

# Eurashe

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V L H O R A

Eric Vermeylen

Secretary-general Flemish Council of Universities of Applied Sciences

# Strategic issues

- Identity promotion...
- Increasing the participation degree in higher education
- Open mindset
  - Towards the workfields
  - Other cultures
  - International orientation
  - Partners

# Unique selling proposition

- Success of alumni on the labour market
- Development of the nexus education, applied research and civic service
- Internationalisation as a strategic tool for the development of competencies of the 21st century

# Associate degree

(EQF level 5, short cycle)

## As is...

- Programmes in centres for adult education and secondary schools (nursing)
- In cooperation with university colleges

## To be...

- Integration of associate degree in university colleges (sept. 2019)  
→ *with or without the nursing programme?*
- Renewed programmes, firmly anchored in EQF level 5 (90/120 ECTS)
- Compulsory min. 1/3 work based learning

## Key policy challenges...

- Framework for integration (competences, staff, resources...)
- Framework for work based learning (intensive cooperation between education and labor market, supportive measures...)

# Teacher Education

## As is ...

- Bachelor programmes in university colleges (pre-primary education, primary education, secondary education)
- Teaching Qualification in universities, university colleges and adult education (not in EQF!)

## To be...

- NEW: assessment before registration in bachelor programme
- Teaching Qualification → bachelor or master degree (EQF: level 6 or 7)
- Extra focus on specific content: diversity, language skills (Dutch as a second language), class management...

## Key policy Challenges ...

- Impact reform on staff and organisation
- Potential collaboration framework between UC's and universities

# Professional Master

## As is...

- Professional master doesn't exist in Flanders

## To be...

- Demand for professionalisation on a 'higher level' in certain professionally oriented domains: accountancy, teacher education (pre-primary and primary education), nursing, midwifery...
- Framework for professional master in university colleges  
→ Not on the political agenda

## Key policy challenges...

- To get the professional master on the political agenda
- Impact on collaboration universities with university colleges

# Applied Research- As is...

- Big difference in **government research funding** between the 13 Flemish UAS's and the 5 academic universities

**UAS's**

ca. € 55 Million

**Universities**

ca. € 1,2 Billion

- UAS's are **well connected with SME's and social profit organisations** (e.g. hospitals, musea, NGO's, ...).

# Applied Research- To be...

- More government funding for applied research. Ideally for the Flemish UAS's up to € 150 million
- If this condition is fulfilled, the UAS's are able to close the innovation gap in Flanders.
- The EC puts this goal in the “Renewed Agenda for Higher Education” (30 May 2017).  
*“UAS's are like research spiders: if governments would empower the capacity, UAS's are able to take all SME's and social profit organisations up to European Research programs (Interreg – H2020 – ERA-net etc.)”*

# Applied Research – Key Policy Challenges...

- Enhancing more government funding for applied research and cocreation with enterprises en social profit in the Flemish UAS's

*In 2017 the Flemish UAS's received € 10 million extra from the Flemish government. But the UAS's have more potential and thus need even more research funds.*

*Because of this, evidence and output figures are gathered (research indicators , networking indicators and benchmarking)*

- Representation of UAS's in governmental bodies of R&D
- Government attention for the special UAS services towards the field of work > opportunities of solutions for the field of work by cocreation

# Internationalisation

## As is...

- Outgoing student mobility in Flemish University Colleges: 10-20% (lack of exact data),  
funded by: Erasmus +, Flemish Government 'Brains on the move', other instruments...
- English course offer designed for credit mobility. Limited degree programmes in English (language law)
- Global Minds project, implemented by all the UAS's as a consortium for supporting developments in the South

## To be...

- Objective of internationalisation: shift in mindset  
*"ALL students should acquire international and intercultural competences"*
- Internationalisation =
  - In- en outgoing student mobility
  - International curricula
  - Projectdriven projects abroad
  - Academic diplomacy
  - ...

# Internationalisation – Key policy challenges ...

- Improvement of the (international) visibility of Flemish UCs and professional higher education in general
- Comprehensive internationalisation vision on the political agenda in Flanders/Belgium
- Adequate policy framework and funding
- Funds for short mobility projects connected to case studies in companies and organization of the work field (ERA+, Flemish Government...)
- More access to international research project funds

# Public funding

- 85% - 90 % is public funding – departement of education- Flemish community
  - Increasing students University colleges in Flanders ( + 2% / year)
  - The actual financing system is insufficient
    - Limits rationalization
    - Incomplete indexation
    - Delayed and insufficient correlation to increasing student populations
    - Budget cuts
- Nunc 6.000 €/student >> a fair and sufficient financing of 7.000 €/student. ( nunc 122.000 students in UC's)

# At the end...

The challenge is ...

- Relevant & Flexible Learning
- Applied Research for regional development
- More ambition in internationalisation
- € 7.000 /student

# At the end...

**E= ti<sup>2</sup>**

**Excellence in  
talent development x innovation x internationalisation!**

**V L H O R A**

Thank you!

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