

MOMENTUM

Networking & Management

HIGHER EDUCATION OPEN TO NEW PUBLICS

Search Conference - Porto

(May 2 - 3)

Final document & Summary

15th May 2000

Index

* Presentation.....	3
* Introduction	4
* Participants.....	6
* Diagnosis of current situation.....	7
* Proposals.....	31
* Plenary discussion.....	37
* Summary & photographs.....	Annex

Presentation: HIGHER EDUCATION OPEN TO NEW PUBLICS

This final document presents the work developed by the participants of the Search Conference “Higher Education Open to New Publics”, held in Porto, 2 & 3 May 2000.

It contains a diagnosis of the current situation of Higher Education and 20 proposals for European governments. These were elaborated by conference participants in working groups, and have been summarised by the Momentum-Columbus team. The photographs of the panels with the work carried out by the participants have been added to the document.

There is also a summary of this main document in the annex. This may be used for wider distribution if desired.

Introduction

The conference began with an introduction by the Portuguese Minister of Education: Prof. Guilherme de Oliveira Martins, the Rector of the University of Porto: Prof. José Novais Barbosa and the President of the Organising Committee: Prof. Alberto Amaral. This was followed by presentations made by Prof. Josep Bricall, Prof. Guy Neave and Dr. Peter Maassen as an introduction and background to the theme of the conference.

Once these were completed, participants were introduced to the objectives and the methodology of the work in groups. The three initial and pre-established subjects were:

- ➔ Accreditation and recognition of skills and knowledge obtained outside formal education systems.
- ➔ Provision of training and education for active or unemployed citizens (lifelong learning).
- ➔ Use of new technologies to facilitate access (distance, time constraints and cost).

Participants were divided into three working groups to assess the current situation of the conference's subject: "Higher Education open to New Publics".

Introduction (2)

The second day started with a presentation which synthesised the previous day's work. The synthesis proposed some reorganisation of the subjects in order to take into account the ideas that had appeared during the group work:

- 1) Accreditation and recognition of skills and knowledge.**
- 2) New patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies, etc.).**
- 3) Alternative progression routes (credit accumulation and transfer system, validated Diplomas).**
- 4) Differentiated funding policies and incentives to promote wider access (individuals, institutions and market).**
- 5) Other subjects.**

For the second session of group work, participants were invited to join a group treating any one of these four subjects with the objective of elaborating proposals for European governments. At the end of the session, the suggested proposals were presented to the rest of the participants by each group's *rapporteur*. This was followed by a plenary discussion. The meeting came to an end with the addresses made by the Secretary of the State of Higher Education: Prof. Guilherme de Oliveira Martins, the Rector of the University of Porto: Prof. José Novais Barbosa and the President of the Organising Committee: Prof. Alberto Amaral.

Participants

Aladar Nagy

Alan Wagner

Alberto Amaral

Alfredo Soeiro

Andris Barblan

Andy Walls

Bártolo Paiva Campos

Carmen Stadelhofer

Catherine Bell

Christophe Kelegon

Cornelius Gillen

Eva Marjetic

Felicitas Pflichter

Frank E. Burris

Gabriela M. Atanasiu

Gry Aalde

Guy Neave

Heitor Gurgulino

Liris Patosalmi

Ilze Buligina

Jan Sadlak

Joan Anton Carbonell

Josep M^a Bricall

Júlio Pedrosa

Kari Ostvedt

Kenneth Edwards

Luis Rodriguez-Rosello

Luís Soares

Maggie Woodrow

Maiki Udam

Maria Emília Galvão

Maria Esmeralda Almeida -
Teixeira

Maria Luís Rocha Pinto

Markku Markkula

Michel Hotyat

Michel Jouve

Morten Overgaard

Pascal Dayez-Burgeon

Pedro Lourtie

Peter Maassen

Pilar Barrero

Reimund Scheuermann

Sergio Machado dos Santos

Teresa Ambrósio

Valerio Grementieri

Facilitators

Xavier Estivill

Alfons Stinus

Jenny Casahuga

Daniel Samoilovich

Janet O'Sullivan

Organizing Comittee

Alfredo Soeiro (U. Porto)

Irene Figueiredo (CCISP)

José Luís Carrilho Sequeira (ME)

Diagnosis of current situation

The first task proposed to participants was to think about “New Publics in Higher Education” and to establish a diagnosis of the current situation by answering the following questions:

- 1) What to keep?**
- 2) What to drop?**
- 3) What to create?**

Summary of the diagnosis

KEEP		DROP		CREATE
✓ A better access to the under-represented	×	Centralisation of accreditation, rigid system for admissions & access, social barriers	➔	Flexible and transparent recognition of prior experience, social inclusion
✓ Quality & knowledge, new technologies, the use of the newest ICT	×	Discipline-based knowledge, out-of-date methodology, one-sided use of ICT	➔	Learning processes, flexible and temporary programmes, new approaches to ICT / learning, networking and co-operation
✓ ECTS, national validated diplomas, wide range of continuing educ. progr.	×	Internal barriers, rigid curricula	➔	Alternative and progressive routes, quality assurance of diplomas
✓ Funding & planning subsidies for students	×	Financial barriers, projects with no results	➔	Funding and financial incentives
✓ LLL as a strategy, higher education autonomy, cultural diversity	×	Governments' rigid regulations, evaluation of academics with research only, prejudice against work-based learning, staff attitudes and elitism, limitations of LLL	➔	New missions for H.E., a climate for new solutions

Diagnosis

After the group work, the Momentum-Columbus team gathered and structured all of the ideas into five subjects: four of which had each a common theme and one which was used for other subjects (see next page).

Proposed subjects for groupwork

1. Accreditation & recognition of skills and knowledge
2. New patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies,...)
3. Alternative progression routes (credit accumulation and transfer system, validated diplomas, ...)
4. Differentiated funding policies and incentives to promote wider access (individuals, institutions, market, ...)
5. Other subjects

1. Accreditation & recognition of skills and knowledge

Summary

KEEP

- ✓ A concern to bring in those previously excluded from the Higher Education system
- ✓ Ways open to increase access
- ✓ Involve the traditional providers of Higher Education

DROP

- ✗ Institutional barriers / rigid systems for admissions, exclusion of low-income groups
- ✗ Strict approaches to recognition of qualifications delivered in non-traditional ways
- ✗ Exclusive reference to Higher Education diplomas

CREATE

- ➔ Flexible accreditation of academic and professional competencies and knowledge
- ➔ Systems for recognising work-based skills and knowledge
- ➔ A clear and easy information centre upon accreditation

1. Accreditation & recognition of skills and knowledge

In detail

KEEP

- ✓ A concern to bring in those previously excluded from the Higher Education system:
 - ✓ Systems which give priority to excluded groups should be kept in order to bring more people into the normal higher education system.
 - ✓ Special access procedures for those without secondary education diplomas.
 - ✓ Have special systems for the recognition of prior skills for students under 25 years old.
- ✓ Ways open to increase access: Keep the principles of access for those who can make use of it (irrespective of age, cost, distance, etc.) and support the social demand for new activities and opportunities.
- ✓ Involve the traditional providers of Higher Education

1. Accreditation & recognition of skills and knowledge

In detail

DROP

- × Institutional barriers / rigid systems for admissions:
 - × The control and regulation of the state and the rigidity of financial mechanisms
 - × The non-cooperation among departments and rigid structures
 - × The formal requirements for access
 - × The exclusion of low-income groups: the social barriers should be dropped, eliminating the unified requirements for access, interviews at entry, the monopoly of H.E. by the most affluent social groups
- × Strict approaches to recognition of qualifications delivered in non-traditional ways
- × Exclusive reference to diplomas of Higher Education: drop the difficulties of access for those who don't have diplomas

1. Accreditation & recognition of skills and knowledge

In detail

CREATE

- ➔ Flexible accreditation of academic and professional competencies and knowledge:
 - Recognition of work experience
 - A credit system for activities
 - A new legislation framework to support people's motivation for Life-Long Learning (LLL)
- ➔ Systems for recognising work-based skills and knowledge:
 - Create a clear European transfer system of national recognition credits: a flexible system for the accumulation and transfer of credits, transferable degrees or locally-granted accreditation, to a wider space (national or European)
 - Propose tools for achieving transparency in systems of recognition and offers in terms of education and training
- ➔ A clear and easy information centre upon accreditation: network, database

2. New patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies, ...) *Summary*

KEEP

- ✓ Informal non-vocational multidisciplinary courses
- ✓ Good teaching practices
- ✓ Excellency of research and teaching
- ✓ The university outreach programmes in the community
- ✓ Oriented approaches complementing new students' needs
- ✓ Content-oriented approaches disseminated via ICT
- ✓ Critical approach and new pedagogy
- ✓ Using the newest ICT

DROP

- ✗ Limited approaches in the application of ICT
- ✗ Out-of-date methodological approaches
- ✗ Limited understanding of the teacher's role as a facilitator
- ✗ Unnecessary barriers, non-cooperation among departments
- ✗ Elitism in Higher Education (Ivory Tower)
- ✗ Discipline-based knowledge and change to a student-centred approach
- ✗ Too much factual learning (learning by heart)
- ✗ Stiff structure of universities

CREATE

- ➔ Flexible learning possibilities: Technology, mobile learning and mobile teaching
- ➔ Coordinated ICT system (national/international)
- ➔ Networking & cooperation between providers and institutions
- ➔ Ensure quality of LLL programmes
- ➔ Student support systems: counselling, guidance
- ➔ Flexibility: organisations, management and curricula
- ➔ Temporary programmes
- ➔ Observatory for the corporate provision of Higher Education

2. New patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies, ...) *In detail*

KEEP

- ✓ Informal, non-vocational, multidisciplinary courses (non-accredited)
- ✓ Good teaching practices: maintain a good, basic, fundamental quality for initial education, for training and an academic standard at output level. Educational excellency should be kept where it already exists.
- ✓ Excellency of research and teaching: high quality of the traditional European university education and research
- ✓ The university outreach programmes in the community
- ✓ Content-oriented approaches complementing new students' needs and disseminated via ICT
- ✓ Critical approach and new pedagogy: to develop new methods and contents for H.E. bringing new pedagogy to the institutional core of the university with a critical approach and also with content-oriented approaches
- ✓ Using the newest technology and distance (web-based) education

2. New patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies, ...) *In detail*

DROP

- × Limited approaches to the application of ICT: one-sided or limited use and approach
- × Out-of-date methodological approaches:
 - × The idea that we have homogeneous publics as ordinary students
 - × Education and training only centred on the teacher's expectations
- × Limited understanding of the teacher's role as a facilitator
- × Unnecessary barriers, non-cooperation among departments. Government regulations should be reduced so that universities can experiment and innovate with the provision of new programmes.
- × Elitism in Higher Education (Ivory Tower): the culture of H.E. seen as elitist or not for certain groups and the "ivory tower" attitude towards the business sector
- × Discipline-based knowledge. This should be changed into a student-centred approach which takes into account the learners' needs
- × Too much factual learning (learning by heart)
- × The stiff structure of universities:
 - × Current division between "mainstream" and distance education-based universities
 - × Current separation between once-off university education and lifelong learning
 - × Border "spirit" between traditional and non-formal education, a lot of rigid traditions

2. New patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies, ...) *In detail*

CREATE

- ➔ Flexible learning possibilities: Technology adapted to different situations (mobile learning and mobile teaching), new patterns of organisation and supply, ways to get the knowledge needed at a special moment, 4 days work and 1 day learning per week, open and flexible learning possibilities, technology adapted to different situations, legislation to introduce new technology (virtual study programmes) in LLL
- ➔ Coordinated ICT system (nationally and internationally) and the development of effective ICT curriculum materials across many subject areas, improving more effective utilisation of vast information available
- ➔ Networking & cooperation between providers and institutions (national & international): cooperation between companies and H.E. institutions in order to organise study programmes that involve practical problems from work and for employed people, networking of “mainstream” institutions and open universities, effective information networks, public/private networks of H.E. providers
- ➔ Ensure quality of LLL programmes: having the same requirements for same activities and a quality assurance mechanism for distance education based on Internet. This could be through international cooperation on the issue of quality assurance (national QA’s cannot ensure quality alone)
- ➔ Create effective student support systems: counselling, guidance, motivation of continuous learners
- ➔ Flexibility: organisations, management and curricula and non-bureaucratic systems
- ➔ Temporary programmes: sunset (transitory) programmes inside university. Sunrise project: create a holistic view on new learning environments
- ➔ Observatory of corporate provision of Higher Education

3. Alternative progression routes (credit accumulation and transfer system, validated diplomas, ...)

Summary

KEEP

- ✓ Official accreditation for LLL activities such as national diplomas
- ✓ Short courses without grade but diploma
- ✓ Extend ECTS for national and international mobility
- ✓ Maintain participation in EU programmes
- ✓ Authorisation of diplomas by public authorities

DROP

- ✗ Rigid curricula structures

CREATE

- Alternative and easier routes to achieve grades, according to new students' needs
- Improved credit transfer
- Entrance to Higher Education without final secondary school exam
- An EU meta-evaluation of national QA agencies

3. Alternative progression routes (credit accumulation and transfer system, validated diplomas, ...)

In detail

KEEP

- ✓ Official accreditation for LLL activities such as national diplomas (France)
- ✓ Short courses without grade but diploma
- ✓ Extend ECTS for national and international mobility
- ✓ Maintain participation in EU programmes
- ✓ Definition and authorisation of diplomas by public authorities: (national or regional level). Avoid a different and non-transferable system by the entrepreneurial private sector.

3. Alternative progression routes (credit accumulation and transfer system, validated diplomas, ...)

In detail

DROP

- ✗ Rigid curricula structures: H.E. is the only sector with a specific concept of learning, quality and programmes

3. Alternative progression routes (credit accumulation and transfer system, validated diplomas, ...)

In detail

CREATE

- Alternative and easier routes to achieve grades, according to new students' needs:
 - Easier routes of access according to demand (students' wants and needs, not just supply)
 - Provisions for re-training of employed & unemployed
 - Better progression routes from community education to university with extension of credit accumulation and transfer system
- Improved credit transfer with transparency
- Entrance to Higher Education without final secondary school exam
- An EU meta-evaluation centre of national QA agencies

4. Differentiated funding policies and incentives to promote wider access (individuals, institutions, market)

Summary

KEEP

- ✓ Subsidies for students
- ✓ Funding and planning on the long-term need, with prospective studies
- ✓ Rewards to institutions in function of new LLL experiences

DROP

- ✗ Institutional and social barriers that make access difficult for some groups
- ✗ Financial barriers that prohibit participation for many sectors of the population (unemployed in UK)
- ✗ Exclusive reference to research in the evaluation of academic careers
- ✗ Projects without new results
- ✗ Current system of funding
- ✗ Limited approach to LLL (as a business only)

CREATE

- ➔ Responsive funding policies
- ➔ Monitoring mechanism for positive discrimination
- ➔ Open access for all groups desiring to participate
- ➔ Incentives and means for new publics (and third parties)

4. Differentiated funding policies and incentives to promote wider access (individuals, institutions, market)

In detail

KEEP

- ✓ Subsidies for students: state subsidies and low fees with no cost for students
- ✓ Funding and planning on the long-term need, with prospective studies: focus on the long-term need and not on the temporary demand - prospective studies and views can help. Keep government funding to enable access for “new publics”, keep state funding for a certain amount or subsidies
- ✓ Rewards to institutions in function of new LLL experiences: having a strategy of LLL as an European competitiveness and as a strategy of change. This strategy is not just a H.E. strategy but a social one. LLL as a dimension and not a specialisation in specific professions

4. Differentiated funding policies and incentives to promote wider access (individuals, institutions, market)

In detail

DROP

- × Institutional and social barriers that make access difficult for some groups: drop the “class lines” that make access difficult for some, with the objective of having different social levels among groups of students.
- × Financial barriers that prohibit the participation of many sectors of the population (unemployed in UK) and tax constraints on investment in continuing education. Drop the rule which prevents unemployed citizens from studying full-time at university while affecting benefits.
- × Exclusive reference to research in the evaluation of the careers of academic staff: research shouldn't be the only item in this type of evaluation.
- × Projects and policies without new results: drop those projects without any new results and those political phrases without content and full of empty promises.
- × Current system of funding that emphasises the access of traditional students
- × Limited approach to LLL: it is not just a business. The myth that LLL is widening participation should also be dropped.

4. Differentiated funding policies and incentives to promote wider access (individuals, institutions, market)

In detail

CREATE

- Responsive funding policies:
 - Framework for financing H.E. for new publics
 - Incentives to promote fields that are not commercially attractive
 - Repayment of H.E. costs related to income levels
- Monitoring mechanism for positive discrimination: a proper database for monitoring the participation of each socio-economic group, and performance indicators to measure success in widening participation for low-income groups
- Open access for all groups desiring to participate in order to achieve social inclusion. The diversity of career-upgrade programmes for broad sectors of the population could help.
- Financial incentives and means for new publics (and third parties) to invest in learning

5. Other subjects

Summary

KEEP

- ✓ Higher Education autonomy

DROP

- ✗ Government regulations in order to facilitate university experimentation with new programmes
- ✗ Conservative staff attitudes
- ✗ Negative attitudes towards work-based learning

CREATE

- ➔ New missions for H.E.: new philosophy on the role, clear mission statement, new continuing education, ...

5. Other subjects

In detail

KEEP

- ✓ Higher Education autonomy:
 - ✓ Having the autonomy to recognise individual work experience.
 - ✓ Institutional & staff involvement and responsibility in the design and organisation of learning options.
 - ✓ The university's responsibility for H.E. awards and qualifications.

5. Other subjects

In detail

DROP

- ✗ Government regulations in order to facilitate university experimentation and innovation with new programmes
- ✗ Conservative staff attitudes and policies: drop the old conservative mentality. The authority position of teaching staff make them partners.
- ✗ Negative attitudes towards work-based learning: secondary academic traditional schools and methods with negative attitudes towards vocational syllabus.

5. Other subjects

In detail

CREATE

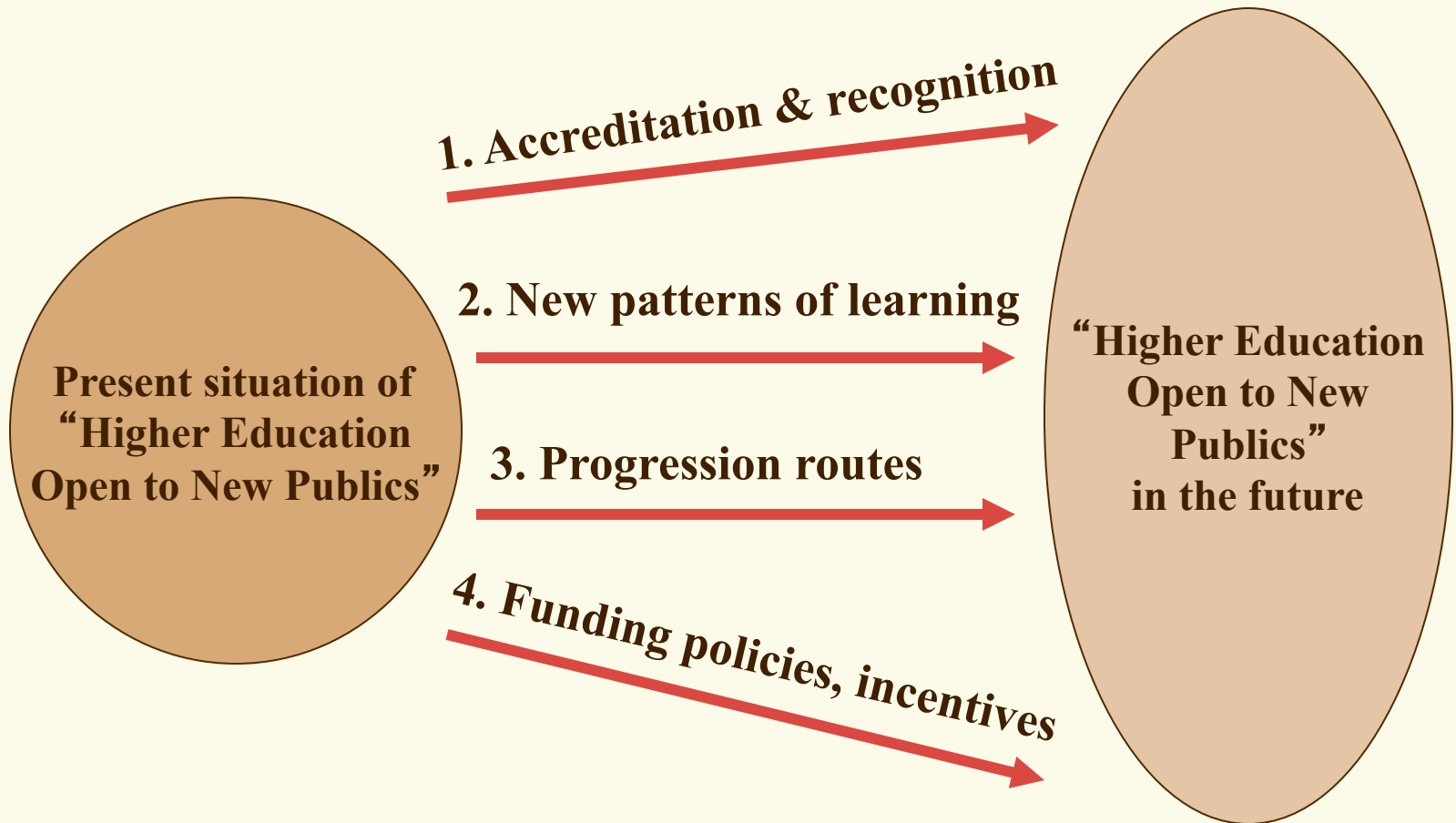
➔ New missions for H.E.:

- A new philosophy on the role of the H.E. system in society
- A clear mission statement.
- A new paradigm of continuing educational processes.
- A new framework of educational policies.

Proposals

On the second day, participants were asked to choose one of the subjects that had emerged during the previous day and to make specific proposals for European Ministries of Education.

Proposals



1. Proposals for accreditation & recognition of skills and knowledge

- 1.1** To secure a legal framework to grant access to higher education for people without formal qualifications.
- 1.2** To establish a flexible and responsive system for the recognition of non-formal qualifications and skills.
Should this be decided at the institutional, national or European level?
- 1.3** To integrate recognised qualifications and skills in formal education.
- 1.4** To define target groups, to promote and communicate new possibilities at three levels: local, national, and international.

2. Proposals for new patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies, ...)

- 2.1 To ensure low-cost access to hardware and software for new publics (e.g. in community centres and libraries using low entry cost technologies such as T.V. or Internet).
- 2.2 To ensure high quality methodologies for accessing new publics (interactivity, modules, problem-solving and team-based techniques, compatibility, transferability, ...).
- 2.3 To enable the development of teachers, learning materials and student support systems (guidance, training and coaching, recognition, ...).
- 2.4 To stimulate the acquisition of knowledge (self-learning, self-evaluation and feedback), promoting LLL market strategies, particularly to under-represented populations (e.g. using success stories).
- 2.5 To foster research and the implementation of new learning methodologies
- 2.6 To enable providers and institutions to network and collaborate for the provision of new services, protecting the interests of learners.

3. Proposals for alternative progression routes (credit accumulation and transfer system, validated diplomas, ...)

- 3.1** To keep and develop short and relevant courses without degrees but with certification, to develop alternative learning routes according to the needs of new publics.
- 3.2** To develop credit transfer and accumulation systems for national and international mobility and recognition of learning (support for the 2nd stage of EU ECTS, pilot experiences).
- 3.3** To develop European networks as incentives for demonstrating good practice in alternative learning (bringing together private firms, academic institutions and professional bodies).
- 3.4** To favour European employability through the mapping of the provision of alternative learning (thereby creating a “common currency”).
- 3.5** To stimulate the validation of vocational learning through benchmarking as a framework of reference for alternative learning.

4. Proposals for differentiated funding policies and incentives to promote wider access (individuals, institutions, market)

4.1 To develop funding support and incentives for different new publics:

- Especially for those who cannot afford it in order to have equal access and opportunities
- With a systematic approach and incorporating adults in LLL as a national priority (e.g. grants, vouchers, fiscal reductions)
- With financial and mental motivation

4.2 To introduce positive-discrimination policies with student accountability.

- Students have to report on their progress
- Create mechanisms for a positive discrimination pedagogy

4.3 To offer funding support and incentives for H.E. institutions and networks that offer flexible programmes, incorporating work experience.

- Contracts between government and institutions
- Avoid discrimination by age
- “Eurorecord” approach to needs and competencies can be a model

4.4 To promote private funding and partnerships with industry (e.g. fiscal deductions) and the model for professional development should be created jointly with industry

4.5 To make universities more attractive for new publics: portfolios of learning and competence, virtual training and learning material, open culture, LLL strategy, identify the new role of universities.

Plenary Discussion

At the end of the conference there was an open discussion where participants were invited to add ideas that had not been dealt with or to specify and clarify subjects. The main ideas that emerged during this discussion are outlined on the next page.

Comments made during the final plenary discussion

- ✓ The family as a learning environment
- ✓ To develop knowledge to be able to recognise skills
- ✓ It could be interesting to identify the different providers of LLL
- ✓ Incentives for widening H.E. access don't only have to be financial
- ✓ Curricula adaptation is a big issue for the development of new patterns of learning supply

Annex

* Summary

* Photographs

MOMENTUM

Networking & Management

HIGHER EDUCATION OPEN TO NEW PUBLICS

Search Conference - Porto

(May 2 - 3)

Summary

15th May 2.000

Presentation: HIGHER EDUCATION OPEN TO NEW PUBLICS

This summary presents a glimpse of the work developed by the participants of the Search Conference “Higher Education Open to New Publics”, held in Porto, 2 & 3 May 2000.

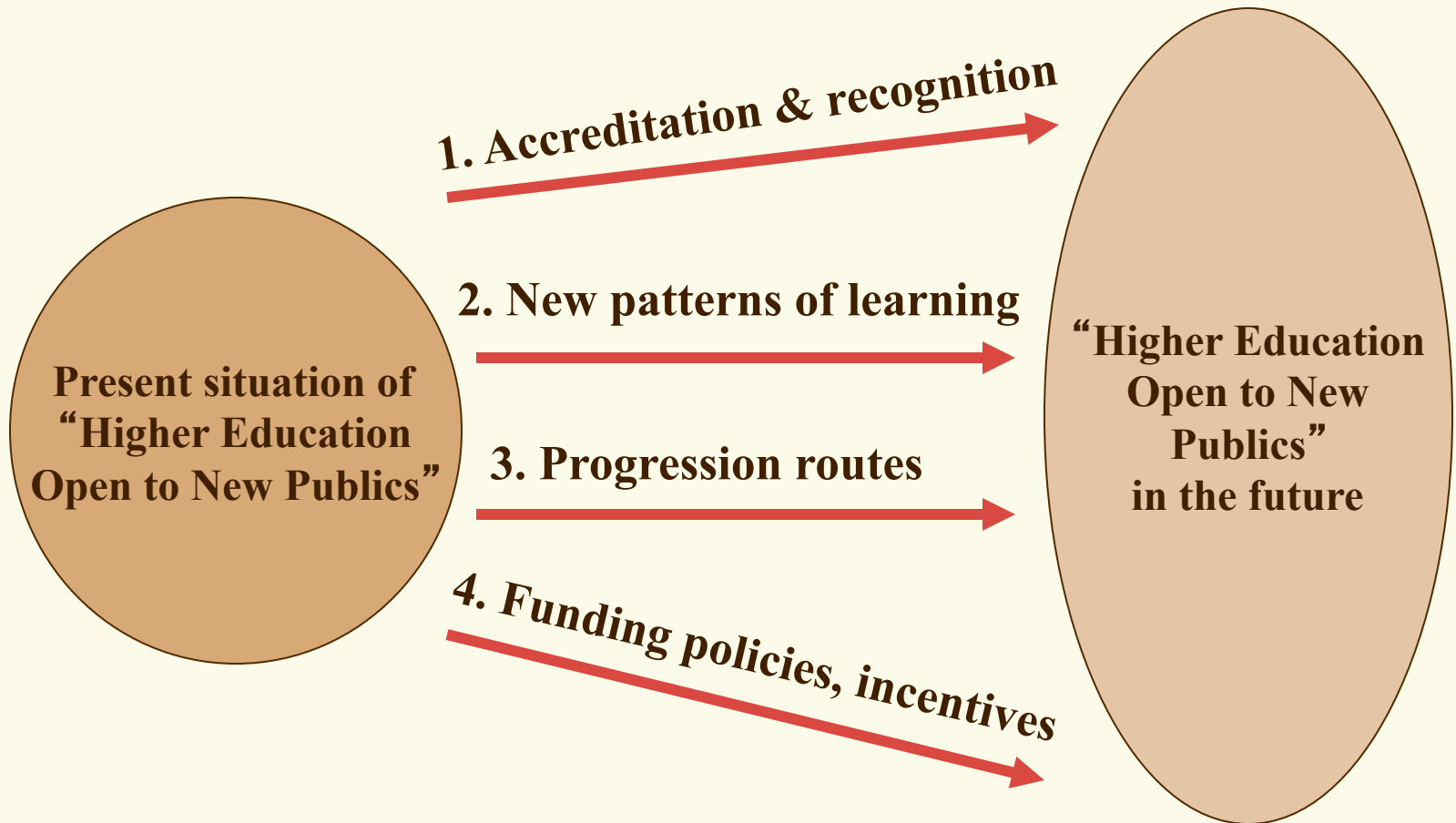
It contains a diagnosis of the current situation of Higher Education and the proposals for European governments. These were elaborated by conference participants in working groups, and have been summarised by the Momentum-Columbus team.

There is also a final document where the work of the participants is presented in detail.

Summary of the diagnosis

KEEP	DROP	CREATE
✓ A better access to the under-represented	✗ Centralisation of accreditation, rigid system for admissions & access, social barriers	➔ Flexible and transparent recognition of prior experience, social inclusion
✓ Quality & knowledge, new technologies, the use of the newest ICT	✗ Discipline-based knowledge, out-of-date methodology, one-sided use of ICT	➔ Learning processes, flexible and temporary programmes, new approaches to ICT / learning, networking and co-operation
✓ ECTS, national validated diplomas, wide range of continuing educ. progr.	✗ Internal barriers, rigid curricula	➔ Alternative and progressive routes, quality assurance of diplomas
✓ Funding & planning subsidies for students	✗ Financial barriers, projects with no results	➔ Funding and financial incentives
✓ LLL as a strategy, higher education autonomy, cultural diversity	✗ Governments' rigid regulations, evaluation of academics with research only, prejudice against work-based learning, staff attitudes and elitism, limitations of LLL	➔ New missions for H.E., a climate for new solutions

Proposals



Proposals

1. Proposals for the accreditation & recognition of skills and knowledge

- 1.1 To secure a legal framework to grant access to higher education for people without formal qualifications.
- 1.2 To establish a flexible and responsive system for the recognition of non-formal qualifications and skills.
- 1.3 To integrate recognised qualifications and skills in formal education.
- 1.4 To define target groups, and to promote and communicate new possibilities at three levels.

2. Proposals for new patterns of learning supply for new publics (flexible delivery systems, ICT, networking, new methodologies, ...)

- 2.1 To ensure low-cost access to hardware and software for new publics (e.g. in community centres and libraries using low entry cost technologies such as T.V. or Internet).
- 2.2 To ensure high quality methodologies for accessing new publics (interactivity, modules, problem-solving and team-based techniques, compatibility, transferability, ...).
- 2.3 To enable the development of teachers, learning materials and student support systems (guidance, training and coaching, recognition, ...).
- 2.4 To stimulate the acquisition of knowledge (self-learning, self-evaluation and feedback), promoting LLL market strategies, particularly to under-represented populations (e.g. using success stories).
- 2.5 To foster research and the implementation of new learning methodologies.
- 2.6 To enable providers and institutions to network and collaborate for the provision of new services, protecting the interests of learners.

3. Proposals for alternative progression routes (credit accumulation and transfer system, validated diplomas, ...)

- 3.1 To keep and develop short and relevant courses without degrees but with certification, to develop alternative learning routes according to the needs of new publics.
- 3.2 To develop credit transfer and accumulation systems for national and international mobility and recognition of learning (support for the 2nd stage of EU ECTS, pilot experiences).
- 3.3 To develop European networks as incentives for demonstrating good practice in alternative learning (bringing together private firms, academic institutions and professional bodies).
- 3.4 To favour European employability through the mapping of the provision of alternative learning (thereby creating a “common currency”).
- 3.5 To stimulate the validation of vocational learning through benchmarking as a framework of reference for alternative learning.

4. Proposals for differentiated funding policies and incentives to promote wider access (individuals, institutions, market, ...)

- 4.1 To develop funding support and incentives for different new publics.
- 4.2 To introduce positive-discrimination policies with student accountability.
- 4.3 To offer funding support and incentives for H.E. institutions and networks that offer flexible programmes, incorporating work experience.
- 4.4 To promote private funding and partnerships with industry (e.g. fiscal deductions) and the model for professional development should be created jointly with industry
- 4.5 To make universities more attractive for new publics: portfolios of learning and competence, virtual training and learning material, open culture, LLL strategy, identify the new role of universities.