are mainly prevented from attending universities, because of the high costs of HE. As a matter of fact, access to HE still depends on students’ socio-economic conditions, which impose a barrier to “upward social mobility in many EU member states.” [9] In fact, the current education system, being subdued to a free-market approach and imposing financial barriers, entails an elitist model of education, and excludes students from the lower social classes [9]. Thus, social mobility is not permitted, which damages society as a whole; indeed, a low level of social mobility implies even less investment than possible and it causes “persistent rents for a few at the expense of the many, at high

¹¹ McMahan, 2009, p. 15.

¹² McMahan, 2009, p. 18.

efficiency costs.”¹³ Hence, it is crucial to overcome the matter of restricted admission to universities “as a way to curb intergenerational economic disadvantage”¹⁴ and to diversify entry routes to HE in order to promote access to it of students with disadvantaged socio-economic conditions, as it occurs in France. Governments should implement policies to reduce the number of drop-outs, promoting “student services, counselling and tutoring”¹⁵ and improving housing and transport, in order to grant social inclusion and desegregation for low-income students.

Another issue to be addressed is about funding and support systems: “as there is no guarantee that markets will provide equal access to educational opportunities, government funding of educational services is necessary to ensure that education is not beyond the reach of some members of society.”¹⁶ The main financial support systems enforced by European countries consist mainly of fees’ reductions, grants and loans, and “indirect support through allowances or tax incentives to students’ parents.”¹⁷ These systems are limited by different criteria: the main one consists in considering the income and the financial assets of students and/or their families, only corrected according to another criterion, namely, students’ academic success, measured on the number of ECTS credits achieved during a certain period, thereby excluding students who, for personal or work reasons, do not manage to achieve all the required ECTS [11]. Conversely, in the Nordic countries, Malta, Luxembourg and Wales, grants are universally available as they “are not means-tested, meaning that students’ financial situation [...] is not taken into consideration,”¹⁸ and not merit-based. This group of countries constitutes a role model for the improvement of the support system in the rest of Europe in order to overcome the negative effects of social dimension in HE and to achieve a cross-class Education.

Various policies to pursue these objectives have already been suggested by various authors, such as the reduction of tuition fees and the raise of public spending and investment in HE, also “targeting [it] to effective programmes.”¹⁹ Notwithstanding this, it is necessary to think of a direct intervention of the European Union in funding students’ careers in Higher Education, disregarding the spending cuts’ policies resulting from NPM. Indeed, by allocating funds through the European Social Fund, it would be possible to implement a European Education Income (EEI) to assure the development of students’ welfare. The result should be the overcoming of the merit-based support systems and the expansion of its benefits to everyone, regardless of their socio-economic conditions or place of origin, on the model of what has been proposed in

¹³ OECD, 2018, p. 1.

¹⁴ OECD, 2018, p. 45.

¹⁵ *Ibidem*.

¹⁶ OECD, 2018, p. 280.

¹⁷ European Commission *et al.*, 2018, p. 18.

¹⁸ European Commission *et al.*, 2018, p. 20.

¹⁹ OECD, 2018, p. 3.

some Italian regions by *Rete della Conoscenza*²⁰, an Italian student organization including high-school, university and PhD students as well as scholars. Moreover, the EEI should aim at improving students' possibilities to enter HE, to reduce the share of drop-outs and to speed up social mobility. The main objective of EEI should be the creation of a sole measure of European states' support systems, which could also unify the existing mechanisms of grants and tuition fees' reduction under a single disbursement represented, in fact, by the EEI. Thereby, the EEI should entail a rationalisation of expenditure and an administrative simplification and should render financial planning more efficient. Moreover, it would consist of two parts: direct income and indirect income. As regards direct income, the EU should allocate an economic basic contribution for all university students to untie them from their family backgrounds and more independent. This contribution should be calculated progressively on the basis of students' economic situation (or that of their families), similarly for the system applied for the contribution provided for students that enjoy the Erasmus+ Program. In addition, these funds should be disbursed every four months. Concerning the indirect income, it should satisfy the immaterial needs of students, such as the access to culture, cinemas and museums, reductions in the costs of books, free access to all the online materials, facilitated access to canteens and student residences managed by the Member States, and discounts on train and bus tickets, through the emission of a specific Student Card. Moreover, the EEI should be accompanied by measures that facilitate the access to healthcare and psychological services.

After the implementation of New Public Management in Higher Education, European universities have become more elitist and defunded, because of a corporativist, hierarchical and market-oriented way of managing them which sets up obstacles to students' access to HE, to social mobility and to the composition of the academic community. As a result, throughout Europe, and in particular in the United Kingdom and in Poland, several strikes took place, of both students and staff, for different reasons and issues but linked by the same objective of rendering academic institutions more open, mass-based and equal, and claiming the increase of funding and the reduction or abolition of tuition fees. On the basis of the necessity to make universities accessible to everyone regardless of their socio-economic conditions or their familiar backgrounds, to achieve upward social mobility and to reduce social inequalities, it is crucial to introduce inclusive education and the right to education, as stated in the fourth of the UN Sustainable Development Goals. In this direction, it is important for the EU to implement a basic income specifically designed for students, the European Education Income, which should be funded by the European Social Fund. On this path, by making students more independent from their families and removing the restrictions due to merit-based grants and to loans to be discharged, it will be not only possible but also feasible to achieve a more equal and accessible Higher Education system.

²⁰ For further information on *Rete della Conoscenza* visit <http://www.retedellaconoscenza.it/>.

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Language service provision in the 21st century: challenges, opportunities and educational perspectives for translation studies

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Abstract: *Translators have contributed significantly to the evolution of culture and to ever-increasing globalization. With advances in AI, notably in Machine Translation, new opportunities and challenges have emerged. Increased recognition of language as a human right and not-for-profit translation have added to opportunities and challenges within the global translation sector. This in turn creates opportunities and challenges for training of translators in the higher education sector. Translation Studies as an academic discipline has sought to agree on competence models that guide teaching practice. However, with the speed of change in AI especially, the discipline needs to assess how competence requirements will change and what the translator of the future will need to do. We propose to expand the types of skills currently taught and to do this through collaborative programs across EU universities.*

Keywords: *Artificial Intelligence; Higher Education; Language Service Provision; Machine Translation; Translation Competence.*

1. Language service provision: bleak or rosy prospects?¹

Throughout history, translators have played a crucial role in the evolution of culture. Not only have they brought the masterpieces of human literary genius to a wider audience, they have also helped to lower the language barriers impeding the free flow of ideas and knowledge. Thanks to their talents and expertise, advances in science and technology have been made accessible beyond the boundaries of the cultures that produced them.

Since the first translation and interpreting schools came into being, between the two World Wars, there has been a flourishing of Bachelor's and Master's degrees everywhere in the world that educate language service providers, i.e. language mediators, translators and interpreters. Europe is leading the way in this area: a quick web search returns more than 200 Master's degrees in translation throughout Europe, over 80 of which are part

¹ The ideas presented in this contribution were first discussed at a colloquium organized by Erich Steiner at the Dept. of Language Science and Technology of Saarland University (February 2019); they evolved into their final shape following discussion after Silvia Bernardini's presentation at the Bologna Process Anniversary Conference (25 June 2019).

of a network of excellence unique in the world, the European Master's in Translation (EMT) Network.² Europe's leading role in the field of translator education is no coincidence. As Umberto Eco memorably claimed, 'the language of Europe is translation'.³ European institutions, European economy, European culture, can only exist in translation, if we are to preserve its diversity of languages, and the cultural heritage and social values they convey.

Nowadays, there are both opportunities and challenges for language professionals, that have to do with advances in technology (particularly artificial intelligence, AI) and societal changes (such as the widespread availability of multilingual digital content and of individuals who are willing to provide translation services for reasons other than economic profit). These changes are in themselves positive and welcome, but raise important issues for higher education that should be addressed in a timely and effective manner.

In the remainder of this contribution we will first briefly describe the current scenario of language service provision, arguing that the need for translation is growing steadily, even as some tasks are taken over by artificial intelligence applications, and others are taken care of by unpaid volunteers. Against this background, we will make suggestions as to the changing roles of professional translators, and on this basis try to sketch some of the ways in which higher education can meet the challenges and bring translator education to the next stage.

While we believe that the language professions are at a turning point, we would also like to suggest that they are not unique in this, particularly as concerns the role of human beings in an AI-enhanced work scenario. Indeed, according to the *One Hundred Year Study on Artificial Intelligence* [1], "AI will gradually invade almost all employment sectors", from transportation, to elder care and even education itself. Reflecting on the ways in which higher education can cope with these changes seems therefore a priority for everyone in academia.

2. Language services in the 21st century: what the future may have in store

Availability of content in one's own preferred language and even *locale*, a combination of language and regional characteristics, has become an almost indispensable selling point. The digital entertainment industry, software applications, social media and global marketing all rely on translation to allow consumers to read and share content in their own language. In a Common Sense Advisory (CSA) 2014 survey of more than 3,000 Internet users across 10 countries, published under the title *Can't Read, Won't Buy*:

² EMT: https://ec.europa.eu/info/resources-partners/european-masters-translation-emt_en; a similar, smaller network exists for Conference Interpreting Master's degrees: <https://www.emcinterpreting.org> (both visited 5 August 2019).

³ Lecture at the *Assises de la Traduction littéraire*, Arles, 14 November 1993.

2014, 75% reported that they prefer to buy products in their native language, and 60% said that they rarely or never buy from English-only websites.⁴ Based on CSA research, GALA, the Globalization and Localization Association, estimates that the language services industry will continue to grow, and that the market will increase to over 56 billion US dollars by 2021.⁵

Beyond business opportunities, the protection of linguistic human rights relies increasingly on the availability of language mediation in various forms. This applies to the right of speakers of any language community, including minority and regional languages, to use their language in administrative, cultural, educational, legal, medical and socio-economic spheres [2]. In addition to *interlingual* communication, *intra*lingual communication initiatives have also been designed to impact positively on literacy rates, immersive theatre experiences for deaf and hard-of-hearing audiences, increased online discoverability of multimedia content, and general access to information for disabled citizens [3]. Moreover, re-writing content for different audiences, including non-specialists, has improved access to vital medical information in the original language, as well as helped the localization of that information into minority languages.

If demand for language services is growing and diversifying, what is happening to supply? Two main trends worth mentioning are new technology-driven working scenarios and not-for-profit translation.

Recent advances in AI and machine learning have revolutionized how computers perceive and interact with data, the world and humans, even outperforming us in certain narrow tasks. In machine translation, the turning point happened in 2016, when neural machine translation (NMT) for the first time comprehensively outperformed the previous state-of-the-art, statistical machine translation. Because of its “holistic” approach, the quality of NMT output is often “human”-like: smooth, elegant and fluent, even in cases when it contains translation errors. The new flavors of NMT systems can incorporate visual information and translate entire texts taking contextual meanings into account. Even translation between language pairs for which not much training data exists and direct speech-to-speech interpreting are constantly improving. As a consequence, roles are changing: professional translators often handle MT suggestions in their Translation Memory (TM) tools: when a useful TM match is unavailable, MT will be offered, assessed, edited or rejected (and retranslation then occurs). Human translators are still the ultimate arbiters of what is a good translation, what is not, what needs to be changed, and what, given the MT output, needs to be translated from scratch. In this way, human translators move much further into what has traditionally been regarded as quality assurance, editing all the way up to guaranteeing, approving and vouchsafing the correctness of translations, working in partnership with and supervising support-

⁴ <https://csa-research.com/More/Media/Press-Releases/ArticleID/31/Survey-of-3-000-Online-Shoppers-Across-10-Countries-Finds-that-60-Rarely-or-Never-Buy-from-English-only-Websites> (visited 5 August 2019).

⁵ <https://www.gala-global.org/industry/industry-facts-and-data> (visited 5 August 2019).

ing technologies. In addition, *trans-lation*, or better *trans-creation*, i.e. the rendering of creative source material (advertising, marketing, etc.) in another language and culture is currently mostly beyond machines. All of the activities sketched above come with substantial societal recognition and prestige. They require excellent, cultured and tech-savvy translators.

Secondly, changes linked to more widespread multilingualism and ease of access to digital content have favored the emergence of not-for-profit translation and interpreting on an unprecedented scale. In the media field, for instance, bi- and multilingual individuals without formal (academic) training nowadays perform translation tasks for fansubbing, citizen journalism, the localization of social networks and open source software, or translation into easy-to-read text variants. The standards and procedures regulating these experiences often approach those expected in professional settings. Not-for-profit translation can give more visibility to translation and its role in society, particularly as concerns the online presence of minority languages. Yet there is also a clear risk that “the status of translators as trained professionals may be compromised, causing devaluation of the profession overall” [4].

3. Taking the future into our hands: how does this outlook impact higher education?

As an academic discipline, translation studies have interfaces with neighbors such as computer science and computational linguistics on one side, and linguistics on the other. Rather than trying to compete with such well-established neighbors on “their turf”, it is important that the discipline develop a unique set of competences and areas of knowledge for its guiding applications (transcreation, multilingual communication, interlingual and intralingual translation and interpreting, including all forms of human-computer interaction in these areas) – not only for the profession, but also for research. In translation studies, research on discipline-specific competences has made great progress in recent years, and has led to a range of competence models, which nowadays acknowledge the importance of employability and the market readiness of the trained translator [5, 6]. These include technological, interpersonal and service provision competences.

However, more needs to be done for competence in areas of research. No matter where translation and interpreting graduates work, the ability to carry out research is essential and this competence should be nurtured and strengthened in university programs. Under research skills we include formal skills (i.e. the ability to carry out academic research and produce appropriate output), but also skills that allow students to collect data, analyze and synthesize it for different purposes and audiences. At the same time, the previously under-estimated importance of generic cognitive competences requires more attention. Generic digital competencies of a translator include knowledge and skills related to: information and data processing, storage,

management and evaluation; the ability to find, critically evaluate and communicate information, to share digital content using appropriate tools, and to use digital communication and collaboration practices, as well as social media; awareness of data security and risk management issues.

Traditional teacher-centered, individual and group-based translation activities may not be fully adequate for the acquisition of such competences. Adopting situated or socio-constructivist methods and resorting to holistic immersion experiences, in which students work as part of collaborative student projects or simulated translation bureaus, may be especially rewarding. The current rigid module structure of university degrees is not favorable to presenting students with the complex picture of language technology applications in a coherent manner [7]. We need to build redundancy, repetition, reinforcement and the opportunity to adapt and contextualize new knowledge and experiences into university programs. Strong collaborative international university networks such as the EMT, EMCI, CIUTI⁶ or WITTA⁷ function productively alongside strong national and regional groups, all collaborating with industry partners to update training programs, raise awareness about the importance of language specialists, and identify areas where humans can still add value and work in ergonomic settings for meaningful purposes. The potential for educators to create engaging, meaningful and up-to-date translator education courses (be they face-to-face, online or blended) has never been greater.

4. Summing up and looking ahead: future-proofing language service provision

Demand for interlingual and intralingual translation and related forms of multilingual and multi-modal communication has been on the increase and will continue to be so. However, some of that demand may be met with the help of engineering solutions in areas such as machine translation or AI-based dialogue systems. With their help, even non-specialists may be able to satisfy some of that increasing demand. We are living in an age of continuous and fast development of new technologies, where “technology” includes entire workflow architectures. This means that the role of the language professional of the future will have to be different from what it was before: we expect that s/he becomes an advocate for multilingualism as a globalization tool, and possesses the know-how to manage large-scale commercial, as well as not-for-profit, global initiatives that require translation and transcreation. In the new era of AI, it is the advances in machine translation that impact on the tasks of translators most, but it would be

⁶ Conférence internationale permanente d’instituts universitaires de traducteurs et interprètes, <https://www.ciuti.org/> (visited 23 August 2019).

⁷ The World Interpreter and Translator Training Association, <http://www.witta.org.cn/col.jsp?id=130> (visited 5 August 2019).

short-sighted to see the new role of the translator at the end of the production pipeline only, e.g. in post-editing or evaluation. Instead, translators should be trained to bring their trained “linguistic eyes” to interdisciplinary teams of developers or service providers to design and adapt AI systems to the needs of new text types, registers, styles and languages. New roles involve the appreciation, understanding and critical assessment of AI technologies and the ability to post-edit, approve and vouchsafe the correctness of translations, all firmly rooted in human expertise in languages, cultures and the science of translation.

In constantly evolving and changing environments of the kind sketched in this contribution, responding to change with more and more specific technological know-how alone is futile. Instead, general skills and knowledge domains need to be identified which provide a basis for continuous developments throughout a lifetime. Only such pathways of personal development have a chance of leading to personally satisfying and healthy work. We therefore propose to identify such skills and domains to safeguard today’s students against a futile race behind the constant flow of new technologies. We have already referred to the *European Master’s in Translation* competence framework as one useful point of reference – even though it needs a strengthened focus on research skills as complementary to the professional skills highlighted in its current version. In a wider context across professions and disciplines, *The Future Skills Report*⁸ identifies three dimensions of skills of crucial importance for future learning and future higher education: subject-development related skills, object-related (instrumental) skills, and social world/organization-related skills. To concentrate exclusively on the second of these, as has often been the case in higher education in recent decades, would be a doomed attempt. Hence we propose to invest in the identification of subject-development related skills and social world/organization-related skills much more than has been the case hitherto. What are these skills and how can they be taught, learned and evaluated?

One way of starting from existing resources to work towards the proposals made in the previous two sections would be a strengthening of international collaboration between EU universities, leading to double/joint degrees, networks like the EMT and also networks with public and state employers. This would allow the pooling of otherwise scarce resources of expertise, creativity and finance, as well as tools and infrastructure. We propose to set up programs implementing such forms of collaboration and to create the financial resources necessary to put them into practice. Another way of developing creative responses to challenging developments in the area of intra- and inter-linguistic and multi-modal translation/transcreation can be seen in continuing education and lifelong learning. Both forms of education and learning must continue throughout a person’s professional life and cannot end with formal graduation. We propose that existing institutions develop programs towards these ends and that interfaces between institutions and between programs become much more interconnected and permeable than they currently are.

⁸ <https://nextskills.org/future-skills-report-2019/> (visited 5 August 2019).

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Creativity: the Necessary Skill for Wellbeing in the Future Cyber-Physical Society

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Abstract: *This contribution dwells upon the technology-driven evolution from the Industrial to the Cyber-Physical Society, with drastic transformations in our way of living, starting from the job market and then pervading all aspects at both individual and social levels. Great opportunities will come together with unprecedented challenges to living as we have always known it. In this innovation-filled scenario, it is argued that human creativity becomes the distinctive ability to provide first dignity and then survival in the long term. The term organic creativity is introduced to indicate those conditions, attitudes, and actions that bear the potential to be at the same time productive in socio-economic terms and conducive to human well-being and happiness. The education system must therefore be reformed to introduce creativity as a discipline, building on a scientific theoretical framework and then developing application courses in all domains of human endeavour. This action is urgent as the societal transformations we are witnessing have unprecedented pace.*

Keywords: *Artificial Intelligence; Creativity; Cyber-physical society; Education; Wellbeing.*

Technology-Driven Transformations in Society

We are witnessing drastic transformations in our everyday way of living, as well as in our professional milieus, fundamentally driven by progress in technology. But this is not only a story of modern times. Actually, this form of cultural evolution originated in pre-historic times with the start of the stone-tool industry, approximately dating back at least 3.3 million years [1], i.e. well before the appearance on Earth of *Homo Sapiens*. Following a general exponential trend in the growth of culture [2], the initial part of this phenomenon witnessed an extremely slow rate of change, allowing generations of human beings to adapt and assimilate the changes brought in by their own inventions and discoveries. However, change is never an easy meal to digest. In fact, a sense of anxiety towards an uncertain future appeared prominently in the writings of the classics, such as for example in the famous *carpe diem* quotation by Horace: ‘confine your hopes to a short space. While we talk, envious time has been flying. Seize today, trust as little as possible to the morrow’. Centuries went by, and the pace of change began its acceleration with the first Industrial Revolution and its subsequent followers. But the real qualitative and quantitative change was brought in by Information and Communications Technology, i.e. through the introduction of new means to interconnect people and machines irrespective of their physical location, allowing the immediate spread of notions,

ideas, updates, along with computational technologies based on progress in electronic circuits, that gave birth to the first rudimental forms of artificial intelligence. It was as if the threshold in the exponential curve had been reached once machines entered a sort of cognitive domain in terms of communication and reasoning. In the Information Society of today, knowledge tends to become a commodity, at the disposal of everyone, thanks to the augmentation of our capacities through devices that help us remembering and answering all kinds of questions, and expertise gaps between individuals or enterprises can be filled in a time which is orders of magnitude smaller than what it was only ten years ago. Routine, physically demanding and dangerous tasks can now be performed by anthropomorphic or non anthropomorphic robots [3], relieving humanity from ancient burdens, but also posing fundamental questions about our future: How will the job market be transformed? What will be the role of the person in the future cyber-human collaboration? How should we reform the education system, in face of these radical changes in society? What future forms of wellbeing can be imagined, and what should we do to enable them?

The Human Ace: Creativity

After observing the aforementioned exponential pace of cultural evolution, Enquist *et al.* [2] the question arises why this trend as occurred throughout the history of the human kind. The answer was rather simple and somewhat reassuring: culture grows exponentially thanks to human creativity. In fact, it is our ability to learn, share, and then generate original ideas starting from previous knowledge that continuously pushes the boundary of what we can call the common knowledge domain. However, while in the past creativity could have been considered a characteristic of but a few people, and its instances could have been rated as random and rare as opposed to the large amount of facts in continuity with the past, today the situation is quite different, and the future promises to be nothing less but a revolution. If one takes the trend of instantaneous knowledge sharing into serious consideration, along with the augmentation of the human mind through artificially intelligent devices, the immediate conclusion is that pure knowledge, expertise, and know-how will not make the difference anymore.

But if, as a trend, ‘everyone comes to know everything’, what then makes a difference between individuals? The only capacity that will be able to give dignity and through that distinguish different persons will be our creativity, i.e. our ability to draw upon this shared layer of universally available information and use these ingredients to generate ideas which are both original and effective, according to the standard definition of creativity [4]. Therefore, creativity today cannot and should not be considered a luxury and a talent reserved for a few, but rather a democratic necessity for everyone. As such, it is necessary to establish creativity as a scientific discipline [5], and introduce this discipline as a subject in the education system. The future holds an even harsher reality: only those professions that have a significant creative content will remain under the primary

responsibility of humans. All other tasks will be carried out more efficiently and at a lesser cost by artificial beings. Therefore, developing the creative capacities of human beings should be considered to be an urgent mission with extremely important social value. The well-being of humans will be directly related to their activities in the realm of creativity, which has led to the introduction of the concept of *organic creativity* [6-7], defined as *those conditions, attitudes, and actions that bear the potential to be at the same time productive in socio-economic terms and conducive to human well-being and happiness.*

What is Known Today about Creativity

The scientific study of creativity was born at a critical time for the human species, the turning from the nineteenth to the twentieth century, when so many innovative disciplines were founded, thanks for example to the work of Galton [8] who focused his attention on individual geniuses and their characteristics in terms of hereditary transmission. However, the first half of the nineteenth century was an incubation period for the discipline. A critical turning point occurred in 1950 thanks to the by now famous presidential address by Guilford at the conference of the American Psychology Association [9], where the foundations were laid for the empirical study of the individual characteristics that, on one side, determine a potential for future creative activities (fundamental for students or new employees) and, on the other side, establish creative achievement as an instance of success of the underlying process, a success that is always determined in a given social context at a certain time.

In fact creativity is a process with strongly dynamic characteristics, and its products can never be judged once and for all, but are subject to indefinite estimation that can lead to historical changes (e.g., a painting style that was not considered creative becomes universally acclaimed, as was the case for the works of Vincent Van Gogh), links with future creativity episodes by other actors and the discovery of new functionalities or attributes that were not at all part of the original aim of the creator (this is when serendipitous events occur). In order to contemplate all of these instances, a new definition of creativity was necessary, as the standard definition [4] was 'static' – other words, a precise and definite recognition of a creative achievement at a certain time. This is the reason why the so-called dynamic definition of creativity was introduced [10], according to which *creativity requires potential originality and effectiveness.* Notably, the difference between this definition and the standard one is but one word: potential.

Yet, this single word has the power to turn the scenario from static to dynamic. In fact, given a certain creativity episode enacted by a specific actor, the potential for achievement may or may not be realized depending on circumstances, resources, maturity of the field, position and reputation of the actors, culture of the time and so on. In the positive case, we are in the presence of a creative achievement: the potential has been realized. However, even in the negative case, when the potential of the episode and its outcomes remain unrecognized by either the actor him-/herself or by the outside

audience, we are still in the presence of a creative activity, which has remained in a state which can be defined as *creative inconclusiveness*: the process is not over, yet. Perhaps surprisingly, this state of yet unrecognized activity turns out to have critical importance. Indeed, the history of the arts, of science, and of technology has repeatedly shown that the great achievers are always and only those individuals that coupled their excellent abilities with the capacity to suffer, to resist to frustration, to endure negative responses to their work. In practice, if one wants to develop creative abilities in all individuals, an important effort must be devoted to the growth of tolerance of ambiguity, grit, passion, resistance to frustration.

On the other hand, taking on the perspective of those who come to judge the outcomes of a creative process, the dynamic definition of creativity implies that no one can have a definite word on the effective value of an original idea: the best one can do is to express his/her appreciation based on what can only be a subjective point of view, knowing that other people in the present or in the future may see what one was unable to see. There exists talent in the estimation of ideas, and not only in their generation. This discussion clearly points to the fact that, given the dynamic nature of the underlying process, all creativity episodes in the evolution of the human species are actually interconnected. Extending the consideration to the emergence of original and effective trajectories or behaviours in biological and physical terms, one can include these layers of complexity into a single theoretical framework which has been identified as the Dynamic Universal Creativity Process, or DUCP [4]. The cosmological view that follows from this theoretical framework is in line with the philosophic approach of Alfred North Whitehead, as expressed in his essay entitled: *Process and reality: An essay in cosmology* [12]. According to Whitehead, creativity is the ultimate metaphysical principle, explaining the instant to instant generation of an ever changing reality.

Creativity and the Bologna Process

There is general agreement today that creativity is an essential soft skill, that it should find a proper place inside educational curricula at all levels, and that simply confining it to the arts is not sufficient. But the way in which this discipline is actually introduced in the education system in general, and in the future versions of the Bologna Process in particular, is a matter of open debate. Essentially, there are two extreme visions, which we can respectively identify as horizontal and vertical.

According to the horizontal perspective, all subjects should be taught in a new way, leaving space for the student to exert and develop their creative abilities. In this way, creativity would become a common denominator and it would transform the entire methodology for teaching and learning. On the other hand, according to the vertical perspective of creativity in education, this construct should be considered as a discipline of its own, with its principles, history, models, methodologies, and

practical applications. As such, creativity should find its own time and space in the curriculum, at the same level as other more traditional subjects, which remain essentially untouched.

We favour this vertical approach for the following fundamental reason – intelligence and creativity are correlated but separate constructs. Indeed, intelligence requires clarity, fast and brilliant responses, capacity for analysis. On the other hand, engaging one’s mind in a creative exploration requires slowing down the thinking process, inhibiting dominant ideas, opening up space for the consideration of alternatives which may prove (a posteriori) to be inferior or sometimes superior to established knowledge. In essence, the cognitive and emotional components which are engaged in the creative thinking process are complementary (if not dual) to those which are necessary for what we consider to be intelligent behaviour. Both of these sets of skills are necessary and useful, and therefore there should not be a *revolution* of the education system (which could negatively affect the development of intelligence), but the *vertical integration* of specialized courses in creativity, to develop this set of skills which as we outlined before will have critical importance in the near future. One example of such vertical courses dedicated to creativity can be found in [13]. This should only be considered a small step in the direction of developing the conditions for organic creativity in our future society, allowing everyone to contribute to the dynamic universal creativity process, and finding happiness in doing so.

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Future Skills for a European Higher Education

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Abstract: *The report “Future Skills – Future learning, Future Higher Education” (read full report here www.nextskills.org) focusses on empirically determining future skill demands for higher education. Research on future skills is the current hot topic of the day in management and organizational research. In times of global networked organizations, and steadily accelerating product cycles, the model of qualification for future jobs seems in question. The vast majority of employers surveyed for the “Future of Jobs Report” of the World Economic Forum (WEF 2018), released in 2018, expects that in short term, by 2022, the skills required to perform most jobs will have shifted significantly: “While these skill shifts are likely to play out differently across different industries and regions, globally, our respondents expect average skills stability – the proportion of core skills required to perform a job that will remain the same – to be about 58%, meaning an average shift of 42% in required workforce skills over the 2018-2022 period”. Can graduates really be prepared for the future through knowledge acquisition? Are we already having adequate concepts for competence development in higher education? Or is something new, something radical needed?*

Keywords: *Competence; Delphi Survey; Education Research; Future Skills; Higher education; Learning.*

1. Introduction to the Field of Future Skill Research

Research on future skills is the current hot topic of the day in management and organizational research. In times of global networked organizations, and steadily accelerating product cycles, the model of qualification for future jobs seems in question. The vast majority of employers surveyed for the “Future of Jobs Report” of the World Economic Forum (WEF, 2018), released in 2018, expects that in short term, by 2022, the skills required to perform most jobs will have shifted significantly: “While these skill shifts are likely to play out differently across different industries and regions, globally, our respondents expect average *skills stability* – the proportion of core skills required to perform a job that will remain the same – to be about 58%, meaning an average shift of 42% in required workforce skills over the 2018-2022 period”. Can graduates really be prepared for the future through knowledge acquisition? Are we already having adequate concepts for competence development in higher education? Or is something new, something radical needed? Research on future skills becomes more prominent, either compiling lists of skills for broad purposes of how to live and work in 2030 (OECD, 2018) or analyzing job field related qualifications (Deming, 2017). However, the time is ripe to go a step further and conduct in-depth research.

What plays out in the future depends on decisions taken today, which can critically narrow the room for maneuver over time. That is why it is important to factor the long term into decision-making in higher education today. Starting point for research on future skills is an analysis of factors, which influence our lives, the way we work and live, learn and develop. On the one hand, we cannot predict what the future will look like, whereas, on the other hand we notice that changes are underway and leave us with a changed environment demanding different behavior, and adaptation to more complex situations in our lives and work contexts. An analysis of such changing factors is available in a multitude of volumes, in many forms, shapes and perspectives. The nature of such descriptions, studies and analyses is – as they are dealing with the future – naturally carrying a certain degree of vagueness, while being as precise as possible in order to capture aspects, which can be taken as factors of influence for the future: future ways of living, future ways of work, future ways of learning, etc. (e.g. OECD, 2019, 2018, 2017a, 2017b). Analyzing the currently existing writings dealing with the question of which skills and abilities will be important for the future work life, at least two converging primary factors crystallize:

- Ever faster technological advancements and their penetration and infusion of all spheres of our lives, work and societies, leading to an excess of information and options. This can be compared to the point in time, when Gutenberg invented the printing machine for books, and for which our society is only starting to develop ways of coping with it.
- Increased global cooperation, exchange, and communication, which moves from being an option to being a necessary ingredient of every process of society, work and individual life.

Resulting from that, a number of connected changes can be observed, which we believe to be secondary effects, building on the foundations of the two prior ones:

- Resulting from the tectonic shifts in the structure of work and its development, a new demand for (higher) education study and learning pathways and qualification structures including certification and credentialing schemes will be needed. Educational institutions need to understand these forces in order to develop a changed vision of future education to inform their strategies.
- Fostered through these changes an ever-larger demand for higher educational attainment is induced evoking industrialized societies to turn into learning/educational societies in which life risks primarily can be mitigated through education.
- And lastly, a changing nature of the very essence of what learning (in school) and studying (in higher education) is aiming at can be observed, leading to a new 'lead-orientation' for concepts like knowledge – shifting from static knowing to knowing & reflection in action in complex and open situations.

It is important to note that no cause-effect model can be applied to these developments. In order to find reference models which are capable of capturing the intertwined and networked nature of these developments with factors mutually influencing each other, we turned to eco-systems theory and cybernetics. The dynamic na-

ture of these approaches able to deal with and describe system dependencies provides grounds for theoretical description of reality. The eco-systemic approach is based on the assumption that changes and developments in one system are causing effects in a connected system. Building on this approach, combining it with an education science point of view, as well as with a sociological perspective, our research is rooted in the assumption that there are ongoing changes within the structure, nature, and profile of the abilities and skills. Individuals will need these skills for their professional lives in order to cope with the demands and requirements of their respective work contexts and tasks. In our research we found, that these changing skill requirements can be described and analyzed.

Notably, policy and especially research, pays increasing attention to analyzing in-depth changes and trends for the future world of work and for future job markets (OECD, 2018a, 2018b; WEF, 2018; Playfoot & Hall, 2009). However, most approaches fall short of two perspectives, which we call the “iceberg phenomenon” and the “future education gap”:

The first blind spot is the iceberg phenomenon: The iceberg phenomenon of future skill research refers to the fact that future skill research is often focusing on technological change (WEF, 2018; Hirsch-Kreinsen, 2016; CEDEFOP, 2012; Deloitte, 2018; PwC, 2018; McKinsey & Company, 2018; Balliester & Adam, 2018), which is only one side of the coin. Our research shows that this is just the tip of the iceberg. Only very few studies try to elicit changes, which go along with it and which lie underneath the surface of the iceberg: dealing with future work concepts, the tectonic shifts throughout an entire business or public organizations, the way collaboration is organized, and the impact it has on organization culture, new leadership concepts, more decentralized, smaller units, and a need to organize shared creativity and shared cognition in a global setting.

The second blind spot (future education gap) is the future skills education concepts gap, which refers to a lack of research with regards to the demand and shape of future higher education concepts, which meet the need for future skills. It is still unknown how higher education institutions can organize their academic programs in a way that they specifically are sensitive to supporting the development of future skills for their future graduates. Although many promising attempts and pilot trials are underway, there is no overarching forum for discussing possible future higher education and its institutions.

Both issues, the iceberg phenomenon of future skill research and the future education gap are predominant issues in future skill research today. In order to overcome this shortfall and to be able to research the articulation, extent, nature and contexts of such future skills – and not limited to digital skills but future skills with a broader scope, we designed a threefold long-term research project, starting in 2015, called “Future skills – future learning and future higher education”.¹ The research focus is on identifying

¹ Notably the first European country, which had a national higher education strategy mentioning the

future skills in a broad and holistic sense, incorporating digital skills but going beyond them, and determining which changes are caused in work environments leading to these new skill demands. Moreover, we asked how higher education institutions would have to reorganize their academic programs in order to support development of such future skills for future graduates.

There are complex feedback loops between new technologies, job creation, education organizations' attempts to prepare individuals for present and future jobs, and their skill development. New technologies can drive business growth, job creation, and demand for specialist skills, but they can also displace entire roles when certain tasks become obsolete or automated. Well-developed links between higher education institutions and labor markets in order to share and exchange information about these often short-term developments, do not exist at large scale.² Skill gaps – both, among workers and among the leadership of organizations – can speed up the trends towards automation in some cases but can also pose barriers to the adoption of new technologies and therefore impede business growth.

Part 1 of the research initiative is about identification of innovative and future, advanced organizations. We identified organizations, which we call for the purpose of this research study 'future organizations' due to their advanced thinking on learning and competence development. In part 2 of the research, we analyzed the nature of these competence concepts and the competence demands of these organizations on a deep level through in-depth interviews and were able to model a set of sixteen competence profiles which we refer to as 'future skills'. Each competence profile contains an array of a number subcompetences. The data led us to be able to identify a three-dimensional competence frame around the 16 competence profiles, so that they can be categorized according the three future skill dimensions. In order to validate our approach and findings, and to determine the impact the demand of future skills has on higher education, we designed – in part 3 – the presented Delphi study on the basis of our findings, drawing on the assessments and opinions of almost 50 experts from all over the world.

The Delphi study involves experts into reasoning and evaluation of statements and scenarios about future higher education. The experts were asked to engage into reflection and evaluation within three areas, which were identified as important for future higher education: (1) drivers of change shaping future higher education, (2) scenarios of future higher education, and (3) future skills. For each of the areas we were interested in the degree of relevance of the respective issues, as well as in the experts' opinion about when they would gain relevance.

term "Future Skills" was Ireland (<http://hea.ie/assets/uploads/2017/06/National-Strategy-for-Higher-Education-2030.pdf>).

² Good practices for frameworks of university business cooperation have been analyzed in the frame of the HAPHE Project (<http://haphe.eurashe.eu>).

Methodological Design and Research Context of the Delphi Study

Since 2015, we have been conducting research to shed some light on the future of skill demand. We focus our efforts on identifying what we (and others) refer to as future skills, as well as how we can support their development. As has been demonstrated by other studies, too (Deming, 2017; Noweski, Scheer, Büttner, von Thienen, Erdmann, and Meinel, 2012; OECD, 2017), research in this area is of vital importance as future graduates need to adapt to an increasingly changing and complexity-gaining environment that demands agility and innovativeness. To address this complex, intertwined field systematically, we pose three questions within three different, but interrelated areas:

- Future skills: Which skills are necessary for future employees? Which skills are/will be necessary to shape the future and society in a sustainable way?
- Future learning concepts: How can organizations and firms support the development of future skills (learning and management approaches)?
- Future higher education: How can we design higher education concepts such that they support the development of future skills?

We approach these questions from an education theoretical point of view, combining it with a socioecological perspective on competences. Before conducting the Delphi on which we will elaborate in more detail here, we want to provide a brief overview on two past projects that we carried out in advance of the current research effort.

We started the first project in June 2015. In this first step, we identified and analyzed competence concepts in more than 120 German organizations.³ Through an expert screening and analysis, we were able to identify main dimensions of action competence within the overall concepts submitted by the participating organizations. According to the expert's opinion, about 20 organizations proved to have very advanced, developed, and elaborated conceptions and documented approaches for competence development with their employees and advanced learning architectures. Within these documents, experts also found evidence of skill and competence descriptions, which are seen as important and essential for individuals' and organizations' performances in future markets and activities.

The international Delphi study we are reporting on here is based on these results. Having gained insights into future skills, cultural and organizational changes, as well as organizations' reactions to these new demands, the Delphi's main intention was fourfold:

1. to gain insights into the main drivers of change and factors resulting from these drivers;
2. to capture the likelihood for different scenarios about the organization of higher education in the future, about

³ These had been identified through a tender offer – the Dual Partner Award. To win this award, organizations were asked to provide details about their competence models and trainings offered to promote their employees' skill formation. Winners were then invited to participate in a qualitative interview study.

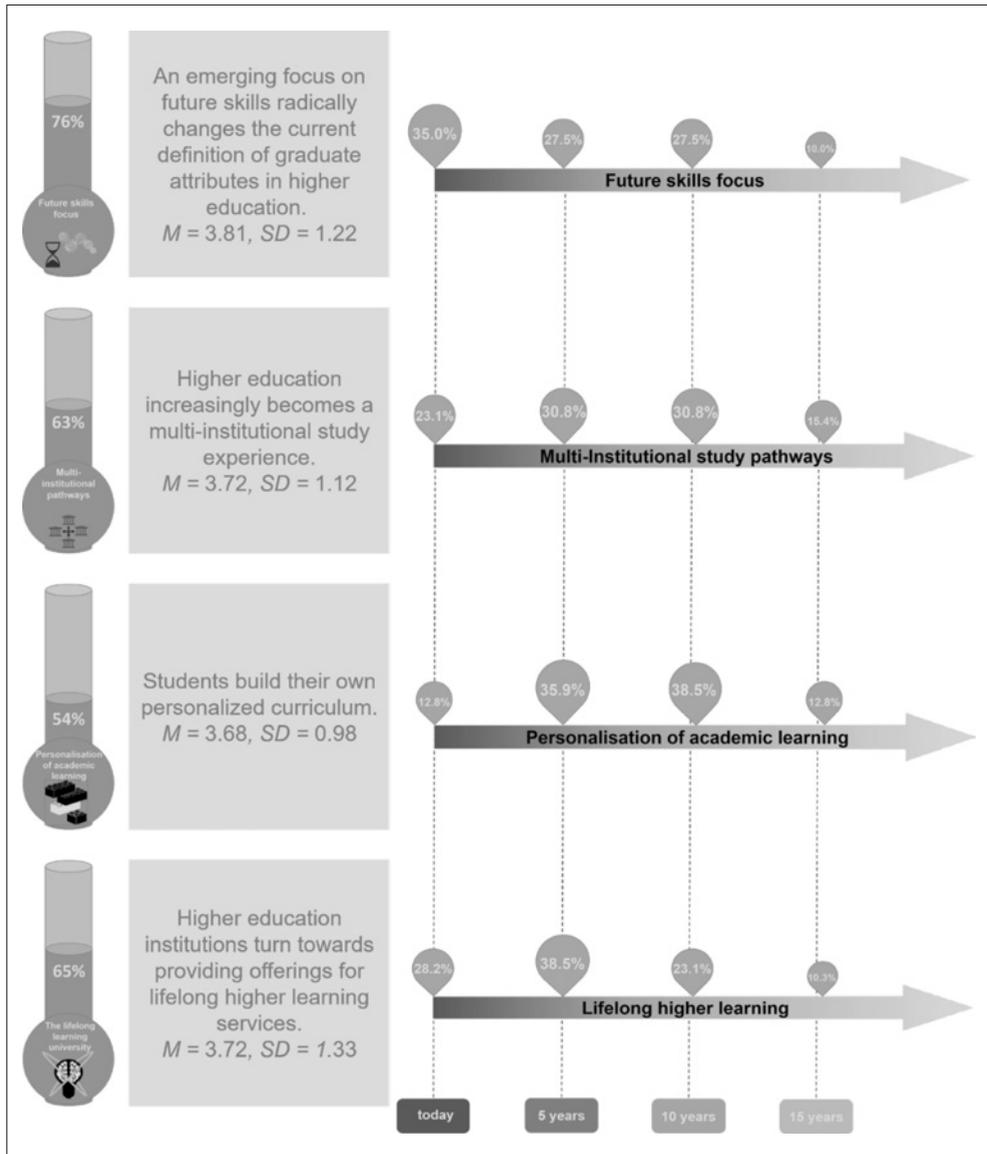


Figure 1: Overview on agreement levels and adoption times of the four pillars of change in future higher education (NRound1 = 46; NRound2 = 39).

3. important skills for future graduates, and
4. learning design and study experiences of future higher education.

We invited 53 international experts from different organizations and institutions. They worked within higher education institutions, as researchers in the field of pedagogy, networks concerned with learning and skill formation topics, the digitalization of higher

education or within NGOs. It was important to us, to consider the perspectives of both, representatives from higher education institutions as well as from consultants and practitioners from the economy. Further, we paid close attention to the fact that within the two sub-samples, people occupying different positions were included in order to capture the plurality of opinions on the topics surrounding the future of learning, skills and higher education. Almost 50 international experts participated in round 1, representing 17 different countries (Australia, Austria, Belgium, Canada, France, Germany, China, Italy, Lithuania, Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, and the United Kingdom). Although the sample predominantly represents European views, some experts also came from North America, Asia and Oceania, with Europe representing 89% of the overall respondents.

2. A Three-Dimensional Model for Future Skills

The analysis resulted in a reconstruction of factors which are underlying future skills and reveals insights into the form and importance of learning in today's and future professional work environments of advanced "future" organizations, as well as a reconstruction of those specific individual abilities and skills which will be necessary to deal with challenges in professional future work environments. We found that the inherent structure of future skills could be classified according to its inherent inner structure into three dimensions: subject – object – and environment. The three dimensions allow to allocate skills according to their relation to subject – object – world. All three dimensions are interrelated. We are introducing this threefold distinction (Figure 3) because any kind of ability or action can either be an expression to shape

- a. an individuals' relation to itself in past, present or future (time dimension);
- b. an individuals' relation to a certain thing or object (object dimension);
- c. an individuals' relation to somebody else or a group in the world (social dimension).

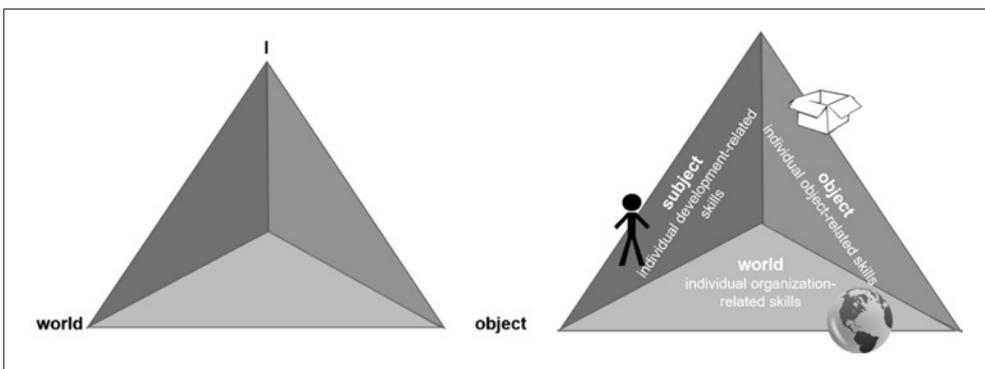


Figure 2: The threefold future skills model.

This threefold distinction goes back to Meder (2007, also Roth, 1971) which are presenting a foundational, constitutive structure for education as a threefold relation.

It thus allows to differentiate skills which are related to individual perception, individual reflection and development of awareness (subject related) and skills which are related to things which can be experiences (objects), and thirdly related to the social world (world). The three dimensions allow to describe more precisely which we refer to future skills instead of just calling them skills. In all of the three dimensions shifts are going on. The interview data reveal a clear change in nature of what is demanded in the future in comparison to the past and in parts the present.

1. Subject related individual skills: Whereas in the past individuals could rely on following requirements, the future will demand more self-organization instead.
2. Object related individual skills: Whereas in the past individuals could rely on applying knowledge, methods and tools, the future will demand original creative development of new knowledge, methods and tools.
3. World/organizational related skills: Whereas in the past organizations were organized and management according to clear structures, the future will demand fluid, enabling, agile cultures.

The figure shows that shifts take place in all three dimensions (third area of change). In addition, data reveal shifts in different fields as well by emphasizing the greater importance of individually responsibility for their own development, competence management and autonomous navigation through an ever faster changing environment. Whereas in the past external structures were the scaffold which provided guidance to individuals, external scaffolding will be less perceivable in the future. Thus, individuals will have a greater role to be navigators themselves (second area of change – relational structure). And, finally, the skills dimensions which will be important in the future are also changing. Although the term skill is referring to a compound of elements (e.g.

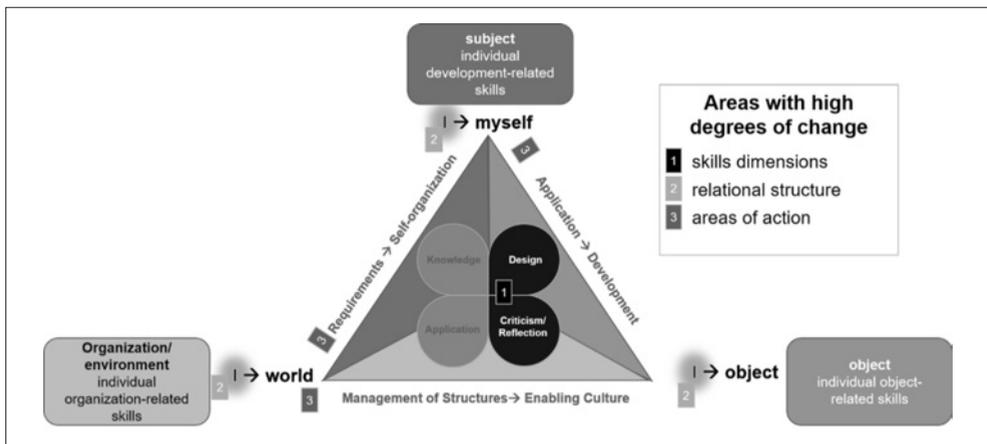


Figure 3: Linking the Structural Education Model and the Skills Model as Conceptual Framework for the Future Skills Model.

knowledge, skills, attitudes), the data emphasize certain elements with more importance of the future and certain elements which will be providing basic foundation but will not be sufficient for the future. The figure shows that knowledge and application of knowledge will be such foundational elements which will however, in the future not be sufficient for successful performance. Much more importance was given to the two elements “design” and “criticism/reflection” for future performance.

All three dimensions interact with each other and are not sole expressions of isolated skill domains. Subjective aspects influence outlook on objective aspects as well as social aspects impact subjective and objective aspects. The presented future skill model is thus going beyond a static model of listing a set of defined skills. It is secondly going far beyond digital or technical skills which will no doubt be important but represent just one ingredient. Their values lie in the personal development of dispositions to act self-organized in the respectively described domain.

3. Future Skill Profiles

The term “future skills” is defined as the ‘ability to act successful on a complex problem in a future unknown context of action’. It refers to an individuals’ *disposition* to act in a self-organized way, visible to the outside as performance.

As described above the future skills model divides future skills into three interrelated dimensions and is capable of describing the wide array of future skills in a clearly structure and well described set of dimensions (Figure 2):

1. The first Future Skill dimension is the subjective dimension of futures skills profiles. It is relating to an individuals’ subjective, personal abilities to learn, adapt and develop in order to improve their opportunities to productively participate in the workforce of tomorrow, actively shape the future working environment and involve themselves into forming societies to cope with future challenges. It contains seven future skill profiles.
2. The second Future Skill Dimension is relating to an individual’s ability to act self-organized in relation to an object, a task or a certain subject matter related issue. It is emphasizing a new approach which is rooted into the current understanding of knowledge but is suggestion to take knowledge several steps up the ladder, connect it to motivation, values and purpose and impregnate it with the disposition to act self-organized in the knowledge domain in question. It is not just a quest for more knowledge but for dealing with knowledge in a different way which is resulting into professionalism and not into knowledge expertise.
3. The third Future Skill Dimension is relating to an individual’s ability to act self-organized in relation to its social environment, the society and organizational environment. It is emphasizing the individual’s dual role as the curator of its social portfolio of membership in several organizational spheres and at the same time having the role of rethinking organizational spaces and creating organizational structures anew to make it future proof. It contains an array of five skill profiles.

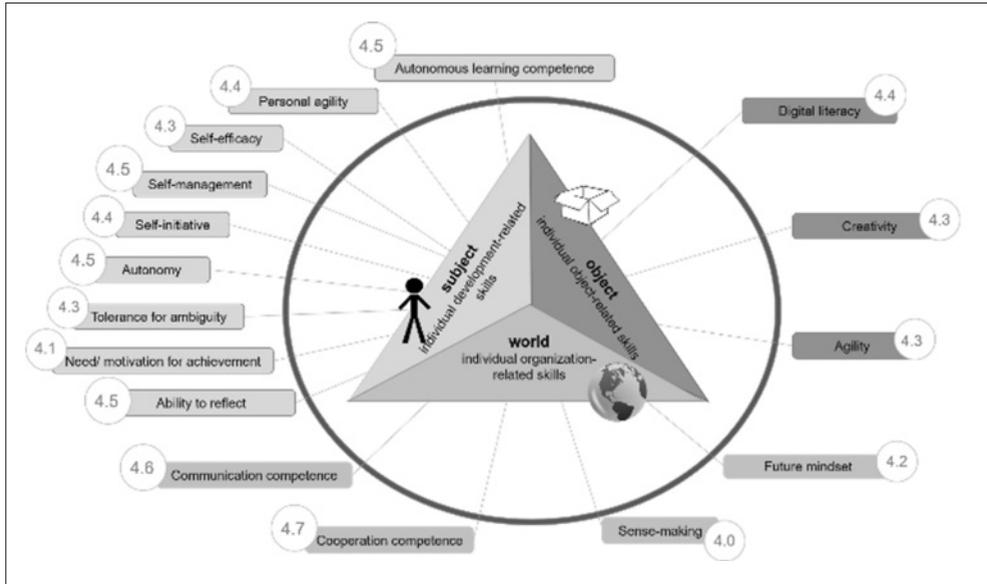


Figure 4: Future Skills.

Within the three dimensions, sixteen skill profiles have been defined. A skill profile is an array containing further subskills. A full report and description can be accessed at www.nextskills.org.

4. Future Learning

The Delphi resulted into hallmark indications on the shift from academic education and teaching to active learning of choice and autonomy. Higher education institutions in the future will provide a learning experience which is fundamentally different than the model of today. Timeframe for the time of adoption vary but for many aspects a close or mid-term timeframe has been estimated through the Delphi experts. The dimensions of future learning in higher education will comprise (1) **structural aspects**, i.e. academic learning as episodal process between biographical phases professional and private episodes throughout life, learning as institutional patchwork instead of the current widest-spread one-institution-model of today, supported through more elaborated credit transfer structures, micro-qualifications and microcredentials, as well as aspect of (2) **pedagogical design of academic learning**, i.e. changing practices of assessment, also peer-validation, learning communities, focus on future skills with knowledge playing an enabling role in interactive socio-constructive learning environments. In general experts estimate structure changes to become relevant much later than changes related to academic learning design.

5. Drivers of Change in Higher Education

Four key drivers in the higher education market can be described. Each driver has a radical change potential for higher education institutions and together they mutually influence each other and span the room in which higher education likely will develop.

There are 2 content and curriculum related drivers (i.e. (1) personalized higher education and (2) future skill focus) and 2 organization-structure related drivers (i.e. (1) multi-institutional study pathways, (2) Lifelong Higher Learning).

The profile, shape and nature of higher education in the future will be most probably a certain pattern of configuration along the impact each of the four key drivers, called “pillars of change” has, and will influence the development of higher education strategies.

1 - *An emerging focus on future skills radically changes the current definition of graduate attributes in higher education:* The focus on a “next mode” of studying (focus on future skills: autonomous learning, self-organization, applying and reflecting knowledge, creativity and innovation, etc.) gradually replaces a reduced/narrow focus on academic and valid knowledge acquisition as a means to provide correct answers for known questions based on a curriculum which is focused on defined skills for fixed professions.

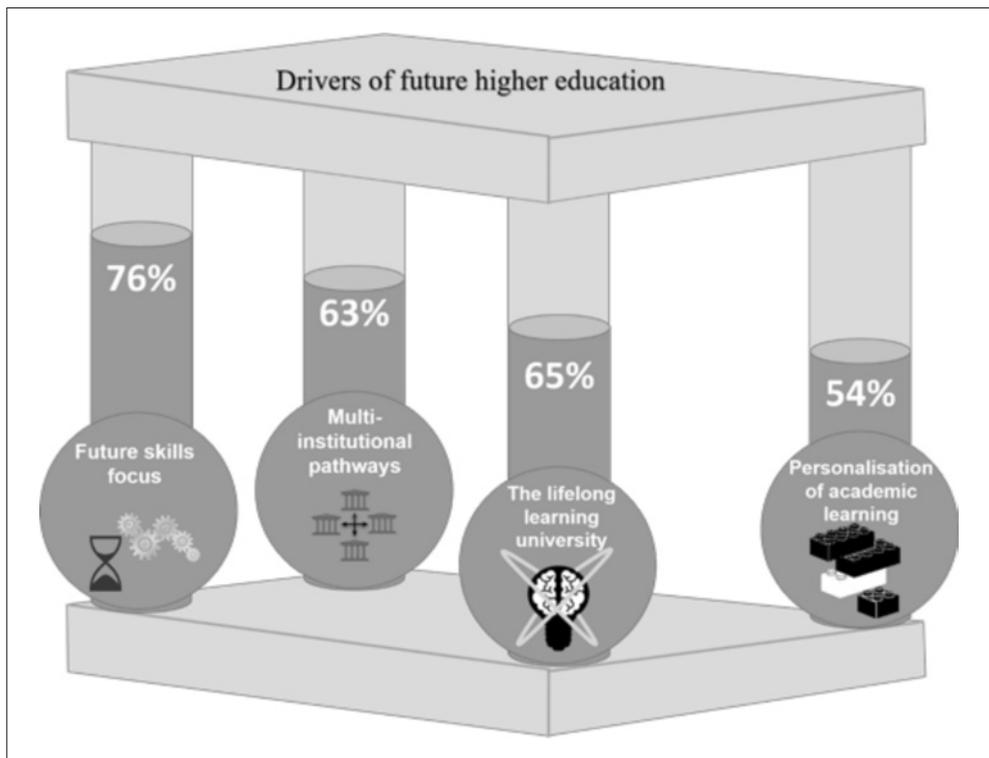


Figure 5: Drivers of Change in Higher Education.

2 - *Higher education increasingly becomes a multi-institutional study experience*: The provision of higher education increasingly moves from a 'one-institution' model to a 'multi-institution' model in which higher education is provided through alliances of several institutions.

3 - *Students build their own personalized curriculum*: The elements of choice in academic programs enlarge. The curriculum of academic programs moves from a fully predefined and 'up-front' given structure to a more flexible, personalized and participatory model in which students actively cooperate with professors/teachers/advisors in curriculum building of higher education programs.

4 - *Higher education institutions turn towards providing offerings for lifelong higher learning services*: The current model of higher education, to prepare students (up front) for a future profession, is equally complimented with higher lifelong learning offerings.

6. Four Scenarios for Future HE

The Delphi survey made a point to view future higher education from a students' perspective and envisioned future learning experiences. Four scenarios for future higher education can be described as gravitation centers of organizational development: (1) the future skill university scenario, (2) the networked multi-institutional study scenario, (3) the my-university scenario, (4) the lifelong higher learning scenario.

Three out of four scenarios score with a time of adoption of more than 10 years from today with the majority experts. Only the lifelong higher learning scenario scored for a time for adoption within the next 5 years with the majority of experts.

1 - *The 'future skill' university*: The 'future skill' scenario suggests that higher education institutions would leave the current model that focusses on knowledge acquisition. Instead, new profiles would be developed that emphasize graduates' future skill development. In this scenario, HE would mainly be organized around one key objective: to enable the development of graduates' future skills, i.e. complex problem solving, dealing with uncertainty or developing a sense of responsibility, etc. This would not replace but go beyond the current emphasis of knowledge acquisition and studying based on defined curricula for fixed professions.

2 - *The networked, university*: This scenario views higher education as a networked study experience. It will not be down to a single institution providing a student with a certain program, but that this role would be split among multiple institutions. This means that 'digital import' and 'digital export' of parts of the curriculum would play a significant role. The standard HE study's structure and experience would shift from a "one-institution" model to a "multi-institutional" model.

3 - *The "My-University" scenario*: This scenario describes HEIs as spaces where the elements of choices enlarge, and students can build their own curricula based on their personal interests. The curriculum of academic programs in this scenario would move from a fully predefined and 'up-front' given structure to a more flexible, personalized

and participatory model in which students actively cooperate with professors/teachers/advisors in curriculum building of HE programs.

4 - *The lifelong higher learning scenario*: In this scenario, seamless lifelong higher learning would be as important as initial higher education. Learners in the workplace would be the main type of student, choosing their portfolio of modules according to their personal skill needs and competence demands with high autonomy throughout their lifetime. Institutions thus would offer micro-credentials, which students assemble individually based on their own interests. Recognition of prior study achievements and practical experience would enable permeable shifting between different providers, which offer to bundle prior learning experience into larger certifications.

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Key words in education for the labour market of the future: recognition, ethics and digitalization

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Abstract: *The last 20 years have seen a huge increase in the mobility of students and professionals in the EHEA, requiring a fast, fair and transparent recognition process of qualifications. The increased mobility and the internationalisation of higher education require, on one side, a joint effort to build a culture of ethics, transparency and integrity in education. On the other side, there is the need to use the potential of new technologies to share credentials in a secure way, in order to minimise education fraud and to simplify the procedures for students and professionals to enrol in a university or to apply for a job in the labour market.*

Keywords: *Blockchain; Digitalisation; Education Fraud; Recognition of Qualifications.*

Introduction

Since 1999 the Bologna Process has given a strong impetus to the construction of Europe. Starting with 4 countries, that became 48 after 20 years, it has built the common house of the European Higher Education Area with the goal of increasing staff and student mobility and facilitating employability. To reach the European Higher Education Area (EHEA) goals, this common house, based on the foundations of common fundamental values, in the last 20 years has been built with bricks such as qualification frameworks, ECTS, diploma supplement, recognition and quality assurance among others.

Looking at the link between education and the labour market of the future, but not only, there are three key words that could play a significant role: recognition, ethics, digitalization.

Recognition: an essential gateway for mobility and employability

In the past, when a person needed advice, or information about the future, they used to consult an oracle. The most famous in the Ancient Greek world was the Delphic oracle: the person asked a question, and the God used to answer, often through a priestess as was the case in Delphi. In the last 20 years countries which are members of the EHEA, and other countries, have been working together to build clear, transparent and fair recognition procedures and criteria, and to avoid the “oracle effect” in the field of recognition: when people move to other countries and seek recognition of their qualifica-

tions, they should not have to ask a God living far away on a sacred mountain ‘will my qualification be recognised?’ and wait for the divine answer. Instead they should be able to rely on a network of information, professionals and authorities dedicated to giving a clear answer to his question.

The pillar of this process is the “Convention on the Recognition of Qualifications concerning Higher Education in the European Region”, also known in abbreviated form as The Lisbon Recognition Convention, approved in 1997 in the Portuguese capital. The key starting point of the convention is to proclaim that recognition is a right of the person, and that this should be done without any discrimination. As for all rights, there are also duties. From the side of authorities carrying out the recognition procedure, this should be done I) on the basis of an adequate assessment of the knowledge and competencies acquired; II) with “transparent, coherent and reliable” criteria and procedures; III) on the basis of adequate information; IV) within a “reasonable” time limit. For its implementation the Lisbon recognition convention needed an infrastructure for recognition, such as the national information centres on recognition and their networks at international level (ENIC-NARIC networks [1]), the qualifications framework and transparency tools such as ECTS and diploma supplement.

Building on the results achieved in the last 20 years, in the recognition landscape there are a number of developments to improve and make faster and fairer the recognition process for the future. One of these is the work done to make possible that a qualification awarded in an EHEA country is automatically recognised in the others, and the push to fully implement automatic recognition on a systematic scale in the EHEA in the coming years.¹ This is a goal made possible by the developments in the EHEA such as diploma supplements, ECTS, quality assurance and qualifications frameworks. In the same direction goes the *Council Recommendation on promoting automatic recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad* (Brussels, 28 November 2018, 14081/18) [2], approved by the Council of the European Union at the end of November 2018, in which the member countries are invited to recognise qualifications automatically for access to higher education.

Analysing the landscape of recognition at international level, another element is the work of the other regional conventions on recognition of qualifications (including the recent entry into force of the Asia-Pacific Regional Convention on the Recognition of Qualifications in Higher Education in 2018) and the effort toward a global convention coordinated by UNESCO [3].

¹ “In order to further develop mobility and recognition across the EHEA, we will work to ensure that comparable higher education qualifications obtained in one EHEA country are automatically recognised on the same basis in the others, for the purpose of accessing further studies and the labour market”, *Paris Communiqué*, 2018, available at: <http://www.ehea.info/page-ministerial-declarations-and-communications>. Accessed on 28/08/2019.

Recognition to better serve employability and mobility of individuals is a crucial issue for EHEA, both among EHEA countries and in an external dimension, to foster dialogue and mobility also with other regions.

Ethics and integrity of education in the EHEA: prevent and fight education fraud

Fraud in education is not a new phenomenon. Historical chronicles testify to the fact that, as soon the first universities were born in Europe in the Middle Ages, corruption, “selling” of qualifications and falsification of documents also began to flourish. But today this old phenomenon takes new forms and poses new threats, and the topic of fraud in education is frightening because it can certify skills, competences and knowledge that do not exist. Education fraud is a broad concept, covering a number of different typologies of fraud (contract cheating, plagiarism, essay mills, etc.), but in this context the focus is only on document fraud (for instance counterfeit, forged or completely fake documents) and diploma mills, a term used to define institutions that are not accredited but claim to be so, and that sell meaningless academic qualifications.

Looking at the impact of education fraud on society from an economic perspective, one of the most famous publications in this field written by two US experts (one of them was a retired FBI agent) estimated that the diploma mills industry in the United States alone was a business of billions of dollars [4]. In the Axact case, according to media, one of the recent biggest scams in the field of diploma mills [5], there are estimates of more than 215,000 qualifications sold in 197 countries over 10 years, and only in the last year of activity it is estimated that they earned 89 million US dollars [6].

It must be noted that the phenomenon of education fraud can be associated with tax evasion, with streams of money that are not used to pay taxes, and that for this reason represents a double misappropriation: they are diverted from quality education to opaque, if not clearly fraudulent, practices and do not contribute to school, health and all the common services. There is also evidence of cases where this pile of money can be used to finance organised crime. The trial of the terrorist attack in Norway in 2011 highlighted how the money used to finance the terrorist operation also came from the sale of fake online diplomas [7].

The second negative impact is about trust: buying a qualification means breaking the link of mutual trust that is one of the pillars of democratic society. It is a phenomenon that is anything but irrelevant, if we consider for example the role that a qualification plays in the search for a job. According to a recent study, for example, in the United Kingdom, more than half of employers when they have to hire do not check qualifications and they base their decision almost exclusively on the curriculum vitae and on certificates [5].

A third element concerns the use of fake titles in the regulatory fields connected to the exercise of regulated professions. Some professions are in fact “regulated” by the State because they touch on the basic rights of the individual, such as the right to health

or safety. If the academic qualification required to obtain the qualification in a specific field has been acquired without having followed an authentic study path, then the professional practising the profession would not only not be entitled to do so, but constitutes a threat to those who require his/her services. An engineer, an architect or a doctor who has fraudulently obtained his/her title and practices the profession, puts the lives of the people they care for and work for on a daily basis at risk.

A fourth aspect is the one linked to the quality of the educational system: false titles obtained at the end of a path without any academic value dilute and pollute the real value of the qualifications legitimately obtained at the end of a serious and rigorous study path, where quality has been assessed and certified.

There are a number of initiatives at international level in policies to fight the phenomenon of education fraud, both at a practitioner level (e.g. the work done by the ENIC-NARIC networks [8]) and at a policy level (e.g. the efforts of the Council of Europe Platform on Ethics, Transparency and Integrity in Education – ETINED [9]). The effort in building a culture of ethics, integrity and transparency in education, and to further explore policies and practices to prevent and to fight education fraud is a crucial one not only for the labour market of the future, but to better serve the quality of the education systems in the EHEA.

Digitalisation

The widespread use of technology offers the possibility to easily forge documents and to create at low, or non-existent, cost sophisticated fake qualifications that look almost authentic. At the same time, new IT tools are part of the solution in countering education fraud, for instance providing tools for the secure exchange of digital student data and allowing the verification of the authenticity of qualifications. But apart from the fight against education fraud, technological developments and digitalisation play a crucial role in serving the mobility of persons. The forty-eight Education ministers of the member countries of the Bologna Process wrote in their joint communiqué at the end of the Paris Ministerial Conference in May 2018 that recognition is a key theme for the future of the European Higher Education Area, and that digitalisation is an essential aspect. Students and professionals can move in order to study and work from one country to another, and qualifications should move with them, with tools that make it easy to read, understand and check the authenticity of the qualification itself and supporting automatic recognition. There are a number of initiatives in EHEA countries in the field of digitalisation and recognition, ranging from digital credentials to digital student data portability to databases in order to verify authenticity of qualifications. One example from the theoretical perspective is the White Paper ‘Bologna Digital 2020’ [10], aiming to investigate the role of digitalisation in the Bologna Process. Another example is the DEQAR database, that is providing information in a unique website on all the data on accreditation of institutions and programmes of the EQAR registered agencies [11].

Among the most interesting innovations in the field of new technologies for education, and in particular in the field of *digital student data portability* and recognition of qualifications, is blockchain technology. As is known, this is a digital register in which transactions are carried out in cryptocurrency and recorded chronologically and publicly. Italy, with CIMEA, the Italian ENIC-NARIC centre, was one of the first countries to develop a blockchain application in the field of recognition of qualifications, called *Diplome*. This is an ecosystem where the qualifications and certifications of an individual are safely and securely managed, reducing risk of falsifications thus facilitating the portability process of such certifications. Within *Diplome*, individuals get assigned a secure 'wallet' where they can store their certifications using blockchain technology. The whole ecosystem is designed to be fully compliant with the principles expressed by the General Data Protection Regulation (GDPR): data minimization, accuracy and quality, openness and portability, accountability (information is linked to its source), information security (once data is saved within the chain, it becomes tamper-resistant).

The holder of the qualification is the sole owner of the information and of the cryptographic key that allows access to the data saved on Blockchain. The technology used is a private permissioned blockchain, the most suitable for the needs of public administration, a space in which only the "certifying" agents can operate, guaranteeing the reliability and security of the ecosystem [12]. The blockchain platform therefore permits an increase in trust in the veracity of the documents, thanks to the unalterability of the data loaded on blockchain, to combat the phenomenon of counterfeiting of qualifications. This platform, together with all the other initiatives described above, is part of the common effort to simplify the procedure for a student, a graduate or a professional to enrol in a university or to apply for a job in the labour market, and to support mobility and employability in the EHEA.

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How does higher education foster active citizenship? Qualities of higher education and the political participation of graduates

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Abstract: *The paper analyses the relationship between characteristics of higher education and political participation. In addition to differences due to fields of subjects we observe a strong relationship with extra-curricular activities such as international mobility, practical training, and voluntary activities. Our results indicate that such activities as well as civic skills help strengthening the political participation of higher education graduates.*

Keywords: *Active citizenship; civic skills; graduates; political participation.*

Introduction

Recent years have witnessed an increasing attention towards the relationship between higher education and civic participation. Higher education policy makers have put concepts such as democratic values, civic engagement or political participation on political agendas. The Bologna Communiqués of Yerevan (2015) and Paris (2018) attribute a decisive role to higher education in providing solutions to societal challenges such as “political polarisation, radicalisation and violent extremism” [1]. Higher education is expected to foster active citizenship as well as related attitudes and values and thus contribute to vivid democracies and social cohesion. These expectations have become even more salient at the background of the raise populist parties in many liberal democracies and strong political controversies e.g. on immigration.

In social research, the positive association between the level of education and political participation is by no means new and has been shown repeatedly in empirical research [2]. At the same time, the mechanisms of *how* higher education impacts on social or political participation are still not very well understood [3]. Empirical research often fails to further analyse how higher education can contribute to active citizenship because current datasets rarely entail both – detailed information on the nature and quality of higher education and on political values and behaviours. This paper seeks to contribute to this question by investigating how different characteristics of higher education are interrelated with political participation. We will make

use of the recently collected data of the EUROGRADUATE Pilot Survey.¹ This data offers the rare opportunity to analyse the impact of higher education on political participation for several European countries.

Theoretical considerations: How is political participation connected to higher education?

Models for explaining political participation as an outcome of education often look at the resources of individuals [4, 5, 6]. Education increases persons' resources and these resources ease political participation. Building on Schuller [6] we differentiate three kinds of resources:

1) *Human capital*: Human capital consists of the knowledge, skills and qualifications of persons. Human capital can ease political participation by enhancing abilities to understand complex political processes, to develop a political opinion, as well as to acquire and process further information if needed. Among the variety of skills trained in (higher) education, so-called civic skills are seen as particularly important for encouraging political participation [4]. Examples are rhetorical abilities, the ability to research and present complex information and the capacity to organize and participate in meetings. Not all higher education programmes are able to develop civic skills to the same degree. It is argued that higher education programs of more general nature are better suited to boost active citizenship than higher education programs with a more detailed occupational orientation [7]. Subject-specific differences are to be expected. Extra-curricular activities, like international mobility or voluntary work may push civic skills as well.

2) *Social capital*: Social capital refers to the number and quality of social relations with other persons. Social capital is positively associated with human capital, i.e. persons with higher levels of education and jobs of higher social status usually have larger and more diverse networks [8]. Networks can fuel political participation – for example, by helping to develop opinions, social expectations, or recruitment.

3) *Identity & cultural capital*: Identity capital means characteristics that define the self-image, e.g. personality characteristics like self-esteem [6]. For the analysis we would also see values as part of this component. Values and self-image are influenced by the kind

¹ The EUROGRADUATE Pilot Survey is conducted under a contract with the European Union and with the support of the Erasmus+ Programme of the European Union. The opinions expressed or those of the authors only and do not represent the European Union's official position. Neither the European Commission nor any person acting on behalf of the Commission is responsible for the use that might be made of the information therein.

of education attended, e.g. by the contents and ‘culture’ of a specific field of study or programme or by extra-curricular activities.

Applying these three forms of capitals, which characteristics of higher education could be relevant for political participation and what kind of relationship do we expect?

Higher education degree: higher levels of higher education go together with more human and social capital. Master graduates should thus show more political participation as compared to Bachelors.

Type of higher education institution: Universities of applied sciences provide programmes of more occupational orientation which are seen as less beneficial for civic skills as compared to programmes taught at universities. University graduates are expected to report more political participation.

Field of subject: Some fields of subjects are more likely to foster orientations towards society and the political system, e.g. the social sciences. In contrast, contents of STEM programmes are not likely to strongly further a self-image of a politically interested and active person. Moreover, social sciences as well as arts and humanities could build civic skills due to the prevalence of specific modes of teaching (e.g. seminars with presentations and open discussions).

Modes of teaching & learning differ in their connection to civic skills. Passive modes, such as lectures are less likely to push communication skills.

International mobility enlarges the social network, is assumed to foster open-mindedness and could thus also strengthen political participation.

Practical experiences enlarge the social network, ease labour market transition and might thus foster political participation.

Voluntary activities enlarge the social network and are likely to foster a self-image of being an active, committed person. Voluntary activities can embrace political activities, including activities specifically likely to occur within higher education institutions (HEIs).

Skills: Higher levels of civic skills, such as communication or team-working skills are expected to push political participation. In contrast, developing entrepreneurial or ICT skills might be less relevant to political participation.

Data and method

We use the data of the EUROGRADUATE Pilot Survey. For this project higher education graduates of the cohorts 2012-13 and 2016-17 were surveyed in Autumn/Winter 2018-19 in eight pilot countries: Austria, Czechia, Germany, Greece, Croatia, Lithuania, Malta, and Norway. Graduates of ISCED levels 6 and 7 of all types of higher education institutions were contacted. The analysis uses the data of the cohort 2016-17 only.

Table 1: Response rates and numbers of respondents EUROGRADUATE Pilot Survey, cohort 2016-17.

	Austria	Czechia	Germany	Greece	Croatia	Lithuania	Malta	Norway	Sum
Response rate	16.8	16.0	16.7	n.a.	18.7	9.3	11.3	21.9	
Number of respondents	1120	1050	914	866	4278	1164	506	1160	11023

Ordinary least squares regressions are used to model political participation as outcome of higher education. Groups of variables are added to the model in a stepwise procedure. Table 2 describes the variables used.

Table 2: Variables and measurement.

Variable	Measurement
Political participation	Political participation is measured by eight forms of political activity and how many of them a person has conducted in the last 12 months.
Country	Dummy variables for eight pilot countries
Degree	Binary variable: ISCED level 6=0, ISCED level 7=1
Type of institution	Binary variable: University of applied sciences=0, University=1
Subject field	(1) arts, humanities, education, (2) social sciences, journalism, (3) business, administration, law, (4) STEM, (5), health, welfare, (6) other fields
Factors modes of teaching and learning	Traditional modes: lectures, written assignments, self-study; Activating modes: group assignments, project and/or problem-based learning, oral presentations by students
Study experience or internship abroad	Dummy variable
Practical experiences	Dummy variable
Voluntary activity in HEI	Dummy variable
Voluntary activity outside HEI	Dummy variable
Study programme was a good basis for...	5-point likert scales, ranging from "to a very high extent" to "not at all"
Factor civic skills	Self-assessment of current own level of skills on 5-point likert scales, ranging from "very high" to "very low"; factor comprises "communication skills", "team-working skills", "planning and organisation skills", "problem-solving skills"

Results

Model 1 in Table 3, firstly shows country differences in the political participation of graduates. Graduates in Austria report to be more active than in all other countries except Czechia. Graduates in Croatia and Lithuania report the lowest levels of political activity. However, for this paper we are more interested in the effects of higher education characteristics.

In contrast to our expectations, Bachelor graduates are more active than Master graduates. Apart from this difference we observe a large number of significant associations in line with our expectations. Graduates of social sciences and journalism are more active than their peers from arts, humanities and education. In contrast, graduates of all other fields are comparatively less active, specifically those from the STEM fields. This may be due to skills trained and values conveyed in the different fields. However, note that this should not be interpreted as a causal relationship. While certain fields of studies may have strengthened political participation we do not know to what extent graduates of these fields had characteristics fostering participation already before studying.

Table 3: Regression models for “Number of political activities in last 12 months”.

	(1)	(2)	(3)
Czechia	-0.0490	0.0289	0.0550
(Reference: Austria)	(0.0694)	(0.0676)	(0.0673)
Germany	-0.209**	-0.312***	-0.260***
(Ref.: Austria)	(0.0703)	(0.0685)	(0.0682)
Greece	-0.365***	-0.351***	-0.329***
(Ref.: Austria)	(0.0725)	(0.0712)	(0.0708)
Croatia	-0.506***	-0.455***	-0.428***
(Ref.: Austria)	(0.0533)	(0.0530)	(0.0533)
Lithuania	-0.622***	-0.601***	-0.554***
(Ref.: Austria)	(0.0744)	(0.0731)	(0.0728)
Malta	-0.206*	-0.111	-0.0531
(Ref.: Austria)	(0.0963)	(0.0939)	(0.0938)
Norway	-0.236***	-0.301***	-0.314***
(Ref.: Austria)	(0.0666)	(0.0659)	(0.0659)
Master level degree	-0.0911**	-0.0855*	-0.106**
(Ref.: Bachelor level degree)	(0.0343)	(0.0334)	(0.0332)
University	0.108**	0.0618*	0.0383
(Ref.: Uni. of applied sciences)	(0.0381)	(0.0375)	(0.0373)
Social sciences, journalism	0.127*	0.121*	0.0990+
(Ref.: arts, humanities, education)	(0.0604)	(0.0587)	(0.0585)
Business, administration, law	-0.277***	-0.202***	-0.183***
	(0.0493)	(0.0480)	(0.0484)

	(1)	(2)	(3)
STEM	-0.390***	-0.270***	-0.193***
(Ref.: arts, humanities, education)	(0.0496)	(0.0485)	(0.0494)
Health, welfare	-0.168**	-0.150**	-0.122*
(Ref.: arts, humanities, education)	(0.0596)	(0.0580)	(0.0576)
Factor: Traditional modes of teaching & learning		-0.0456*	-0.00581
		(0.0188)	(0.0231)
Factor: Activating modes of teaching & learning		-0.0236	-0.00784
		(0.0211)	(0.0224)
Study experience or internship abroad		0.0875*	0.0776+
		(0.0408)	(0.0405)
Practical experiences		0.143***	0.135***
		(0.0385)	(0.0382)
Voluntary activity in HEI		0.314***	0.301***
		(0.0380)	(0.0378)
Voluntary activity outside HEI		0.680***	0.661***
		(0.0352)	(0.0350)
Study programme was a good basis for: development of entrepreneurial skills			-0.0628***
			(0.0137)
Study programme was a good basis for: development of advanced ICT skills			-0.000589
			(0.0117)
Study programme was a good basis for: personal development			-0.0438**
			(0.0153)
Study programme was a good basis for: increasing pol. interest and participation			0.137***
			(0.0117)
Factor: Civic skills			0.0558**
			(0.0189)
Constant	1.131***	0.561***	0.518***
	(0.104)	(0.111)	(0.129)
Observations	9226	9226	9226
Adjusted R^2	0.05	0.10	0.12

Standard errors in parentheses; significant at level + $p < 0.10$, * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$; omitted control variables: gender, age, education of parents, migration background, study field "other".

In model 2 modes of teaching and learning as well as extra-curricular activities are added. As suspected, traditional modes of learning (e.g. lectures) do not foster political participation. There is no additional positive effect of activating modes though. Extracurricular activities such as going abroad, work experiences or volunteering are strongly and positively connected to political participation. Modes of teaching and learning and espe-

cially extracurricular activities explain a considerable proportion of the variance in political participation. The R^2 -value as measurement of the explanatory power of a model doubles by adding these variables.

Adding the skills block in model 3, we see that programmes fostering entrepreneurial skills are not associated with more political activity and the same is true for programmes that furthered personal development. Not very surprisingly, having visited programmes that furthered political participation has a positive effect. Last not least, higher levels of civic skills are in fact associated with more political participation.

Conclusions

Having investigated the relationship of characteristics of higher education with political participation we have seen that both are in fact strongly connected and mostly in line with theoretical expectations. There is a positive association with related fields of study (social sciences, journalism) and a negative association with fields like STEM. There is strong relationship with extra-curricular activities of various kinds (international mobility, practical training, and voluntary activities). Even though we cannot unequivocally clarify the causal relationship this may indicate that such activities help strengthening political participation. A policy lesson of our analysis is that higher education can contribute to educating active citizens by encouraging students to engage in extra-curricular activities. Moreover, higher education should foster civic skills such as communication, team-working, planning, and problem-solving skills. Such transferable skills not only fuel political participation but may often prove to be useful in the labour market as well.

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Supportive working environment as key in Bologna beyond 2020 – narrowing the gap between rhetoric and reality

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Abstract: *Ministers responsible for higher education have adopted key commitments in building the European Higher Education Area (EHEA). Protection and promotion of core fundamental values and the implementation of main goals set in the Bologna Process will to a large extent rely on strong public funding and on the competence, motivation and efficacy of the higher education personnel. However, scholars are increasingly addressing the changes HEI has and is undertaking, raising critical issues concerning conditions for meeting the expectations from students, governments and the broader society. Evidence that poor working conditions negatively affects the quality of teaching and learning is growing. Still, there are too few signs of improvement. In this chapter, we argue that supportive working environments that create optimal conditions of practice for academic staff are essential to the future success of EHEA, and should be made a strategic priority that is responsibly monitored to support Bologna beyond 2020.*

Keywords: *Academic staff; Casualization; Quality in Teaching and learning; Working Conditions.*

Supportive working conditions as key – a statement made by the many

Prior to the Ministerial Conference in Paris on May 2018, ETUCE launched the report 'Academics United for Quality Higher Education' in which four key priorities for the future success of the European Higher Education Area (EHEA) were identified [1]. These were better protection of academic freedom, greater core public investment in higher education and research, the need to ensure a supportive working environment for staff and a call for better recognition of teaching in higher education. One year later, at the Bologna Process Anniversary in June 2019, ETUCE along with others gave particular attention to better protection of academic freedom and thereby engaging a long-standing critical issue at stake throughout Europe and globally [2]. In this chapter our main focus is on the increasing casualization of academic staff, particularly young scholars, and the possible consequences for quality in teaching and learning. This choice of focus on casualization does not imply that we view funding as any less important. Rather, our key priorities are closely inter-connected and sustainable public funding is obviously a prerequisite for ensuring both supportive working conditions and quality higher education [3].

Advocacy for supporting working conditions for academic staff is not limited to the work of their staff organizations and unions. Over the last two decades, key documents from governmental and cross-national bodies (including the UNESCO declarations, the EU Charter & Code, the EU Commission's Renewed Agenda for Higher Education, the EHEA *Paris Communiqué* and Eurodoc and the Marie Curie Alumni Associations Declaration on Sustainable Researchers Career) [4] identify terms of employment and supportive working conditions as crucial for quality in teaching and research. International standards are set out in the 1997 UNESCO recommendation concerning the Status of Higher Education Teaching Personnel [5]. The recommendation include standards for basic values in higher education (including academic freedom and institutional autonomy) as well as requirements for tenure (or its functional equivalent), collegial governance and fair pay in order to promote these values and to maintain academia as an attractive profession for future generations and thus setting the necessary parameters for further development of the quality of higher education and research. In the modernization agenda the EU Commission states that "the reform and modernization of Europe's higher education depends on the competence and motivation of teachers and researchers". The Commission calls for improved working conditions including transparent and fair recruitment procedures, better initial and continuing professional development, and enhanced recognition and rewards for teaching and research excellence [6].

Representing a voice from higher education unions we welcome this broad agreement, but still question the growing gap between political intentions and rhetoric on the one hand and the reality for young scholars in particular on the other. Based on well-documented key trends surrounding supportive working conditions as well as emerging evidence of the consequences for quality in teaching and learning, we will conclude this chapter with a set of recommendations for Bologna beyond 2020 that will position supportive working conditions as a strategic priority.

Casualization and deteriorating working conditions – a systemic barrier to sustaining optimal teaching and learning environment

A number of studies have made it clear that the working conditions and future prospects for academic staff, young scholars in particular, have deteriorated even further following austerity measures and changes in funding of HEI after the 2008 financial crisis [7, 8, 9, 10, 11]. These reports confirm that early-career academics face far more uncertain employment conditions and career prospects than their senior counterparts. A growing number of academics are temporarily employed outside a recognized career path. Accordingly, they do not get access to career-developing measures, such as sabbatical leave, continuous professional development (CPD) and other forms of institutional support. In addition they are often deprived social benefits such as sick leave, medical insurance and pension [8, 11]. The shift to pre-

carious and contingent employment leads to disassociation from institutional governance and academic decisions-making as well as poor recognition by institutional leaders and tenured peers [12]. The Paris Communiqué highlights academic career progression built on successful research and quality teaching as essential in fostering high quality education. In reality, there is a pressure from both national governments and university rectors to separate teaching from research and to ‘unbundle’ and disaggregate traditional academic roles [10]. For many young academics heavy teaching loads, little or no time for research and limited professional development opportunities increasingly is the norm.

Recent trends reported by several countries point to reduced employment opportunities in academia and an increasing proportion of staff in externally funded positions. Patterns of part-time employment vary considerably across Europe and within EHEA. While it is non-existent or rare in some countries, in others between 60% and 80% of all academic staff work on part-time basis, and as shown in the Eurydice study from 2017 young scholars are by much more likely to be found among the casualized. Years of fiscal restraint and austerity is obviously leading institutions to reduce expenditures on university personnel, and driving the trend to replace permanent employment status of academics with short-term contractual relationships between HEI and individual scholars even further. Austerity is also feeding into the already competitive nature of the system – for students and for external funding. Young scholars attain their first permanent position at an older average age than was common a few years ago [13], and in the competition for tenure they have to publish more, faster and in higher prestigious journals than their seniors needed [14]. Still, high levels of contingent faculty might not only be a result of scares funding. Employers do tend to argue in favour of flexibility, stating that people without tenure constitutes a wealth of experience and talent who bring great diversity to university environment. In that respect, some argues that, casualization might also be seen as a by-product of organisational culture, in addition to the growing fiscal pressures driven by declining funding [15]. Even so, there is without doubt need for a far better balance and also more attention to human resource policy within the system. The Eurydice report on Academic staff (2017) found a surprisingly low level of awareness to human resource policy within the system, and it is tempting to ask whether HEIs find they do not need to pay that much attention to it since there is always a long line of young academics who are knocking on their doors and who are prepared to cope with poor working condition in the hope they were eventually be granted tenure. The question is how many talented people are lost on the way. In a recent study on casualization conducted by the University and College Union 72% of respondents indicated they wanted to stay in higher education. At the same time 85% confirmed they had considered leaving.

To summarize, guaranteed job security is no longer the norm in the academic world [9]. Instead you might very well refer to young scholars as ‘generation precarious’ due to the many uncertainties and poor career prospect facing them [16].

Governments as well as HEI leaders should be more aware of the possible long-term consequences for both the system and the individual:

It is no longer a (thinly veiled) secret that in contemporary universities many scholars, both juniors and senior, are struggling – struggling to manage their workloads; struggling to keep up with insistent institutional demands to produce more, better and faster, struggling to reconcile professional demands with family responsibilities and personal interests; and struggling to maintain their physical and psychological health and emotional well-being. [17]

Negative effects on quality in teaching and learning

Given the significant level of casualization, there is an increasing dependence on casual or seasonal staff engaged in activities related to student learning such as lecturing, tutoring and assessment. In many countries the solution to enrolment growth without a corresponding growth in resources, has been to hire part-time faculty [11]. At the same time, the prevailing discourse on higher education has raised a voice concerning quality, equality, and equity, mainly centered on students. Until more recently, such discussions have remained relatively silent on the working conditions of higher education staff as crucial to the teaching and learning process, as well as research [10]. Over the last two decades, there has been a rapid development of quality assurance systems driven by New Public Management. Again, these are typically focused on student outcomes, whereas human resource management or quality assurance mechanisms addressing the working conditions of academic personnel are few or often neglected [9].

There are now a growing body of evidence suggesting risings numbers of contingent faculty are negatively affecting students learning and success. When exploring this, Kezar *et al.* (2014) found that deteriorating working conditions and a lack of support diminish contingent faculties' capacity to provide a high quality learning environment and experience for students [18]. The cumulative effect of supportive working conditions impedes the ability of the individual instructor to interact with students and apply their many talents, creativity, and subject knowledge to maximum effect inside and outside the classroom. From the US, there are also clear indications that employment in insecure part-time contracts has negative effects on both retention rates and graduate outcomes [19]. Furthermore, the growth in contingent teaching staff may work against achieving excellence in teaching because this group is frequently unable to access training and support necessary to develop their teaching and teaching skills or adapt to changing needs [20]. In a recent survey from UK, large majorities of casualized teaching staff reported that they have inadequate paid time to prepare for their classes, mark students work, give students feedback or undertake the scholarship necessary to remain subject specialists [21].

The increasing focus on quality indicators of tertiary teaching has raised the importance of training and CPD of teachers. The UK Quality code for Higher Education is an emerging example of national requirements for tertiary teachers to undertake CPD as a means to ensure teaching excellence [9]. Considering the fact that contingent faculty or sessional teachers do not have access to sufficient CPD, this might be crucial for their career prospects. Another example is Norway, where new demands on documenting teaching experience and skills have been introduced as criteria for employment and promotion within HEIs [22]. Again, the goal is to foster excellence in teaching. For young academics, however, this might constitute another obstacle in the struggle for tenure employment. The doctorate is a requirement for entrance – legally or in practice, to pursue a career in academia. In many countries, pedagogy and teaching are still not covered in graduate programmes for future academics, meaning that PhD students do not necessarily follow training targeting their teaching skills [9].

Another aspect is the alarming division of labour among contingent and tenure staff or junior or senior academics. Many young scholars without tenure are not expected to focus on research activities or the time available to them for research is set at a very minimum. This increasing separation between academics creates an unhealthy division between those who engage in research and those who teach. Hence, the very notion of research-based teaching, which is also highlighted in the *Paris Communiqué*, is under attack. This again decreases the quality of teaching since students are less likely to be introduced to cutting-edge knowledge [10].

Finally, one could easily argue that the motivation of staff is as important as students when it comes to success in students' outcomes. As previously mentioned, the EU Commission states that the modernization of Europe's higher education system depends on the competence of teachers and researchers. In this respect, supportive working conditions play a crucial role. In this respect the recently reviewed Australian Risk Assessment Framework is an example of good practice. In the framework academic staff on casual contracts are seen as Risk Indicator to students learning. Without implying staff in casual contracts are less qualified, the framework address mechanisms that might be a hindrance to integration and engagement:

It is important for the provider to ensure that staff have adequate access to resourcing and support and are given the opportunity to integrate into the culture of the organization. A significant high proportion of casual staff increases the risk of the staff not being appropriately supported and resourced to provide a continuity in the support of students, anchor academic activities, engage in scholarly activities, and be active contributing member in a community of scholarship [23].

This might be a way forward in further development a of quality assurance framework in EHEA, given that the recommended cap on casual staff is set at a lowest possible level.

Rekindling the promise of the academy – a call to action for EHEA

The deterioration of working conditions and future prospects for young academics stands in stark contrast to the emphasis put on research and education by governments and key stakeholders to solve future challenges. There is an increasing discrepancy between rhetoric and reality when it comes to working conditions in HEI. We did find that some European governments and HEIs are starting to take these issues more seriously. There are growing signals of a willingness to take steps to reduce the amount of temporary employment, for instance examples of countries that recently have implemented regulatory changes with the objective of facilitating access to indefinite contracts [8]. From Norway, we know the government and HEI leaders are increasingly aware of the negative impacts of casualization, due to the strong emphasis trade unions and other organisations have put on these issues [16]. So far, this does not show in the overall statistics on non-permanent employment. One major obstacle is the high level of external and often short-term funding.

Increased *core* public funding is key to foster more sustainable working conditions, career prospects and quality. In addition, HEI should put more emphasis on Human Resource Policy and terms of employment and working conditions in their internal quality assurance procedures – not only to foster quality in teaching and learning but to retain young scholars in the academia. In a recent commentary on precarious working conditions, John Gill refers to ‘quit lit’ as a new literacy genre emerging in *Times Higher Education* (THE). This narrative captures the tales of broken scholarly dreams and academics leaving the profession because of the myriad difficulties facing early career academics in particular [16]. Young academics represent a vast pool of talents that our knowledge society depend upon. They are the next generation of scholars in HE and crucial to the goals set for the EHEA. Choosing a career in academia and then progressing to a more senior position requires a huge investment of time and effort all over Europe. We cannot take for granted that this is an investment the most talented are willing to make. In fact, more and more academics leave the profession because they are unwilling to pour energies into what increasingly appears as an unsustainable career trajectory. We must foster working conditions for research and teaching that aligns with its’ obvious importance and allow us to both recruit and retain. Gill argues “people are leaving academia not because they are quitters, but because the system is broken” and thus welcomes contributions within the more rare genre of “fix-lit” [24].

Based on what this chapter sees as a growing consensus around refutable evidence, the aspirations for Bologna 2020 and beyond can be achieved through the following strategic actions:

- Greater commitment by governments, institutions & education trade unions to reduce job insecurity in higher education.
- Increased level of sustained *core* public funding for research and teaching.
- Better data collection on higher education staff and more research on effects of precarious employment on research, teaching and students’ learning.

- More emphasize on “staff dimension”, including terms and conditions, in quality assurance within HE.

With this, we echo scholars raising a critical voice and increasingly questioning the trends and mechanisms that seem to lead higher education into a less sustainable path, continuously creating a competitive rather than a supportive and collaborative working environment. In addition, we note that the OECD in line with Higher Education unions is also calling for more research on the effect of casualization [25]. We welcome more research and stronger evidence, but we do know enough to act and we do encourage governments, institutions and HEI leaders to keep in mind that teachers’ working conditions are students’ learning conditions and to make supportive working conditions a strategic priority in Bologna beyond 2020.

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Rapporteurs

Report from session 1

Academic and related civic values in changing societies

Helmi Andersson, National Union of University Students in Finland

First of all I would like to thank all the organizers for this event and the participants for the discussions these days – it has been a pleasure. My name is Helmi Andersson, I am from the National Union of University Students in Finland and I had the wonderful opportunity to summarize the discussion from session number one – academic and related civic values in changing societies.

We had a really interesting and rich discussion this morning on our topic, which was Academic and civic values in changing societies. The questions we have tried to answer were the following: How can universities be safe havens for open debate in times of high political tension? How can we safeguard academic freedom and independent research? How can we build strong communities that together spread the message of education as a public good? How can we support and promote these values through the Bologna Process?

As our keynote and roundtable speakers, we had:

- Liviu Matei, Central European University, Provost;
- Janika Spannagel, Global Public Policy Institute (GPPi), Researcher;
- Paolo Maria Mancarella, University of Pisa, Rector;
- Daniel Kontowski, University of Winchester, Researcher;
- Rob Copeland, ETUCE Standing Committee for Higher Education and Research;
- Sjur Bergan, Council of Europe, Head of Education Department (BFUG).

Academic freedom and institutional autonomy are key values of the EHEA and the Bologna Declaration explicitly refers to the Magna Charta Universitatum. One of the criteria for accession to the EHEA is respect for academic freedom and institutional autonomy and therefore it is also one of the elements on which compliance with EHEA values and policies should be judged.

However, rather unanimously, our speakers agreed that academic freedom has not received the attention it deserves in the Bologna Process. It is also important to distinguish between institutional autonomy and academic freedom. They often complement each other but as **Janika Spannagel** and **Liviu Matei** pointed out in their speeches they are not equal. While institutional autonomy has improved during the past decades, the same cannot be said for academic freedom. I believe everyone in the session agreed that academic freedom is a fundamental value for the EHEA now and in the future and that it should be addressed in the next communique.

In the discussion today, we were presented with many, different threats that are posed to academic freedom. These threats consist of political threats and threats related to commodification and funding of higher education and research. They can be crude and obvious but also subtle and unnoticeable. We have seen these threats on different levels realised in European countries, e.g. more crudely in Hungary but also subtle infringements in other countries. As pointed out by Liviu Matei and **Rob Copeland**, one example of subtle infringements of academic freedom took place in Britain where a member of parliament sent letters to academic staff questioning the suitability of their educational material.

As it was pointed out by the crowd, we have also seen free speech and academic interaction with society being limited through hate speech. While one of the most important tasks of academia is to interact with society – efforts to silence academics through harassment on social media are becoming increasingly common. How can we fight that and support academics that participate in societal discourse?

One way of doing this is to provide incentives for participating in public discourse and having strong academic communities that can support each other. Rob Copeland also brought up the importance of steady employment and good working conditions, as important factors in salvaging academic freedom and academics themselves from self-censorship. If you need to worry that your employment is challenged because of what you are saying – you, and all of us, have a problem.

We are also seeing increased marketisation and commercialisation of higher education which harms institutional autonomy and academic freedom. Examples of these are policies such as the increased use of performance-based funding, the reliance on fixed-term contracts for academic staff and the shift towards corporate forms of institutional governance that limits the freedom to research and right to teach without any interference.

As a student, I am glad that several speakers talked about students as part of the academic community rather than customers. Tuition fees are a manifestation of perceiving higher education as a commodity instead of a public good. Through the fees, students

are seen as customers rather than part of the academic community. And I agree with **Sjur Bergan**, it is more than a semantic difference – as a member rather than a customer, you have something at stake and you want to fight to change it for the better. Students, as members of the academic community, are fundamental for the future of EHEA.

Linking education to the needs of the labour market is on the rise. However, if graduate outcomes and labour market outcomes are emphasised in excess, it leads to performance management and in some HE systems, increased performance-based funding. This can create biases to certain type of subject areas. Whilst it is important that public authorities can ensure there is an adequate amount of educated people where it is needed in society and that the labour market has a supply of qualified workforce in order to keep our societies functional – the higher education institutions' mission is greater than that.

Academia has a responsibility to ensure that knowledge in certain fields is not lost but fostered – even if the labour market or public considers that specific area futile for the moment. **Daniel Kontowski** talked about this by discussing the role of liberal arts education in the EHEA. As he pointed out – too tight frameworks or letting the labour market define which fields are important can harm academic freedom and lead to a decrease of some programmes and study fields.

As we discussed today, the role of higher education in society is to foster and preserve knowledge and culture and in that way benefit society as a whole. In order to do so, the whole academic community should take part in decisions that affect that community. It is crucial that both staff and students are actively taking part in defining where the university should go next – which are the important questions that need to be answered. An increase in student participation in the governance and administration of the university was proposed by **Paolo Maria Mancarello** and could result in stronger academic communities that actively promote academic freedom and preserve their institutional autonomy.

Now, I will hopefully be able to present some solutions and next steps for the future of the Bologna Process. The work has already started through the expert group formed within the BFUG, whose task is to address infringements of academic freedom, but work still needs to be done.

The political threats are not that easy to address. As Sjur Bergan pointed out, the most important part of the Bologna Process are the ministerial meetings. Now, as I stated earlier, the speakers agreed that the next communique should address academic freedom. At the same time, there is a risk that the ministers struggle to pinpoint their colleagues from countries that are failing to meet the criteria set up for the EHEA. Thus, it is important to find the right wording and the exact criteria for what we mean when we talk about academic freedom if we want to see actual progress. Many speakers agreed that we lack a common wording and definition for academic freedom in the EHEA now.

Paolo Maria Mancarello pointed out that one way of safeguarding academic freedom from the political threats imposed by governments, could be to further develop and maintain cooperation of European universities. This could be done through more joint programmes and research involving universities all over Europe. The cooperation should include not only research but also teaching and education.

One thing the speakers all agreed on is, that in order to promote academic freedom across Europe through the Bologna Process, we need to create a common set of values and tools to measure it, so that we can know that progress is being made.

Academic freedom is a composite of many different things, so it is almost easier to measure the lack of it. As we have discussed earlier academic freedom can be infringed – not only through attacks on academic staff but it can also be subtler, e.g. in the form of marketisation. If we want to measure academic freedom, we need to have some kind of tool. The research conducted at the Global Public Policy institute by Janika Spannagel and her colleagues is aimed to give us precisely this. They are creating ways to measure academic freedom globally. The preliminary results will be available before the next ministerial meeting in Rome and will hopefully be very helpful in defining the future of the Bologna Process.

Moreover, as many of our speakers pointed out the success of the EHEA after 2020 requires a greater focus on core public investment in higher education. Higher education is not only a public good, but a public responsibility and that notion should also show in the funding of our institutions. As noted from the crowd, students', teachers' and researchers' access to publications and data should be guaranteed, to make sure academic freedom is realised.

To conclude and sum up the discussion from this morning, what we would like to see happening in the European Higher Education Area beyond 2020 are the following points:

As Liviu Matei, among others suggested, the next ministerial meeting in Rome should address the issue of academic freedom. As Sjur Bergan pointed out, it is important to find the correct wordings in that meeting to keep countries that have now infringed upon academic freedom within the process in the future. Broken dialogue is better than none.

In order to address the issue of academic freedom we need to create a common definition of it and find ways to improve and protect it. Hopefully the research of Janika Spannagel with her colleagues will help us with this task.

As Rob Copeland and Paolo Maria Mancarello pointed out, strong communities are important for institutional autonomy and assuring academic freedom. We need to perceive students as members of the academic community – not as customers.

As Daniel Kontowski pointed out, we also need to have space in the Bologna Process. We need space for countries, institutions and programmes to experiment. If there is no room to experiment, academic freedom is infringed.

Finally, we would like to see increased core public investment in higher education so that we can improve and maintain qualitative research and education in our institutions.

Report from session 2 Student centred learning

Borna Nemet, Student council University of Zagreb, Croatia

Thanks to the participants and speakers of the Bologna Process 20th Anniversary we had a very productive and energetic discussions today. My name is Borna Nemet and my report will present the key conclusions of the student-centred learning round table. There were 4 key panellists of the round table:

- Terry Maguire, National Forum for the Enhancement of Teaching and Learning, Director;
- Gohar Hovhannisyan, ESU – European Students’ Union, Executive Committee member;
- Karolyn McDonnell, Institute of Technology in Carlow, Researcher;
- Ann Katherine Isaacs, BFUG Vice-chair.
- Facilitator was Eigirdas Sarkanias, a colleague from ESU.

Student-centred learning nowadays, is a prominent concept within the European higher education area where students learn best when they are engaged, supported, challenged and encouraged by individuals around them.

Terry Maguire presented the collaborative work of The National Forum for the Enhancement of Teaching and Learning in Higher Education in Ireland and The Union of Students of Ireland. Working in close partnership with those who learn, teach and shape policy and practice in Irish higher education, the National Forum puts teaching and learning at the centre of sectoral enhancement and innovation. Students are clear about the need for learning opportunities to be relevant to the real world and to move beyond the traditional classroom to maximize their learning. If learning in higher education is to be impactful, such learning must stretch beyond existing knowledge and skills and enable students to learn both about themselves and others and about the nature of learning. A student-centred approach negotiated in partnership provides a solid platform for enhancement of student-centred learning.

Only by working all together we can produce and implement SCL at the national level. In order for it to be successful it is crucial to stop looking at the students as the second level academic citizens. To work on a proactive development of SCL it is important to support both, the students and those who teach. Engagement will not simply happen by itself, we have to build that partnership, which is of course, not easy. Enhancement requires patience and partnership in order to be productive at the end. Care, time and help is what students value the most and see as the key in the facilitation of SCL. Active partnership and engagement with students are the key element for enabling students to influence teaching and learning policy and practice at a national level.

Furthermore, **Gohar Hovhannisyan** points out that SCL is a key priority in the advocacy work of the European Students' Union. Several surveys and projects were conducted by the European Students' Union which surveyed student representatives across Europe on how they perceive the level of implementation of SCL. Even though SCL is included in a variety of policy documents at the European level, it is often poorly understood in those policies, resulting in the lack of concrete changes in practice. Also, there is a confusion regarding the SCL approach, resulting in many problems on a practical, everyday level of the university life, because different stakeholders, or even same groups of stakeholders in different parts of institutions, can have different expectations of what a shift to SCL can bring. Student involvement on the SCL on the national level is lacking and at a very low rate, whereas SCL still does not appear to be a part of our reality. There is a huge misconception within students creating frustrations with stakeholders. We must be aware that not every student is ready for SCL and also that students need to have a proper preparation in order to be able to study within SCL. According to students, the perception about implementation of SCL is still not very concise. More than half of the respondents in a research from 39 EU countries confirm SCL is rather formal or not implemented in the curricula, meaning the lack of interest and involvement. Learning outcomes are not clearly defined resulting in uncomprehensive learning process. Quality assurance in SCL through the Bologna Process shows that it is predominantly not present which has to be changed.

Karolyn McDonnell presented a key recommendation to enhance the potential of student-centred learning and student partnership by appointing students to actively moderate the discussions in the digital space, thus eliminating the need for teachers to assume the leadership role for large groups. It is necessary that courses design and assessment that incorporate students as partners in this way facilitates flexible student-centred participation and maximizes the potential of digital technologies to enhance digital skills and connection, involving the sustainable development. It is important in SCL to have a partnership approach within student-teacher communication. The importance of feedback is crucial to get validation and shows weak points but also it is time consuming. The attention is put on what would SCL look like in the future? It has to be flexible and open to questions. Also, there is a visible impetus on SCL through

innovation and improved teaching quality. Staff are supported to introduce innovative teaching methods and encouraged to disseminate and share best practice experience. SCL focuses on active participation of learners supporting and encouraging each other towards deeper learning and meaningful discussion.

Ann Katherine Isaacs discussed the current discourse on SCL which is rather sceptical. Student is a central factor and has to be at the centre of learning. Student-centred, competence-based learning is a guiding principle for many who are engaged in the actual practice of learning, teaching and/or assessment. Our competences are rapidly changing in the modern world and for that reason we need new ways of forming competences to deal with these problems. SCL is a centre of higher education area and should be used to produce meaningful dialogue. SCL appears explicitly in the more recent Bologna documents; but it was present a long time before. Its connections with the Bologna 'Key Commitments' make it central to the European Higher Education Area, although its implementation is still problematic, and it is often still perceived as wholly or in part outside of the responsibility of ministries. The necessary competences to students can be only given by lowering barriers, creating the common framework and using the European credit transfer system, which is student-centred with the idea to allow students to be mobile and part-take different learning experiences and to be facilitated by the agreed qualifications framework.

To sum up, what about the future of SCL? Should it become flexible, open to questions or brought to the global dialogue? As we work to define the goals for the next 10 years, it is important to remember the original inspiration for the Bologna Process; and now I will quote Katharine Issacs: "If this is understood as we suggest, as facilitating flexible, individual and informed choices of students of all ages and backgrounds, it can be a meaningful theme for ongoing discussion with other higher education areas because it is in our hands and it is our primary mission, within the next decade, to detect and successfully overcome the misconceptions that we are facing right now".

Report from session 3

Providing Leadership for Sustainable Development, the Role of Higher Education

Pegi Pavletić, Croatian student council

In this session we had two keynote speeches: one on 'Leading Change – the Key Role of the Higher Education Community to Achieve the Sustainable Development Goals' by Hilligje van't Land, Secretary General at the International Association of Universities (IAU), PhD and one on Education for Sustainable Development as a Catalyst and the Role of Students in the Future Management of HEIs by Valentina Tafuni, Unione degli Universitari (UDU), Student and Janek Heß, freier zusammenschluss von student*innenschaften (fzs), Student.

In the process of shaping the world and international society of tomorrow, there is a growing need for the involvement of universities. Changes can be achieved only by a proactive implementation of changes in academia, by investment in the education of people, enhanced social cohesion, critical thinking and creativity, fluid mobility process, open mind and innovativity. The International Association of Universities (IAU) has supported this type of an open approach to development since their founding in 1950 under UNESCO. They gather and analyse data on their key values (ethics & integrity; equity, solidarity & cooperation, academic freedom & institutional autonomy, quality in learning, research & outreach, global responsibility towards all communities; and appreciation of diversity) and communicate changes in a forward-moving perspective towards stakeholders. Their mission is to act as a forum for innovation, shared and mutual learning, and joint action, pursue creation of novelty approaches and communication of these approaches etc.

IAU strongly focuses on the contribution of the universities to the development of society by providing citizen-oriented platforms for learning as well as education for the future leaders. Students have a central role in the development of the future society. All research must be available, in a reliable and responsible manner, at the academy. This can greatly contribute to the growth of community engagement, both locally and globally. Strategic partnerships with public stakeholders in this case can function as a

link between academia and society, with a strong impact on the increase of the societal engagement.

Population growth is followed by a growth in student numbers, which can cause problems in regards to quality assurance and enhancement processes. Globalisation, competition, consumerism (value for money in higher education) and populism (HE seen as self-serving) are some of the many arising problems within higher education on a global level. This is why there has never been a bigger need for large-scale implementation of higher education into society on a regular basis, contributing to creating a global community of knowledge.

The 2030 Development Agenda and the SDGs provide a framework for universities' collaboration in the pursuit of a sustainable development.

We have had four speakers at the round table session:

- George Sharvashidze, Tbilisi State University, Rector;
- Michelle O'Dowd Lohan, National University of Ireland, Galway, Rector;
- Per Hillbur, Malmö University, Research Fellow, Deputy Vice-Chancellor;
- Pier Sandro Coconcelli, Holy See, Higher Education Expert (BFUG).

Rector **George Sharvashidze** stated that the transformation of the university into a regional leader for education and innovation has an important role in developing human capital in terms of sustainable development and progress. The Tbilisi State University concentrated the current research focus of the institution to this end, including work done on renewable energy, water and green economy, geothermal and volcano research, as well as gender and equality related topics, and some others in order to scientifically address the challenges that we face, in alignment to the development goals of the Sustainable Development Agenda. He stressed the need for change, but observes that ranking is a demotivational factor when trying to achieve change in the HE area. Progress should be made for the sake of the society, not for a higher place in rankings. This message is the base of their sustainability work. The rector stated that there is an immense need for the basic research as the core of the higher education system, upon which interdisciplinarity can build and enrich university programmes, and shape scientists for the future.

Rector **Michelle O'Dowd Lohan**, as a second speaker, pointed out the strategy of the University of Galway, named Learn-Live-Lead, which tries to implement available knowledge on environment and new techniques for a better society today and a more engaged and proactive society tomorrow. This model resonates strongly with students, who are becoming more aware of the importance of their timely and broad engagement in the field of sustainable development. NUI Galway has proven that including sustainability in the learning process is a must in all HE areas, but it also needs to be accom-

panied by a change of the university operations. Building the strategy from the core, is how they spread the perspective on sustainable development onto the community and manage to be slowly achieving change. I would like to share a quote from the speaker, saying: “At NUI Galway we view sustainability as a process rather than an endpoint.” I think this is extremely important, and a key message that we somehow overlook when we try to reach the goals set. The need for change never ceases, nor should our proactivity and efforts towards the further development of a sustainable future. The challenge to be relevant to society in regards to sustainable development requires a holistic approach in teaching and learning. At NUI Galway they have created six groups for the Learn-Live-Lead strategy, including on teaching and learning, and on topics like lowering CO₂ emission. The key for a sustainable campus is involvement of students in strategy development, feedback and giving their opinions on the discussed matter. Some of their students are student leaders in engagement for sustainable development. This is the way students prove that sustainability is one of their key objectives, and recognise the need for their action on this topic.

Bringing into perspective the need for creating the sustainable society, **Per Hillbur**, deputy vice- chancellor of the University of Malmö, pointed out that there are three core values integrated into their educational system: natural resource management (“sustainability”), gender equality, international migration and ethnic relations. Upon these values their curriculum was built and although it has changed over the past 21 years, these foundations stayed the focus of their higher education system. With the creation of a university-wide advisory board for sustainability, their efforts towards a practical approach were highly stimulated. Diversity amongst the students enrolled at the university is a key for moving forward, as well as involvement of students within internationalization process. However, their challenge remains how to engage students within the sustainable development curriculum building. Students need to be engaged in the Action for Climate Change, for their role is invaluable and central to the design as well as the implementation. There has to be a focus on global actions in sustainability, and diversification of incoming students could greatly contribute to this mission. Internationalization becoming more environmentally friendly is also essential to achieving sustainable development goals, especially in the field of student transportation in view of the increase of student mobility. Digitalisation could be the potential tool to help resolve this problem.

Professor **Cocconcilli** spoke of the project: ‘The role of Catholic Higher Education in reducing hunger and malnutrition.’ The project focuses on the development of new solutions within higher education systems as an answer to these problems, and the transfer of innovative technologies to the communities. Promotion, encouragement and sensitization of young scientists at the universities in the area of food and nutrition issues, creating universities’ collaboration networks and sharing good practice within the community are the key aspects of this project. The speaker recognises that there is a need for

new competences amongst the population of students to produce international research as well as act locally to inspire change. The agricultural sciences can find a range of possibilities to use CO₂ in food production, as one of the strategies to be sustainable, but also as a help in resolving hunger and malnutrition. Although internationalisation is important, it should not be the primary focus of HEI, in these times in which technology has given us the opportunity to go green more than it was possible before. Politics shaping our societies should be science-based and influence the change, and the students need to network amongst each other to grow together and to create a more responsible and active society. Research and science need to be empowered by themselves, without limitations, and although they are not always neutral, they should always be ethical. We should be ready for the global warming, using the existing technology and regulations, alongside shaping the minds of the future.

The conclusion at our roundtable was that we should lead by example, assuring that the impact on the environment is as low as we can make it. Sustainable development requires human ingenuity, action and involvement. People are the most important resource on this path, and universities play the essential role in the shaping of the global mindset. The need for financial support is evident, and the increase of funds would contribute additionally to the sustainable development implementation into the higher education system. On that note, I would say that we are, all of us, engineers of a sustainable future, and we need to live the change to inspire it and to create a new, forward-oriented global society. At the celebration of the 20th anniversary of the Bologna Process, I am confident that in the name of all of the students of tomorrow, we can send a message that the race to the finish never stops, because we will not stop striving toward better, more stable and green future for us and all our successors.

In general, there is a growing need for the engagement of the universities with societies towards the creation of a globally sustainable communities, highlighting the central role of students as trackers of the success as a part of the quality assurance committees. Stakeholders can act as invaluable partners in the process of societal engagement and should be involved in the process of the community engagement, building partnerships with HEI and advocating common goals.

Report from session 4

The Social Dimensions of Higher Education

Brieuc Delanghe, Fédération des Étudiants Francophones (FEF)

Smarties and creativity.

This is how I could sum up the session we had on Social Dimensions on Higher Education this morning.

Our first speaker, **Chris Brink** from South Africa, introduced three theses concerning Social Dimensions of Higher Education. In order to do that, Brink developed a critical viewpoint about the workings of universities today. Indeed, our Higher Education institutions are too much focused on answering the question: what are we good at? For example, how many of you explained at your colleagues during this very convention how your university is relevant in the fields you are working in? Don't take me wrong, it is part of the game and it is essential in order to build professional relationships necessary to improve research and knowledge. But how many of you already asked the question: what are we good for? Answering this question is embracing an effective Social Dimension.

For his first thesis, Chris Brink discussed the Apartheid regime in South Africa. Politicians wanted to make a bunch of countries within the country, which every one of them having their own cultures and universities. To be honest, coming from a tiny little country called Belgium, this situation sounds very familiar to me. But think about a pack of smarties, what is the point about those sweets if you are sorting the greens with the greens, the blues with the blues and the yellows with the yellows? What is the purpose of fractioning multiculturalism?

What is the purpose of a university without diversity? Quality needs diversity.

But what is Quality? Is it excellence? Is it the criteria defining the university ranks? For Brink, excellence is not enough, because we are not talking anymore about thinking, but rather about outputs. Universities have responsibilities, or should I say must have responsiveness.

Think about the water supply crisis in Cape Town last year. Four universities are located in the city area, three of which having a water research institution. None of them

made this crisis a priority in their research. None of them was responsive. Well responsibility requires responsiveness. It is not about what you are able to give, but rather about what society needs.

Our second speaker, **John Storan** from the University of East London, answered the following question: is the Social Dimension of the Bologna Process lost in translation? Being a student in Linguistics and Literature, I was immediately triggered by this title. Translation is about bringing notions from one culture into another, without have per se prior knowledge in the target language. This is of course the case when we are talking about the Bologna Process: how can we translate features of social dimension into policies and practices in Europe and beyond, with each country having its own specificity? Without any surprise, the process is very complex. It was in 2007 in London that a communiqué mentioned clearly for the first time what social dimension should be by stating the following: “Higher education should play a strong role in fostering social cohesion, reducing inequalities and raising the level of knowledge, skills and competences in society.” Nearly 13 years later, we still haven’t achieved this goal, nor at European level, nor at national level. Storan concludes by referring to the Paris communiqué, where ministers stated that the social dimension need to be strengthened, and the population of our universities should mirror the diversity we have on the Old Continent. In other words, the ivory tower of knowledge should be made accessible to every community.

In order to have a better vision about the stakes of the process in the coming decade, four panellists explained to us their vision of the process. Nino Schmidt, co-chair of the social dimension group was joined by Pietro Fochi, a social entrepreneur Youth delegate at the United Nations, Florian Rampelt, deputy Managing director of Hochschulforum Digitalisierung and Andrea Bührharm, Vice-President of the University of Göttingen.

Concerning the digitalisation as a tool of social dimension, **Florian Rampelt** discussed how digital technology should be better used as a complementary instrument and contribute to the accessibility of Higher Education. Unfortunately, even if digitalization is a reality nowadays, not much has been done at the moment. Bologna Process beyond 2020 should focus on digitalization.

Andrea Bührharm discussed how inclusivity is a key element within a geographic area. For Bührharm, inclusivity goes along with Transformative Network. The aim is to transform the central region in order to become a more diverse hub of an inclusive organization. In order to do that, a distinction between functions and capabilities is made, where capabilities are opportunities to function. The functioning of a university is crucial to make social inclusivity.

And in a period where right-wing extremism is growing all over Europe, time is running more than ever before.

For **Nino Schmidt**, the priorities of the coming years can be summed up as following. The BFUG should focus on relationships between the various communities

and the university stakeholders, where the university is not presented as a charitable donor, but as an actual partner. Therefore, it is crucial to improve bottom-up interactions and to focus on collaborative learning rather than competitive performance, as we tend to do nowadays. In other words, a university should become an area of development. Therefore, we should start speaking about social dimensions on the plural. We are not only talking about social justice, we are talking about lots of opportunities where we can act via social innovations. So, the agenda after 2020 is all about engaging communities.

Students will of course play a central role in this process, which is staring right now. To quote **Pietro Fochi**: “we want not to be the future, we want to be the present. We want to be at the table, helping to deconstruct the society in order to rebuild it with its real diversity.” He emphasizes the fact that the STGs shouldn’t be used as an advertisement for universities, but rather as a standard at the basement of the social fabric of every university. Therefore, it is crucial that we involve NGO’s, established communities and social enterprises in the teaching curriculum. By doing so, a university will automatically open to the diverse world.

I heard lots of nice words this morning, and the future that is presented looks bright and full of promises. But it is fundamental that we focus more on the social dimension within the Bologna Process, making it as important as the three key commitments. Therefore, I am asking you today to emphasize your speeches heard here in Bologna by actual deeds. It is your duty and your responsibility to break down the ivory tower of knowledge and to make our Higher Education institutions a safe and comfortable learning place for every smartie in this world, whether if they are green, blue or yellow.

Report from session 5

Careers and Skills for the Labour Market of the Future

Maciej Rewucki, International Officer w Parlament Studentów Rzeczypospolitej Polskiej

Implementation of specific and practical solutions that respond to the fast changing educational needs of students is essential. Due to such developments as technology revolution, globalisation or demographic changes and migrations, we should focus on the teaching and learning of skills, which facilitate meeting the future challenges in education, society or labour market.

During the first part of the discussion about Careers and Skills for the Labour Market of the Future, we were delighted to listen to panellists: **Agneta Bladh** from Sweden, who presented the paper about the Bologna Process and the demands of the Labour Market, and **Pavel Sorokin** from the National Research University Higher School of Economics in Moscow, Russia, who tried to answer a very essential question: how can education contribute to socioeconomic development?

Taking into consideration a role of future skills, we need to underline the employability is, and should always be, considered as an essential aspect for Higher Education, especially in respect of qualifications, which should be relevant to the European labour market for each of the three cycles, that are, undergraduate, graduate and doctoral studies.

By analysing the current and past face of the labour market, it is needed to mention that the most essential elements and demands were related to a stronger focus on some subjects, like science, technology, engineering and mathematics (STEM), life-long learning and an ability to adapt students to changing rules and requirements of the changing world, and the economic and social dimensions. These elements were undoubtedly concentrated to improve curricula and some outcomes which should respond to the labour market's criteria. Agneta Bladh mentioned also some critical elements related to the employability – very visible through the relation between the HEI and the labour market, because the close connection of those perspectives can impact on the inhibition of the development of new ideas and mainly of the society, but at the same time, the research can influence the development of the labour market and some new profession which possibly we are not able to name now.

The second part of the presentation was based on skills gap on the local, regional and national level, caused by some circumstances, whose were underlined by Bladh, like, for example, some conditions of the labour market and the lack of attractiveness of some fields in which young people do not want to gain qualifications. How should we eliminate these gaps? Taking into consideration the Bladh's words, countries should influence on young people to experience some jobs before choosing the right higher education program related to their interests and at the same time grow possibilities of choosing a less popular field of study.

The next challenge which is about to be presented in our reality is related to the digital skills gap and the automation and artificial intelligence – two new perspectives which presence will change the form of the labour market. One of the critical tasks to take into consideration is to find some correlation between the elements mentioned above and the human cognitive capacity to eliminate weaknesses and strengthen at the same time some faces of the current and the future labour market, basing, for example, on the lifelong learning.

Analyzing the current situation of students, is very urgent to ask, and Agneta Bladh also asked, what kind of competencies do we need in the future labour market? Primarily, we should focus on skills which could enhance the employability of students and to do that, and it is essential to give students new language perspectives and the ability to gain transversal skills, that are, for example, communication, analytical, entrepreneurial skills or the ability to make decisions.

The transversal skills are also related to intercultural skills, which existence respond to the changes in the current world. We, like our generation, should be prepared to notice cultural differences, and be able to adapt ourselves to new perspectives, using the mobility or the contact with the very international environment, and it should be a goal for all the HEIs, for example by using the new concept of the European Universities, to create a linkage between needs of different cultures, countries and perspectives, strengthening at the same time the cooperation of them to stabilize the role of the labour market of today and the future.

The next panellist, **Pavel Sorokin**, decided to answer if education can contribute to socio-economic development? Firstly, this is needed to underline that statistics prepared by him, reflect that since 2014 more than 20% of Russian students enter college to study engineering, a growing tendency which influenced on the labour market and the lack of employability for that group.

As in the previous part, Pavel Sorokin was also analysing the societal changes related to the artificial intelligence and new communication platforms and networks, to underline that some institutions must adapt to increase the economic growth, creating new perspectives and the new value of them, because new technologies have impact on the labour market and skills of the future. Taking that into consideration, we need to focus on the role of non-market services, to respond to the demographic transformation.

One of the elements underlined by Sorokin is the reaction of the EHEA to the demand for soft skills, which influenced the growth of the number of students of humani-

ties and the implementation of the classic liberal arts model of education, which allowed to open a broad spectrum of professional ways for our generation.

By analysing that, we can mention at the same time, some weaknesses and challenges of the current employment system, which is replaced by part-time employment and freelance. This element can influence undoubtedly the quality of life and the dominating non-routine skills, which a machine cannot substitute.

Another problem is related to the entrepreneurial elements in curricula during secondary and tertiary education, which was solved especially by innovating and economically developed countries.

Sorkin mentioned here some countries, like Finland, which implemented the entrepreneurial component to the curriculum of technical disciplines, which according to some analyses can affect that students are more interested in business and want to create their own companies. It is an essential challenge for the EHEA to prepare students to get this ability, because in some countries is still an unbelievable step to take.

In the next part of the presentation, Pavel Sorokin suggested a new definition of human capital, based on individual development. Taking it into consideration, we need to mention that there are four categories of the human capital, composed of specialized skills adapted to specific jobs, created, mainly by specific education. The second group form universal competences, like, for example, critical thinking or creativity, gained by independent activities which supplement the traditional education. The next group is formed by essential noncognitive traits like, for example, perseverance or grit, elements that we can learn by participating in the socio-personal component in the education process. The last category is related to active independence, which reflects the ability to transform the world, to create new perspectives for institutions and to develop certain areas of life.

In the end, Sorkin mention three elements or levels to improve economic growth using the power of Higher Education. First of all, we should be focused on quality assurance and the role of education to deal with weak institutes. Secondly, we should continuously analyse and transform all institutions to adapt them to new challenges and new needs of the labour market. Moreover, thirdly, we should answer a question of how does tertiary education contribute our capital analysing, for example, universal competences and noncognitive skills, all the elements that we can consider our future.

The discussants of the panel titled Careers and Skills for the Labour Market of the Future reflected on significant matters that will undoubtedly influence the future labour market in Europe. The following experts participated in the panel: **Chiara Finocchietti**, co-chair of the BFUG Thematic Peer Group B on Lisbon Recognition Convention, Silvia Bernardini, Professor of the Alma Mater Studiorum - Università di Bologna, Janne Loikkanen, vice-chair of the Coimbra Group's Employability working group, Ulf-Daniel Ehlers, Vice President of EURASHE and as a facilitator **Matteo Vespa**, student of the Università di Bologna and the International Officer of UDU - the Italian University Students' Union.

Development of our societies requires especially profound and agile skills of teachers, and at the same time some professions that are key for the local leadership and competencies for community build-up. Whereas in East Asia, recent trends prioritise arts, humanities and social sciences as disciplinary fields where innovated knowledge and skills are crucial for the interest of diverse societies, the same areas are not in sufficient focus of the decision-makers in the US and some states in Europe. Learning from the Asian examples might be an inspiration to the European Higher Education Area.

What can be determined as the future skills? According to professor **Ulf-Daniel Ehlers**, the author of *The Future Skills Report on Next Skills*,¹ there are sixteen crucial skills like, for example, subject-development related skills like autonomy, self-initiative, self-management, need or the motivation for achievement, autonomous learning competence, ability to reflect, object-related skills like agility, creativity, digital literacy, and social world or organisation related skills like sense-making, future mindset, cooperation competence and communication competence. Should these skills be a primary part of the curricula, or maybe should they be obtainable as additional learning outcomes of some courses? The curricula are designed to prepare students for obtaining the new skills that enable adaptation to the rapidly changing challenges of labour market. Therefore, many universities analyse future skills and implement them into the curricula, but the measurement of that tendency should be more visible and more discussed by higher education institutions to prepare student for the future labour market which will be completely different than the current one. Otherwise, one of the main goals related to the work at HEIs should be based on teaching students to understand and see the importance of future competencies and skills. They should not be just a part of learning outcomes, but they need to help seek knowledge and learning the content of the curriculum. Learning skills should not aim to overburden the students but equip them with the transversal skills they need.

Janne Loikkanen elaborated on a mission of the future society, according to the universities of the Coimbra Group. Are these institutions working on the formative influence on the societies effectively? Analysing the current situation, there are some actions in place, as students' mobility abroad helps to obtain skills and competencies in intercultural communication and other transversal skills, like, for example, team-working skills, problem-solving skills or communication skills. Such competencies are crucial for the labour market: the employers are looking for applicants with well-developed transversal skills, so involving students in extracurricular activities or any other way of learning can practically apply what they learnt or made them ready for the future jobs.

The other side of the future skills and their role on the labour market is related to the need for finding a precise balance between the humanities and technology related competencies.

Society need graduates who learn humanistic and social competencies, which are essential because the labour market is fast evolving, and they provide an opportunity to

¹ <https://nextskills.files.wordpress.com/2019/05/2019-05-17-report-vs.15.pdf>.

learn the creative and innovative thinking which can be adopted in any circumstances. Humans will not be able to compete with artificial intelligence in calculating, but artificial intelligence will never be able to think with empathy, be creative or mind cultural differences. People need to control it and be responsible for the developments of all technologies.

One of the recurrent themes of the future of the labour market is a continuous automation because some analysts estimate that machines can entirely replace even by 50% of jobs. At the same time, lots of jobs that currently do not exist will develop from the process of automation. It is an essential element for professional education because it is crucial to achieving a balance between the high level of competences, specialisation required by the labour market and the flexibility to adapt to an ever-changing world of work. The universities should not compete with each other; they should instead build networks which would support the development of higher education institutions. These networks can contribute to the discussions in their sectors or local communities.

One element that might foster automatic recognition of degrees is Europe-wide harmonisation of curricula, both in structure and contents. That is a contentious issue, where neither the European Union or the European Higher Education Area have legal powers, but they provide a supportive environment for cross-border degrees. The action lies in the hands of the governments to create joint initiatives for the entire continent to educate students based on clear criteria and objectives for all member countries that could create such programmes in many disciplines.

The European Master's in translation (EMT) is worth to mention, which is not a single program, but a network of institutions which provide that possibility to people interested in gain skills in that discipline. The main goal of EMT is to improve the quality of translations, taking into account the changing labour market and to encourage other higher education institutions to design their programmes based on that European initiative.

To become a member of that program it is necessary to prepare a structure of the given programme, coverage of the key competencies according to the new EMT Competence Framework, to assure sustainability related to staffing policy and the number of graduates over the past years and career support in form of tracking of careers for student after and before graduation. The EMT also can promote a quality label of qualifications, giving at the same time more visibility to a study programme and building up some cooperation.

One of the problems related to its functionality, mentioned by **Silvia Bernardini**, is the evaluation of students and lack of tools to review the effectiveness of designed curricula. Analysing this aspect from another side, it is necessary to mention that an essential learning outcome is to use technology to collaborate and develop long-distance learning and to give students perfect tools that facilitate and automatize in some way the process of translation and interpretation of the given context.

In that case, translation is an example of a field where technology can be used to improve it, but it can never replace humans because no machine can reflect the cultural

context or behaviour. Undoubtedly it is an example of equalising access to knowledge and competencies between countries, but we still have procedural problems on how we can work. Finally, we can focus on the role of students in the process of designing and personalising the curriculum, because the personalised knowledge, skills and competencies become uppermost at the labour market and the mechanism of its creation should be based on certain agreements made by all the groups of stakeholders.

Although some may think that students are not ready for co-designing curricula, such solutions already work at many institutions, where students need to take responsibility for their learning. Once students enter higher education, they may not be ready for taking responsibility for learning, but then there is a place for the institutions to help and support them in getting enough skills to be prepared to take the lead in their education.

One of the elements that can be a driver for employment in Europe is the automatic recognition of degrees and diplomas. However, despite many declarations of the European Higher Education Area, Ministerial Conferences and the European Union, automatic recognition is not yet a reality, although it is a tool that could improve conditions of entering labour market around the continued work.

The recognition of diplomas and credits is not yet automatic in Europe. Students need to be aware of the possibilities for recognition, but also the institutions should prepare their staff, who has to provide sufficient information and guarantee fast and efficient procedures. Smoothly working recognition is a must for the labour market of mobile workers.

Some are thinking of initiatives which would involve the entire academic environment in Europe, governments and all stakeholders. The European Commission promotes the idea of the European Universities, intending to establish networks of European Universities with a profound structural collaboration which can become in the long-term single 'European Institutes' releasing 'European degrees'. Although it is an idea which includes specific perspectives and influences the international cooperation, it needs to be asked what should be done to make the project more inclusive, affordable for students, focus on tackling social inequalities and supporting a diversity of higher education institutions in Europe.

The European Universities seem to trigger the will of a cross-border collaboration of the institutions. This chance should be used to excel in mobility and to promote the integration of academia, analyse models and good practices from all the participating countries. The main objective is not only to expand the learning opportunities for students but also to shape a network of institutions beginning a discussion about the role of the labour market for the future and especially for the future of higher education, answering the question if there should be more standardised tools which would the higher education systems in Europe or the support should give more freedom of choice to the institutions.

To conclude, the involvement of students in co-designing the curricula is essential for ensuring the new skills that students need to be provided with. The qualifications should not be the primary goal of education, but they should support achieving the learning outcomes.

Despite the increasing role of technology in the labour market, the human workers will play a crucial role, so a focus on education in fields such as humanities and social sciences is needed to ensure creativity and empathy of the future workers. Humans will be not be replaced by technology, but they need to learn to bear responsibility for it.

Because the skills useful at labour markets are changing so rapidly, tools like automatic recognition, European Universities or curricula planning need to be designed strategically to foresee the needs of the future skills for the labour market, instead of answering the current needs only.

Finally, I hope that this summary has been useful to brief you on the critical discussion about the skills that the labour market of the future requires from us already! And please remember, students need skills and want to obtain them, but we will not achieve them without the support of institutions and governments.

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