



United Nations  
Educational, Scientific and  
Cultural Organization



*CIMQUSEF'2012: 9<sup>th</sup> international conference on quality management in education and training systems*

*Topic : Role of good practices and prospective studies in improving the quality of education systems*

*11-12 & 13 décembre 2012 – Dental Faculty – Casablanca – Morocco*

# Professional Higher Education in Europe: state of the art and emerging trends

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Jagiellonian University in Krakow, Poland

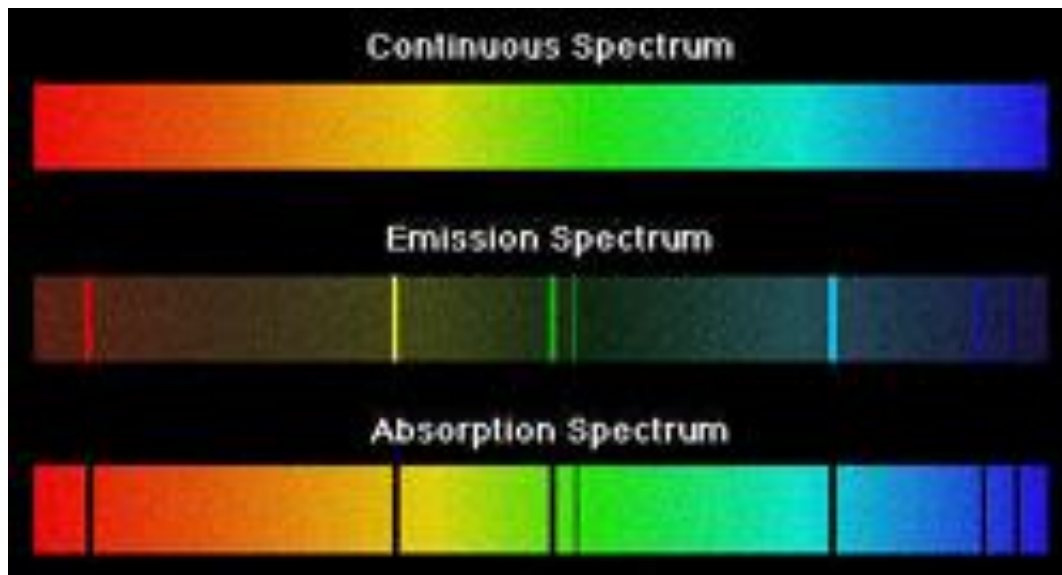
State Higher Vocational School in Tarnow, Poland

EURASHE, Belgium

# Two tendencies in PHE

- Academic drift
  - FH become „Universities of Applied Sciences”
  - ...
- Separation from academic HE
  - „professional Bachelors/Masters/Doctors”
  - ...
- We shall look for a „golden mean”

# Continuous spectrum of education



*from <http://www.daviddarling.info/encyclopedia/C/contspec.html>*

ACAD HE

PHE

VET

*Porta linguarum trilinguis reserata et aperta*  
*(English, Latin, French)*

*Jan Amos Komensky (Comenius) 1631*

## Languages of education and training

- At present – different sectors speak different languages (cf. EQF and Bologna QF)
- PHE is able to speak both academic language and VET language

# Two domains where „translations” are particularly needed

- Qualifications frameworks
  - EQF
  - QFHE
  - NQF
- Validation of competences, recognition mechanisms etc. (in the context of LLL)
- PHE can act as „interpreter”, build bridges, make European Education Area more coherent

# Extending Bologna Process

EHEA

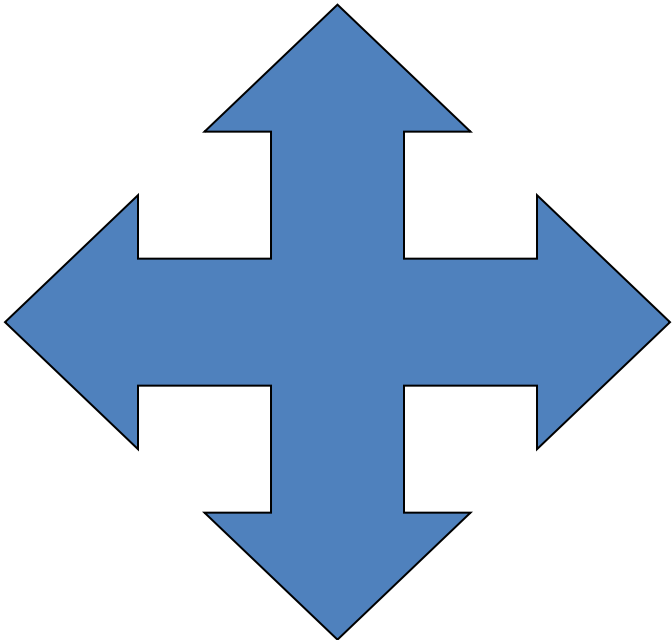
European Higher Education Area

European Area of Higher Education

EA HE

SECTORS

H



WORLD

E

A

REGIONS

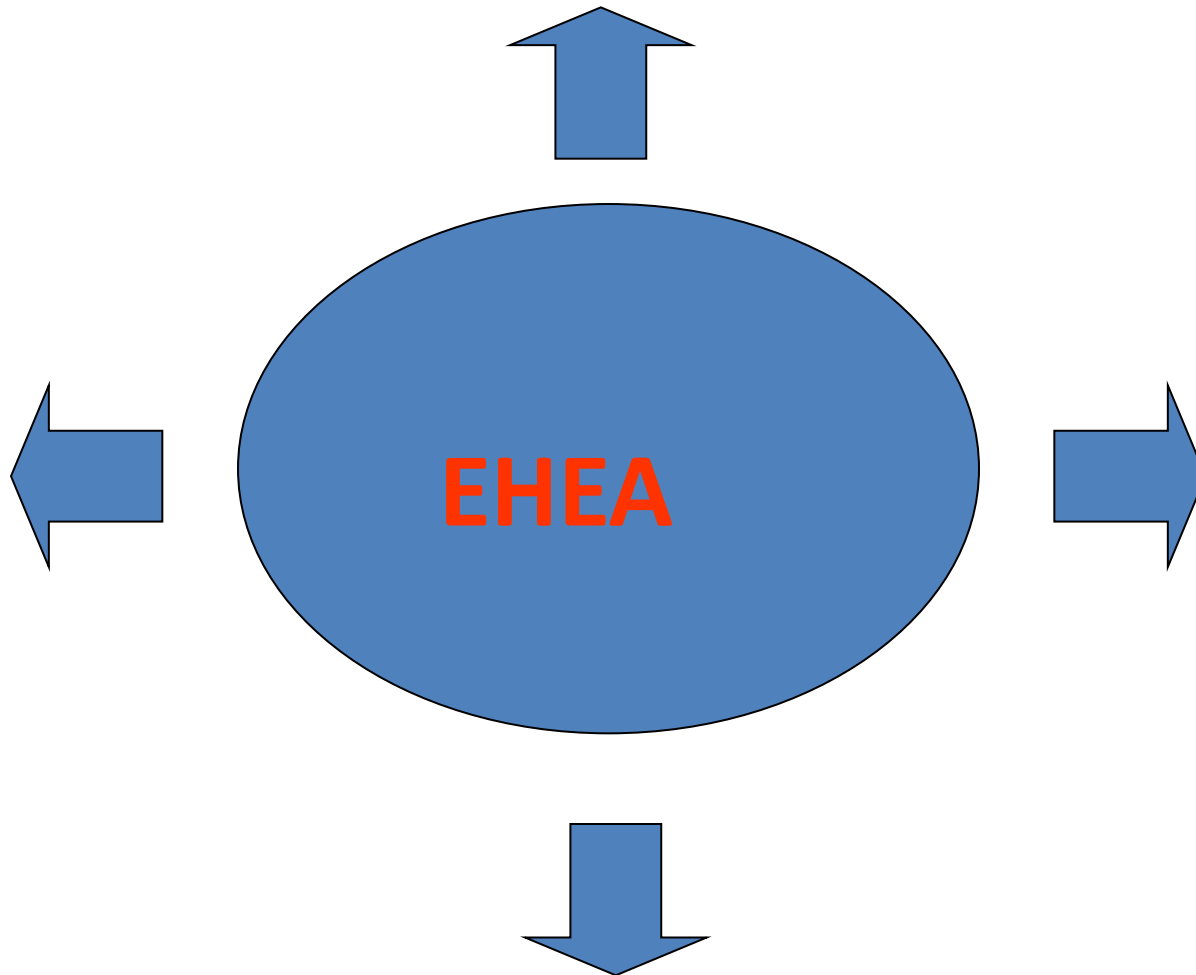
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# EA HE

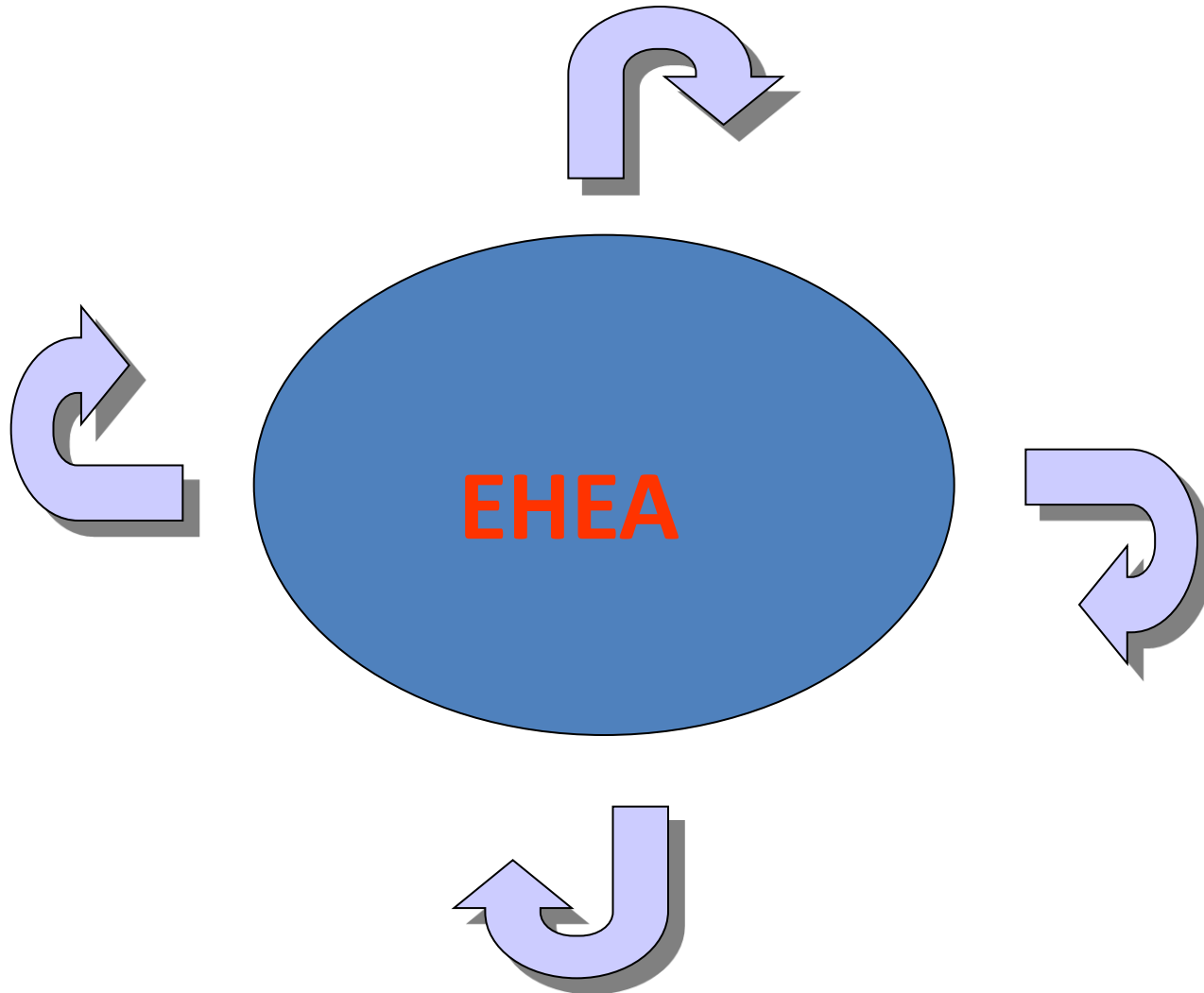
- EU
- Europe of Bologna
- Neighboring countries
- Asia
- Africa
- US & Canada
- Latin America
- Australia & Oceania
- Higher education
- Non-tertiary education
- VET
- ....
- Economics
- Society
- Culture
- ....

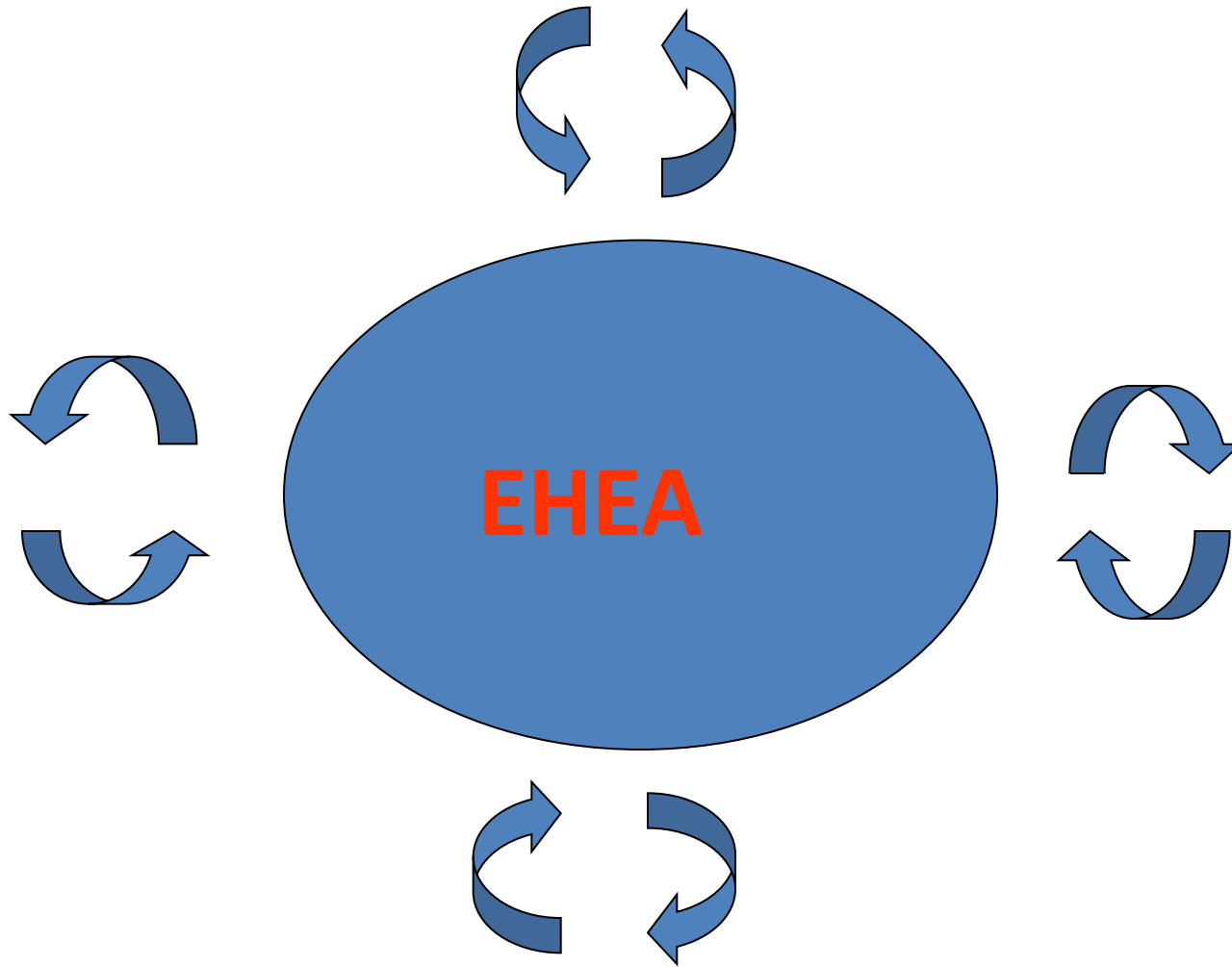


# Preaching Bologna beyond EHEA „We are the champions” ...



But not everybody wants to be converted...





**So... let's interact and (also) learn from others**

# Comenius Quotations

- Not the children of the rich or of the powerful only, but of all alike, boys and girls, both noble and ignoble, rich and poor, in all cities and towns, villages and hamlets, should be sent to school.

(social dimension)

- The proper education of the young does not consist in stuffing their heads with a mass of words, sentences, and ideas dragged together out of various authors, but in opening up their understanding to the outer world, so that a living stream may flow from their own minds, just as leaves, flowers, and fruit spring from the bud on a tree.

(learner-centered approach)

- A tree must also transpire, and needs to be copiously refreshed by wind, rain, and frost; otherwise it easily falls into bad condition, and becomes barren. In the same way the human body needs movement, excitement, and exercise, and in daily life these must be supplied, either artificially or naturally.

(lifelong learning)

# HAPHE

## *Harmonising Approaches to Professional Higher Education in Europe*

*(EACEA ref: 527842-LLP-1-2012-1-BE-ERASMUS-  
EMGR)*

Duration: October 2012 – September 2014

# Background

## Goals

- Harmonise approaches to professional higher education in Europe
- Strengthen PHE as Sector
- Enhance quality / importance PHE
- Improve specific player role –education/labour market/research innovation
- Raise impact policy actions

# Background

## **Context**

- EC Modernisation Agenda HE
- Europe 2020 strategy

## **Challenges**

- No definition = no transnational analysis
- Qualifications recognition

# Background

## Output

- Most extensive PHE survey to date
- National profile > 15 EU members
- Best practices collection
- Harmonised set defining PHE characteristics
- Quality criteria for each characteristic
- PHE mapping vs EQF / U-Map / U-Multirank



# Background

## **Output**

- PHE sector development indicators
- Recommendations to strengthen sector
- Implementation guide for quality criteria

## **Increase existing PHE quality**

## **Professionalise existing offer**

- Set conditions to reach consensus
- Stimulate forum of stakeholder

# HAPHE Deliverables

- PHE Country Profiles Web Tool and Report
- Stakeholder Views towards PHE Working Paper
- Defining Characteristics and Quality Criteria for PHE Report (Interim/Final)
- Implementation Report for PHEIs Handbook
- Implementation Report for Policy-makers Handbook

# Deliverables

## **High level dissemination**

- EU-level Seminar
- National Workshops
- Launch Conference

# Partners

## **Structural Partners**

EURASHE (P1)

KIC Malta (P3)

## **Individual Institutions**

DHBW (P2)

TTK UAS (P6)

PWSZ TAR (P10)

## **Umbrella Associations**

ASHVC (SVSŠ) (P4), CASPHE (SŠVS) (P5), VLHORA (P7), ADIUT (P8),  
CCISP (P9), CUUCAS (VVIVŠ) (P11)

# HAPHE Work-packages

- Work-package 1: Mapping Professional Higher Education in Europe
- Work-package 2: Characterising Professional Higher Education
- Work-package 3: Consensus Building through validation
- Work-package 4: Fostering Development of PHE as Sector
- Work-package 5: Message Management
- Work-package 6: Quality and Evaluation Management
- Work-package 7: Consortium Management

# HAPHE Work-package 1

- Country Data Collection Sheet
- Classification of Stakeholders
- Preliminary Discussion on PHE Typology
- Preliminary Discussion on PHE Development Scenarios

Don't worry, be Haphe!



Thank you for your attention!

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