Common Training Framework for Landscape Architecture

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EUROPEAN COUNCIL OF LANDSCAPE ARCHITECTURE SCHOOLS

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The consequences of European policies for Landscape Architecture competences

Dr. Roxana Triboi, LE:NOTRE Institute

The professional role of landscape architects (LA)

LA professionals need a wide-ranging skill set achieved by a combination of academic study and by learning through our actions and working with colleagues. Education and training of LA: academic learning, period of training and professional practice.

ECLAS Guidance on Landscape Architecture Education

The Tuning Project ECLAS – LE:NOTRE 2010

A new perspective on LA education needs:

- continuous training process
- education open to all group categories
- gender equality
- harmonisation at European levels
- integrating new subjects in curricula
- facilitating exchange and travelling

A new perspective on planner's role in landscape management:

- shift from creator to mediator in a co-construction process, through the knowledge transfer
- prioritisation of the social role of the planner
- focus on landscape as a platform for the local economy processes
- change of focus from public health benefits of parks and green spaces in urban areas to more complex approach like global health, climate change, resilience of natural and anthropic systems
- more inclusive approach of urban/rural/natural landscapes

Synthesis of the knowledge of LA *by IFLA Europe*

- **history** and **theories of landscapes** and the related arts technologies and human and natural sciences, with their interrelationships;
- **fine arts** as an influence of the quality and aesthetics of landscape design;
- **ecology** and the **use of natural elements** as a basis for landscape conservation, planning, design and management;
- **architectural** and **engineering needs** associated with landscapes;
- **physical problems** and **technologies** affecting the external environment;
- **relationships between man and environment**;
- **preservation, conservation and restoration** of historic landscapes;
- role of landscape architecture as part of the **international, national, regional, local design** and planning processes;
- **methods of investigation, preparation** of a brief for a land-scape project and environmental assessments;
- **communication skills** and **presentation techniques**;
- **industries, organisations, regulations** and **procedures** involved in *translating planning, design and management into landscape*;
- **legislation** relating to the **environment** and the **practice of landscape architecture**.

SOURCE: *Some Thoughts on the Education and Training of Landscape Architects*/ Tony Williams IFLA Europe

Traditional competences of landscape architects

- developing new or improved theories and methods and **providing advice on policy related to landscape architecture**;
- **inspecting sites** and **consulting clients**, management and other stakeholders to determine type, style and size of proposed buildings, parks, roads and other open spaces;
- compiling and analysing site and community data about geographical and ecological features, landforms, soils, vegetation, site hydrology, visual characteristics and human-made structures, to formulate land use and development recommendations, feasibility studies and environmental impact statements;
- preparing reports, strategic plans, site plans, working drawings, specifications and cost estimates for land development, showing location and details of proposals, including ground modelling, structures, vegetation and access;
- **writing specifications and contract documents** for use by builders and civil engineering contractors and calling tenders on behalf of clients;
- making necessary contacts to ensure feasibility of projects regarding style, cost, timing, and compliance with regulations;
- identifying and finding best solutions for problems regarding function and quality of exterior environments and making necessary designs, drawings and plans;

SOURCE: *Some Thoughts on the Education and Training of Landscape Architects*/ Tony Williams IFLA Europe

Core competences of landscape architecture

Core competences of landscape architecture center on the process of intervention in landscapes to create new or revitalised places, by means of landscape planning, design and management, as well as by project implementation.

Two interdependent core competences of landscape architecture are:

- Knowledge, skills and understanding of planning, design and management, to create new or conserve existing landscape situations,

closely integrated with

- a holistic knowledge and understanding of the nature of landscape and the ways in which it is perceived in time and space, and the pressures and driving forces to which landscapes are subjected.

Core competences of landscape architecture, as reflected in the ***European Landscape Convention***, are 'actions' such as ***landscape management, planning and design***.

The core competences are in line with 'actions' mentioned in the Convention:

- the identification and assessment of landscapes, and the ***definition of landscape quality goals***;
- the establishing and implementation of landscape policies aimed at landscape protection, management and planning (through the adoption of the specific measures);
- the establishing of procedures for participation by the general public, local and regional authorities and other parties with an interest in the definition and implementation of landscape policies.

EUROPEAN LANDSCAPE CONVENTION
CONVENTION EUROPÉENNE DU PAYSAGE

*The concept of **'core competences'** comes from the world of business management. Here it is used to describe the set of unique capabilities which a particular company is able to develop or acquire in order to give it competitive advantage in the market place. In the case of an academic discipline, the term 'core competences' can be used to refer to those distinctive capabilities which give it is specific characteristics and thereby distinguish it from other disciplines*

Tendency of European policies regarding landscape management evolution

- **Healthy and safe environment**
- **Planning on the basis of landscape system and process approach**
- **Knowledge of EU policies and their translation into spatial design**
- **Integrated and holistic planning, including all pillars of sustainability**
- **Knowledge of landscape oriented main policies**

Important aspects in European policies approach:

- **Global health** (human, animal and environment)
- **Eco-systemic approach**
- **Systemic innovation**
- **Harmonisation between policies** (Environmental and climate legislation integrated: as for example between CAP and Green deal or CAP and local policies)
- **Harmonisation between objectives** (like ***environment*** and ***climate***)
- **Prioritisation of common goals**: nature-and climate-friendly choices, resilience, local economy, circular economy, reterritorialization of the systems, equity, gender equality, inclusive and participatory approach, low carbon, climate-resilient economy…

European policies and guidelines in relation with Landscape Architecture competences

Basic policies and guidance:

- **European Landscape Convention (2000)**
- CAP
- Environmental Impact Assessment (1985)
- **European Rural Heritage Observation Guide – CEMAT**
- Natura 2000

Recent policies and guidance:

- **New CAP (currently in the revision process started in 2018)**
- **Biodiversity Strategy for 2030**
- **The EU Strategy on Green Infrastructure 2013**
- **The European Climate Pact**
- **The European Green Deal**
- Landscape and Regional Development Policy in the European Union

Recent education policies:

- The European Education Area 2025
- European Skills Agenda
- The Digital Education Action plan (2021-2027)
- European Research Area
- Pillar of Social Rights
- Bologna – Rome Ministerial Communiqué 2020

More background information on EU policies on landscape

Jean Monnet Seminar

will start again on March 31, 2021 at 14h CET

Enhancing awareness of the political dimension of the planning professions – and showing pathways towards political influence

Convey knowledge of how the EU's environmental policy links to related but equally relevant policy fields, in particular agriculture and rural development, regional and urban policy and climate action.

Next seminar and ppt, presentations and recordings of previous on: http://www.eu-ladder.eu

European Landscape Convention (ELC)

- **ELC Convention impacted severely the LA competences**
- **Still 2 decades after its approval, the changes in the LA education and practice its not yet completed integrated**
- **Focus on Landscape Quality Objectives**
- **Landscape observatories as a tool for landscape management**
- **Stress on community involvement and landscape democracy**

- The European Landscape Convention has introduced a Europe-wide concept of protection, management and planning of all landscapes – not just the outstanding ones.

- Two decades after the creation of the European Landscape Convention, how it has influenced the governance and development of European landscapes, and what role it will play in the coming years is still in discussion.

- Within the meaning of the Council of Europe Convention on the Landscape, there are **close links** between the **notion** of **landscape** and **human rights**, **democracy** and **sustainable development.**

- Situated at the meeting point between natural sciences, social sciences and humanities, combined with skills in planning and design of landscapes, **European landscape architecture education is closely related to the aims and ideas of the European Landscape Convention.**

- Landscape architects can facilitate an **interdisciplinary perspective** and a **bridging between sectors**. For decades, landscape architecture education in Europe has provided **multidisciplinary education** in landscape protection, management and planning.

- Landscape architects are specialised to act as **generalists** and to propose **spatial solutions that involve integrated landscape thinking**. Landscape architect education encompasses all types of landscapes, just like the European Landscape Convention, from urban through suburban to natural and rural.

EUROPEAN LANDSCAPE CONVENTION
CONVENTION EUROPÉENNE DU PAYSAGE

- **Consideration of social, cultural and economic dimension calls for reinforcing the local eco-system**
- **Participatory approach involving the locals**
- **The consideration of nature-based solutions**
- **The importance of Commons: ownership, accessibility and right to land**

The declaration includes the following provisions

- Multifunctionality applied to the landscape is more than just the economic concept; the multifunctional landscape relates to the individual and social well-being; ...
- Besides the natural and cultural dimensions, there is an economic and social dimension linked to landscape and in this sense, landscape is a resource and a potential for sustainable development;
- The landscape can be considered an economic asset, but at the same time it should be considered a 'common good', thus needing public intervention/regulation to avoid market distortion;
- Landscape, democracy, social and territorial cohesion and citizen participation are fundamental and related themes; ...
- Landscape has the capacity to establish an emotional relationship (positive or negative) between man and natural and cultural resources; in this sense landscape can be a vital experience;
- The relationship of public and private stakeholders with the landscape and the territorial management systems is very important to ensure its quality;
- Landscape reflects the changing processes of different economic and social models that humanity has experienced as a result of industrialisation, agriculture and urban policies, sectoral policies like tourism and public works (especially infrastructure networks), energy, and so on;
- Landscape change as a result of man-made processes is rapidly increasing, especially if compared with natural processes; at the same time, the scale and type of change is also changing, increasingly consuming more resources and simplifying landscape complexity and character;
- Landscape change should be adequately managed and planned to guarantee landscape quality and social well-being; thus active citizens' participation is fundamental to take into consideration local needs and interests;

- **Technology is not ‘everything’**
- **Understanding and clarifying the ecosystem services**
- **Inter-community and inter-generation partnership**
- **Quality of life of communities and people**
- **Landscape diversity, coherent with local identities**

– both rural and urban landscapes are changing, although in different ways, but the end result should always be quality landscapes and the well-being of the local communities;

– landscape policy cannot be considered a luxury, because it helps us to find ways to face the crisis, having the capacity to be the driver of social development initiatives, of mobilising society and of generating inter-community and intergeneration partnership;

– the economic sustainability of the landscape is directly related to the services it produces;

– technology is not ‘everything’

– landscape has material and immaterial, tangible and intangible values; thus quantity but also quality criteria need to be taken into consideration in landscape issues;

– landscape is a resource that produces well-being for man, as an economic and public good, by its biodiversity and as the support to human activities;

– landscape governance has to be comprehensive, inclusive, aimed at and sensitive to the quality of life of communities and people, whether man or woman, old or young;

– the European Landscape Convention is a good framework for landscape governance – it implements subsidiarity, defines principles and concepts, promotes citizen participation and the co-operation of different administrative levels, but does not impose rules and methodologies;

– it is essential to ensure that landscape diversity, coherent with local identities, is maintained, at European, national, regional and local level, not as ‘museum landscapes’ but as ‘living landscapes’ even if it means ‘new quality landscapes’;

– the European Landscape Convention can provide an important contribution to the definition of sustainable development models in the different member States.”

Environmental Impact Assessment (EIA)

Aims

- avoid environmental damages before they occur (precautionary principle)
- improve project development procedures and authorities' permissions procedures in terms of environmental issues
- provide a holistic and comprehensive assessment of a project's environmental impacts as part of decision-making in project permissions
- enable transparent and comprehensible permission processes including public participation

- **EIA is already integrated in LA education and practice, there is a shift towards *Strategic Environmental Analysis (SEA)***
- **LA should imagine & explore different strategies, alternatives, and their impacts**

European SEA Directive 2001/42/EC

EIA – Impacts on Planning and Decision Making

Results of EIA must be taken into consideration in the development consent procedure.

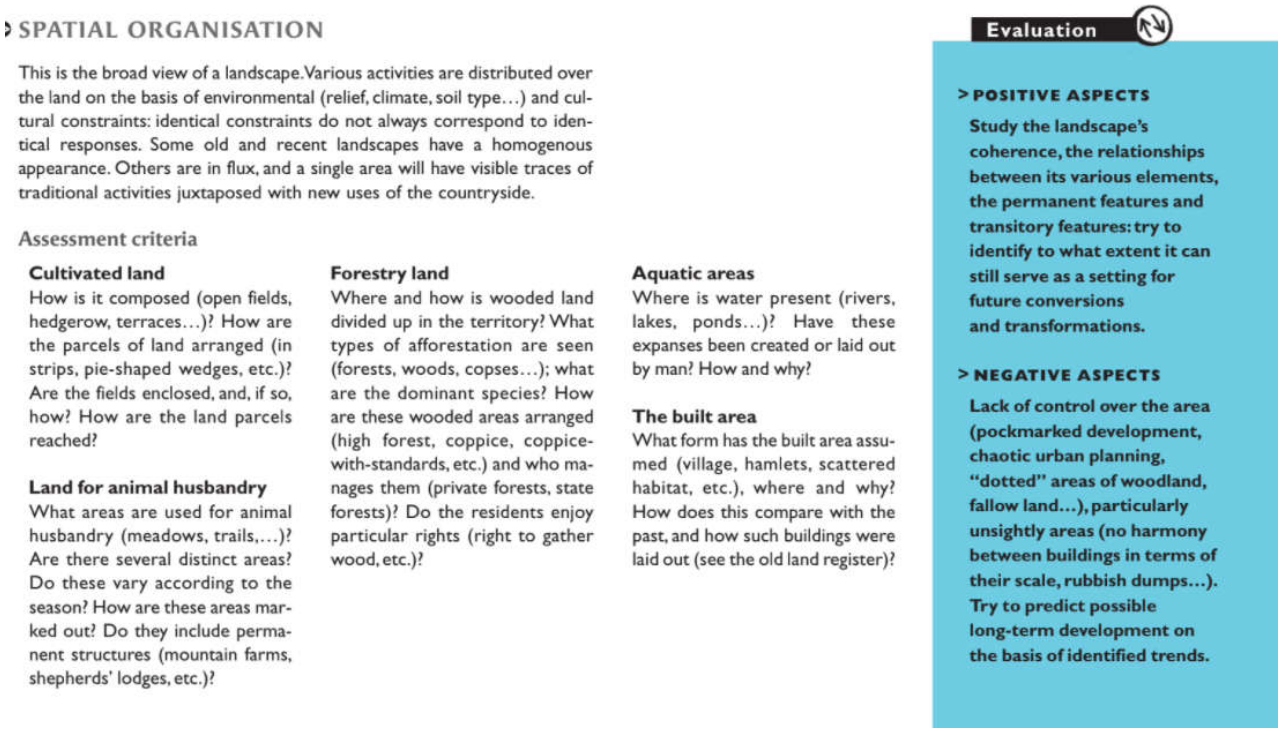
Thus, EIA does not guarantee that projects are maximum environment-friendly.

Nevertheless, EIA is an important planning instrument, to:

- transparently analyze a project's environmental impacts
- inform the public, stakeholders, authorities and the developer
- enable public participation, also in a transboundary context
- base permission decision-making on solid knowledge

European Rural Heritage Observation Guide – CEMAT

- Conservation by development
- Ensuring mediation on participative approach
- From sectoral towards an integrative approach
- Identifying the sites and their characteristics
- the role of animals in the landscape management
- managing land speculation and urban sprawl
- popular/rural education on landscape
- monitoring landscape change



SPATIAL ORGANISATION

This is the broad view of a landscape. Various activities are distributed over the land on the basis of environmental (relief, climate, soil type…) and cultural constraints: identical constraints do not always correspond to identical responses. Some old and recent landscapes have a homogenous appearance. Others are in flux, and a single area will have visible traces of traditional activities juxtaposed with new uses of the countryside.

Assessment criteria

Cultivated land
How is it composed (open fields, hedgerow, terraces…)? How are the parcels of land arranged (in strips, pie-shaped wedges, etc.)? Are the fields enclosed, and, if so, how? How are the land parcels reached?

Land for animal husbandry
What areas are used for animal husbandry (meadows, trails,…)? Are there several distinct areas? Do these vary according to the season? How are these areas marked out? Do they include permanent structures (mountain farms, shepherds' lodges, etc.)?

Forestry land
Where and how is wooded land divided up in the territory? What types of afforestation are seen (forests, woods, copses…); what are the dominant species? How are these wooded areas arranged (high forest, coppice, coppice-with-standards, etc.) and who manages them (private forests, state forests)? Do the residents enjoy particular rights (right to gather wood, etc.)?

Aquatic areas
Where is water present (rivers, lakes, ponds…)? Have these expanses been created or laid out by man? How and why?

The built area
What form has the built area assumed (village, hamlets, scattered habitat, etc.), where and why? How does this compare with the past, and how such buildings were laid out (see the old land register)?

Evaluation

> POSITIVE ASPECTS

Study the landscape's coherence, the relationships between its various elements, the permanent features and transitory features: try to identify to what extent it can still serve as a setting for future conversions and transformations.

> NEGATIVE ASPECTS

Lack of control over the area (pockmarked development, chaotic urban planning, "dotted" areas of woodland, fallow land…), particularly unsightly areas (no harmony between buildings in terms of their scale, rubbish dumps…). Try to predict possible long-term development on the basis of identified trends.

The revision of Common Agricultural Policy (CAP)

The new, reformed Common Agricultural Policy (CAP), as proposed by the Commission in 2018, should be key to helping the European Union achieving **the objectives of the European Green Deal**. It should incentivize, empower and support European farmers, helping them to contribute more decisively to ***tackling climate change, protecting the environment*** and ***moving to more sustainable and resilient food systems***.

- **New CAP will focus on climate change and sustainable models and practices, integrating other important legislation and policies on environment and climate**

To reach this objective, **40% of CAP** expenditure must be dedicated towards these objectives.

A blend of voluntary and mandatory measures **beneficial for environment and climate**, better linking support for farm income and rural areas to the take-up of **sustainable models and practices**, as well as a range of actions to boost knowledge, innovation and (digital) technology in support of this ambition.

Environmental and climate legislation integrated: explicit legal link between **CAP Strategic Plans** and certain **EU laws on environment and climate**.

Agri-environment-climate measures and investments under rural development support aim **to enhance ecosystems**, promote **resource efficiency**, and help us move towards a **low carbon, climate-resilient economy**. At least 30% of rural development expenditure must be dedicated to environment and climate measures.

In order to achieve these broad goals, the Commission has set out nine specific objectives:

Ensure a fair income for farmers

Climate change action

Support generational renewal

Increase competitiveness

Environmental care

Foster vibrant rural areas

Rebalance the power in the food chain

Preserve landscapes and biodiversity

Protect food and health quality

The CAP has to help farmers to become **more resilient** by making **agriculture and food systems more sustainable**. Promoting sustainable production and helping consumers make healthy, nature-and climate-friendly choices is crucial. **Innovation** is key to achieve both **sustainability** and meeting **our food production needs**.

The new Horizon Europe programme will see substantial investment in **research and innovation for food, environment and farming.**

Two key elements of the Commission proposal have already been accepted by the Council and the European Parliament: the "no backsliding" principle and the legal **link between CAP Plans and environment and climate legislation**.

- **Resilient Food systems and sustainable food planning**
- **Innovation for meeting our food needs**
- **Link between farming, food systems, environment and planning**
- **Including the national values (outstanding landscapes features, sustainable practices…)**
- **Considering the links/intersection between different practices**

- First, the proposed **'green architecture'** requires Member States to demonstrate that their CAP Strategic Plans have a **higher environmental and climate ambition** and contribute to the **transition to sustainable food systems.**

- Second, Member States will have to show how, in pursuing the CAP objectives, they will also make a specific contribution to the **achievement of the objectives of the existing EU environmental, climate, sustainability and energy legislation** set out in the draft CAP Strategic Plan Regulation.

The Commission will also assess the **links** to the Farm to Fork and Biodiversity Strategies and their targets. To that end, Member States should put forward **national values** to contribute to these targets.

Biodiversity Strategy for 2030

To bring nature back into our lives

The biodiversity strategy will put Europe on the path to ecological recovery by 2030

Biodiversity loss and the climate crisis are interdependent. When one gets worse, so does the other.

Restoring forests, soils and wetlands and **creating green spaces in cities** is essential to achieving the climate change mitigation needed by 2030.

- **Creating green spaces in the city as a platform of biodiversity and climate regulation**
- **Integrating habitats recovery**
- **Focusing on food systems and construction as key sectors for economic recovery after COVID-19 pandemic**

- *It is time to fix our broken relationship with nature.*
- *Climate change, loss of biodiversity, and the spread of devastating pandemics demand it.*

Unlock 20 billion EUR/year for biodiversity through various sources, including EU funds, national and private funding. Natural capital and biodiversity considerations will be integrated into business practices.

Put the EU in a **leading position in the world** in addressing the global biodiversity crisis. The Commission will mobilise all tools of external action and international partnerships for an ambitious new UN Global Biodiversity Framework at the Conference of the Parties to the Convention on Biological Diversity in 2021.

Biodiversity Strategy for 2030

- **Restoring degraded ecosystems at land and sea across the whole of Europe by**

increasing **organic farming and biodiversity-rich landscape features** on agricultural land.

halting and reversing the decline of **pollinators**

reducing the use and harmfulness of pesticides by **50% by 2030**

restoring at least **25,000 km** of EU rivers to a free-flowing state

planting **3 billion** trees by 2030

Biodiversity Strategy for 2030

More than half of the world's GDP - some €40 trillion - depends on nature

Restoring nature will be a central element of the EU's recovery plan from the coronavirus pandemic, providing immediate business and investment opportunities for restoring the EU's economy.

3 key economic sectors:

- **construction**
- **agriculture**
- **food and drink**

The benefits of **biodiversity conservation for the economy** include

- an increase in annual profits for the seafood industry by more than €49 billion by conserving marine stocks
- a saving of around €50 billion annually for the insurance industry through **reducing flood damage** losses by **protecting coastal wetlands**
- maintaining the value of six industries that rely on nature for more than 50% of their value: chemicals and materials; aviation, travel and tourism; real estate; mining and metals; supply chain and transport; retail, consumer goods and lifestyle
- between €200-300 billion per year value of the **EU Natura 2000 nature protection network**

The EU Strategy on Green Infrastructure 2013

Potential components of a Green Infrastructure

- **Planning and designing GI on a European, national, regional and local scale**
- **Landscape services delivered by GI**

Developing green infrastructure is a key step towards the success of the EU 2020 Biodiversity Strategy.

But green infrastructure contributes to all 6 targets of the Strategy - in particular to maintaining and enhancing biodiversity in the wider countryside and the marine environment.

EU-wide strategy **promoting investments in green infrastructure**, to restore the health of ecosystems, ensure that natural areas remain connected together, and allow species to thrive across their entire natural habitat, **so that nature keeps on delivering its many benefits to us**.

The strategy promotes the deployment of green infrastructure across Europe as well as the **development of a Trans-European Network for Green Infrastructure** in Europe. A
lso help enhance the health and wellbeing of EU citizens, provide jobs, and boost our economy.

The European Climate Pact

empowering citizens to shape a greener Europe

The European Climate Pact will bring together everyone who wants to take action for our planet. With the Pact, we want to help everyone in Europe take action in their everyday lives and give everyone the opportunity to get involved in the green transition and inspire each other. When it comes to tackling climate change, anyone can take action, and everyone can contribute."

- **Participatory approach for a greener Europe**
- **Local society as the main actor to tackle climate change**
- **Digital technology as a platform of exchange and dialogue**

The European Climate Pact provides a space for people across all walks of life to connect and collectively develop and implement climate solutions, big and small. By sharing ideas and inspiring each other, we can multiply our collective impact. The Pact is an open, inclusive and evolving initiative for climate action. It invites regions, local communities, industry, schools and civil society to share information about climate change and environmental degradation, and how they tackle these existential threats. Through an online platform and citizen dialogues and exchanges, it will foster the link between the digital and green transition.

reduce EU greenhouse gas emissions by at least 55% by 2030

The European Green Deal

The European Green Deal sets out how to make Europe the first climate-neutral continent by 2050, boosting the economy, improving people's health and quality of life, caring for nature, and leaving no one behind

The European Green Deal covers **all sectors of the economy**, notably transport, energy, agriculture, buildings, and industries such as steel, cement, ICT, textiles and chemicals.

- **The European Green Deal ambitions (integrating in other EU policies) are stressing the LA competences in order to solve climate and environmental problems of different sectors of economy**

- The European Green Deal provides an action plan to boost the efficient use of resources by moving to a clean, circular economy, restore biodiversity and cut pollution.
- The plan outlines investments needed and financing tools available. It explains how to ensure a just and inclusive transition.
- The EU aims to be climate neutral in 2050. We proposed a European Climate Law to turn this political commitment into a legal obligation.

- Reaching this target will require action by all sectors of our economy, including:
  - investing in environmentally-friendly technologies
  - supporting industry to innovate
  - rolling out cleaner, cheaper and healthier forms of private and public transport
  - decarbonising the energy sector
  - ensuring buildings are more energy efficient
  - working with international partners to improve global environmental standards

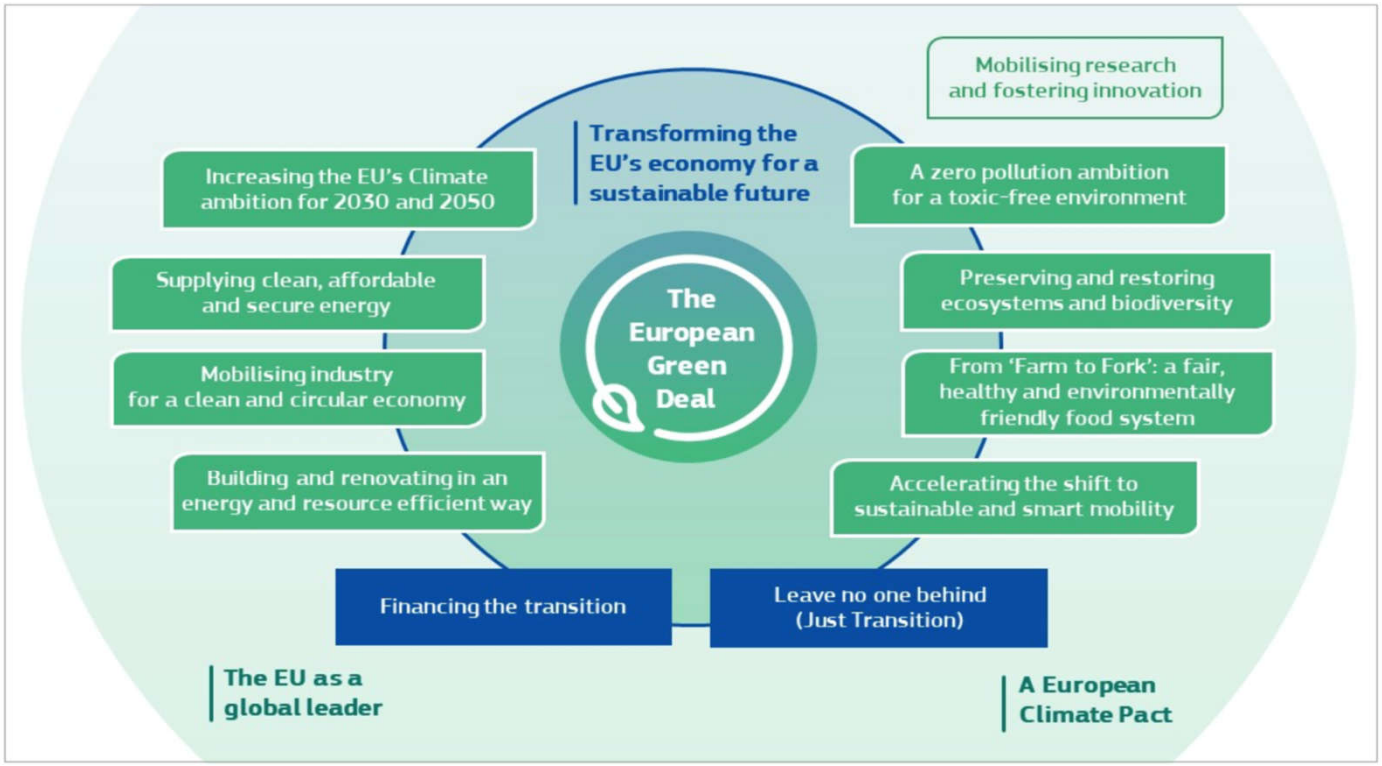


Figure 1: The European Green Deal

- no net emissions of greenhouse gases by 2050
- economic growth is decoupled from resource use
- no person and no place is left behind

Landscape and Regional Development Policy in the European Union

Regional investment and solidarity

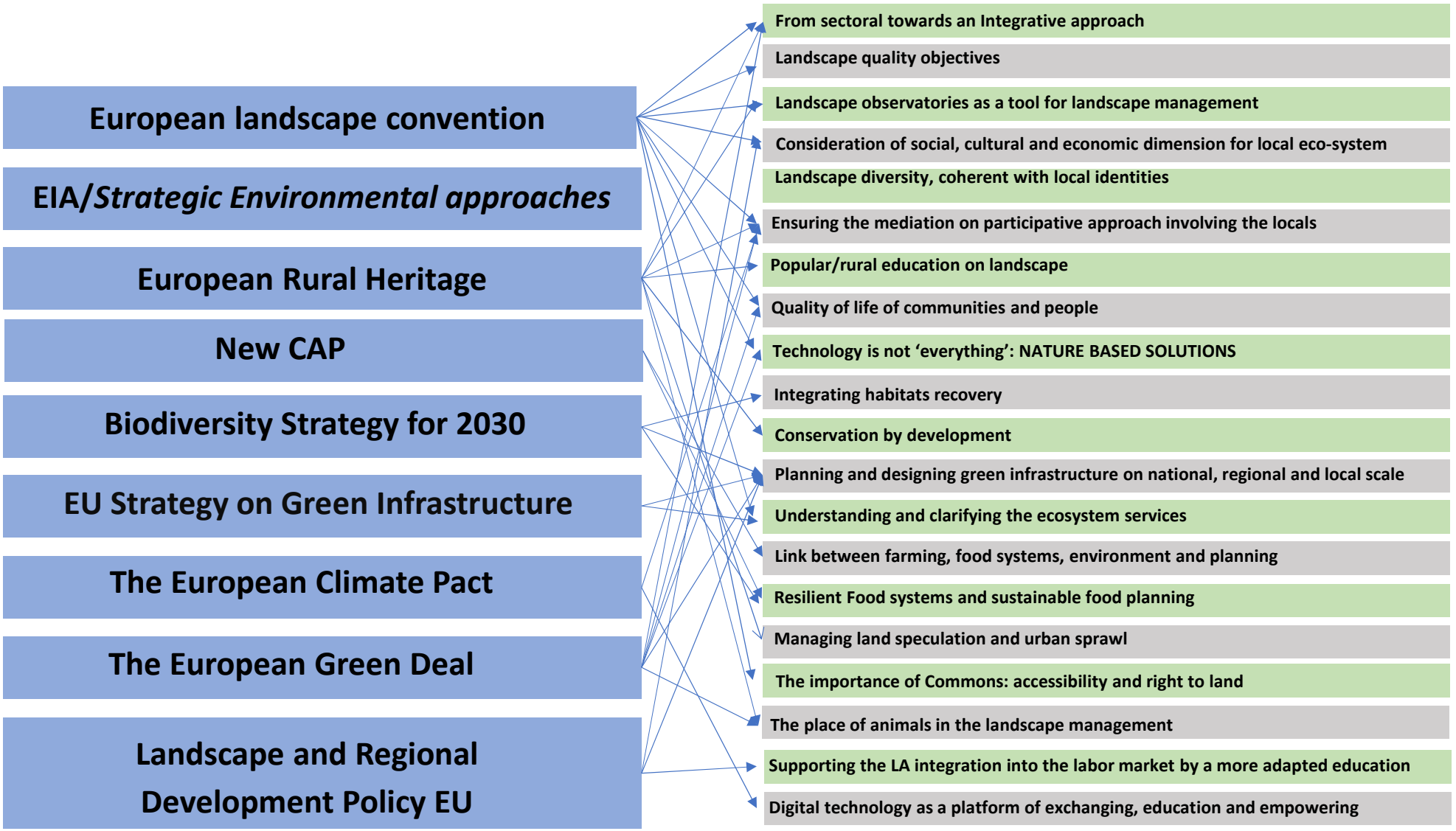
The EU invests locally through its regional policy. Addressed to all EU regions and cities, it contains measures to boost economic growth and jobs and improve quality of life through strategic investment. Thanks to this active form of EU solidarity, people in less developed regions can seize the opportunities raised by the largest market in the world.

- **Improving quality of life and boost economic growth is in direct relation with landscape features and therefore planning the landscape and economy are highly interdependent.**
- **Supporting the LA integration into the labour market by a more adapted and flexible education**
- **Planning major investment projects for improving the environment**

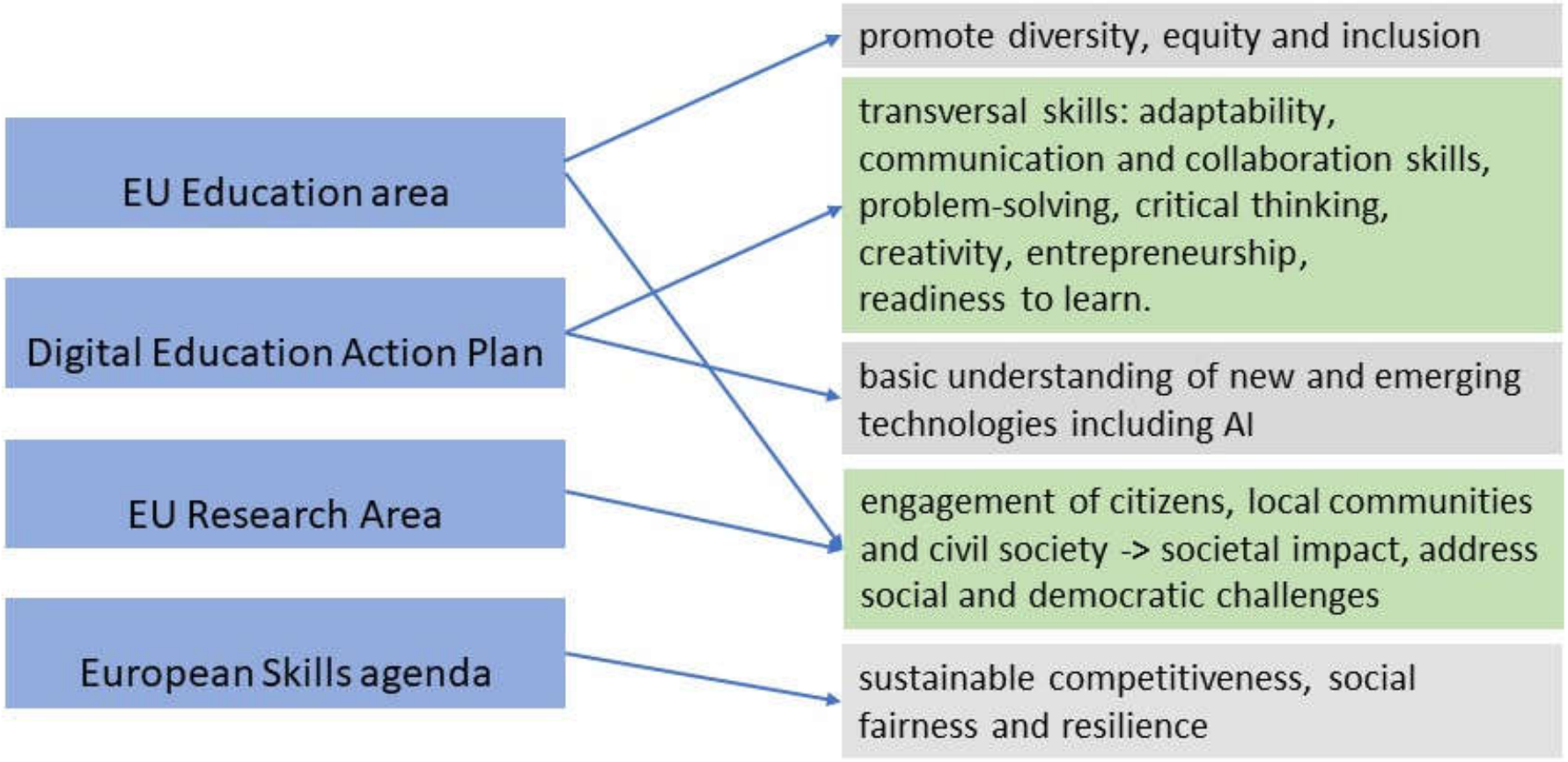
EU regional policy works to make a difference in 5 key areas:

1. investing in people by supporting access to employment, education and social inclusion opportunities
2. supporting the development of small and medium size businesses
3. strengthening research & innovation through investment and research-related jobs
4. improving the environment through major investment projects
5. modernising transport and energy production to fight against climate change, with a focus on renewable energy and innovative transport infrastructure

European policies and guidelines in relation with Landscape Architecture competences



European Education policies & competences



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Appendix BACKGROUND MATERIAL on the Education policies

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The European Education Area 2025

- Creating a link between professional field, academia and local community
- Continuous access to landscape education to all age or social categories
- Consideration of employment rate and education in different countries
- The language barrier of commuting as a LA
- Digital education as a platform for improving LA competences
- Innovative pedagogy as a method of LA education
- Cutting edge technology education for better LA solutions
- Supporting the exchange and travel between countries (like ERASMUS + programs) for a more complex perspective on Landscape management

2.3 Green and digital transitions

- **Education** and **training policies** and **investments** geared towards **inclusive green and digital transitions** hold the key to Europe's future resilience and prosperity. According to the Commission's Summer Forecast, the EU economy would contract by 8.3% in 2020 and grow by around 5.8% in 2021. The unemployment rate in the EU would rise from 6.7% in 2019 to 9% in 2020 before declining again to 8% in 2021.

- Young people entering the workforce at this time will find it harder to secure their first job. While short-time work schemes, wage subsidies and support for businesses should help to limit job losses, the Covid-19 pandemic will have a severe impact on the labor market. **Digital literacy is a must**, the more so in a post-Covid-19 world. Practically all further learning and jobs in all sectors will require some form of digital skills, yet on average two in five Europeans aged 16-74 are lacking these skills.

The transition to an environmentally sustainable, circular and climate-neutral economy has significant employment and social impacts.

- Citizens expect their governments to **make the protection of the environment a priority** when planning recovery measures put in place to surmount the economic and social consequences of Covid-19 crisis to promote the transition to a greener and more digital world.

- It is only with the **right skills and education** that Europe can have a sustained economic recovery geared **towards the green and digital transitions**, while showing global leadership by example, strengthening its position in global competition, and staying faithful to its commitment to a just transition. To deliver on the transformative ambition:

  - There is a need to enable a profound change in peoples' behavior and skills, starting in the education systems and institutions as catalysts. Actions should be geared towards changing behavior, boosting skills for the green economy, fostering new sustainable education and training infrastructure and renovating existing buildings ('renovation wave'), thereby creating conducive environments for this change26.
  - ***The green transition requires moreover investments in education and training to increase the number of professionals who work towards a climate-neutral and resource-efficient economy.***
  - ***Effectively supporting sustainability transitions through integrating environmental sustainability perspectives across natural and human sciences, and supporting shifts in skills, methods, processes and cultures.***
  - Education and training at all levels should equip people with the digital skills, but also other competences, such as entrepreneurship and learning to learn, which are needed to navigate in the labour market transformed by technological change.

According to the European Institute for Gender Equality, gender sensitive policies and programmes are those that take into account the particularities pertaining to the lives of both women and men, while aiming to eliminate inequalities and promote gender equality, including an equal distribution of resources, therefore addressing and taking into account the gender dimension.

Higher education

- Student and staff mobility has progressively opened up higher education and strengthened the basis for structured cooperation. The Bologna process played a driving role for internationalisation and mobility. The added value of mobility is clear: **evidence shows that a study-abroad experience helps significantly career prospects. 80% of Erasmus+ graduates are employed in less than 3 months after graduation**. However, only 5% of students can have the Erasmus+ experience. Financial concerns remain one of the most frequent reasons for students not to study abroad, followed closely by concerns about recognition of learning. With the 41 European Universities pilots, more than 280 higher education institutions across the EU are experimenting and testing new models of deeper and more ambitious cooperation.
- The higher education sector has demonstrated its resilience to cope with change during the Covid-19 pandemic. However, the crisis also sharpened the ***challenges as regards digitalisation, innovative pedagogies, inclusion and well-being, students, researchers and staff support, mobility and funding.***
- The European higher education systems should aim at:
    - Closer and deeper cooperation between higher education institutions, which could lead to more joint curriculum development and common courses and would enable learners to move more easily between education systems in different countries thereby developing a pan-European talent pool, including in cutting-edge scientific disciplines and technologies such as artificial intelligence, cybersecurity and high performance computing.
    - A policy framework across borders that allows for seamless transnational cooperation, which will enable alliances of higher education institutions to leverage their strengths, pooling together their online and physical resources, courses, expertise, data and infrastructure across disciplines.
    - Higher education institutions as central actors of the "knowledge square": education, research, innovation and service to society, playing a key role in driving the Covid-19 recovery and sustainable development in Europe while helping education, research and the labour market to benefit from talent flows.
    - Automatic recognition of qualifications and study periods abroad for the purpose of further learning, quality assurance of joint transnational activities and the recognition and portability of short courses leading to micro-credentials. This would allow Member States to go deeper and faster in their cooperation, as compared to what they are able to do now in the context of the Bologna process. The European Education Area can act as a motor for the Bologna process, inspiring and supporting other member countries of the European Higher Education Area to benefit from a similar path.
    - ***A stronger focus on specialised education programmes in advanced digital skills such as in cutting-edge technologies such as artificial intelligence, cybersecurity and high-performance computing as there is an acute lack of experts in these fields.***

- European Universities are transnational alliances of higher education institutions developing long-term structural and sustainable cooperation. They mobilise multi-disciplinary teams of students and academics through a challenge-based approach, in close cooperation with research, business and civil society. European Universities will pool together their online and physical resources, courses, expertise, data and infrastructure to leverage their strengths and empower the next generations in tackling together the current challenges that Europe and the world are facing. They promote all forms of mobility (physical, online, blended) as well as multilingualism via their inclusive European inter-university campuses.

https://www.consilium.europa.eu/en/press/press-releases/2017/03/25/rome-declaration/pdf

The Digital Education Action plan (2021-2027)

https://ec.europa.eu/education/education-in-the-eu/digital-education-action-plan_en

digital tool / computational skills –list the minimum competence level on these (without listing the programmes or concrete tools, rather the skills that are needed; lacking form the current IFLA guidelines).

- **Developing digital/computational skills**
- **Facilitating the exchange, distance work and employment formalities for facilitating the LA abroad experiences**
- **A better formula for remote working**

European Research area

https://ec.europa.eu/commission/presscorner/detail/en/ip_20_1749

The process of hiring persons from abroad is very rigid from the administrative side of work contracts, especially for online work while staying in its origin country (specific to the Covid 19 situation).
A new formula for distance working should be envisioned in the CTF in order to make it possible for people to work in several projects using digital tools, based wherever in Europe.

The EU and Member States will shape the new European Research Area through 14 actions:

Reaffirm **the target of 3% GDP on EU research and development investment** and propose a new EU 1.25% GDP public effort target to be achieved by Member States by 2030.

- Support Member States in the coordination and prioritisation of **national research and innovation funding** and reforms through an European Research Area Forum for Transition. Voluntarily commit 5% of national public research and development investments to joint programmes and European partnerships by 2030.
- Support Member States that are below the EU average **level of research and innovation investments to increase their investment by 50% in the next 5 years**.
- Support Member States that have lower performance in training their researchers to access and develop excellence and increase their number of highly cited publications by one-third over 5 years.
- Develop common industrial technology roadmaps to **maximise innovation in strategic areas like Artificial Intelligence, circular industries and resilient health industries**.
- Develop and test a networking framework in support of Europe's research and innovation ecosystems, building on existing capacities, to strengthen excellence and maximise the value of knowledge creation, circulation and use.
- Update and develop guiding principles for creating value from knowledge and a code of practice for the smart use of intellectual property.
- Deliver a toolbox of measures to support researchers' careers, through a mobility scheme, trainings and more, in order to make Europe more attractive for talent.
- Launch a platform of peer-reviewed open access publishing and incentivise open science practices by improving the research assessment system.
- Support the creation of world-class research infrastructures and establish an updated governance structure for research and technological infrastructures.
- Develop a roadmap of actions for creating synergies between higher education and research, notably building on the dual role of universities.
- Develop concrete plans with Member States to promote gender equality, as well as diversity and inclusiveness, in science, research and innovation.
- Organise citizen science campaigns and hackathons to engage citizens, especially young people, in science and innovation.

Develop with Member States a new approach to set and implement strategic priorities for the European Research Area, through a Pact for Research and Innovation in Europe.

European Skills Agenda

- **strengthening sustainable competitiveness, as set out in the European Green Deal**
- **ensuring social fairness, putting into practice the first principle of the European Pillar of Social Rights: access to education, training and lifelong learning for everybody, everywhere in the EU**
- **building resilience to react to crises, based on the lessons learnt during the COVID-19 pandemic**

https://ec.europa.eu/social/main.jsp?catId=1223&langId=en

The European Skills Agenda is a five-year plan to help individuals and businesses develop more and better skills and to put them to use, by:

- strengthening **sustainable competitiveness**, as set out in the European Green Deal
- ensuring **social fairness**, putting into practice the first principle of the European Pillar of Social Rights: access to education, training and lifelong learning for everybody, everywhere in the EU
- building **resilience** to react to crises, based on the lessons learnt during the COVID-19 pandemic

The Skills Agenda in detail

The European Skills Agenda includes 12 actions organised around four building blocks:

- A call to **join forces** in a collective action:
  - Action 1: A Pact for Skills
- Actions to ensure that people have the **right skills for jobs:**
  - Action 2: Strengthening skills intelligence
  - Action 3: EU support for strategic national upskilling action
  - Action 4: Proposal for a Council Recommendation on vocational education and training (VET)
  - Action 5: Rolling out the European Universities Initiative and upskilling scientists
  - Action 6: Skills to support the twin transitions
  - Action 7: Increasing STEM graduates and fostering entrepreneurial and transversal skills
  - Action 8: Skills for life
- Tools and initiatives to **support people** in their lifelong learning pathways:
  - Action 9: Initiative on individual learning accounts
  - Action 10: A European approach to micro-credentials
  - Action 11: New Europass platform
- A framework to **unlock investments** in skills:
  - Action 12: Improving the enabling framework to unlock Member States' and private investments in skills

https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en

Pillar of Social Rights

Chapter I: Equal opportunities and access to the labour market

1. Education, training and life-long learning

Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights/european-pillar-social-rights-20-principles_en

The Pillar of Social Rights is about **delivering new and more effective rights for citizens**. It builds upon 20 key principles, structured around three categories:

- Equal opportunities and access to the labour market
- Fair working conditions
- Social protection and inclusion

Chapter I: Equal opportunities and access to the labour market

1. Education, training and life-long learning

- Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and manage successfully transitions in the labour market.

To succeed, lifelong learning for all must become a reality in Europe. All Europeans should have access to attractive, innovative and inclusive learning programmes also because skills become obsolete more quickly. Education at a young age remains fundamental but is only the beginning of a life full of learning: from early childhood education and care, through primary and secondary schooling, to technical vocational education and training and tertiary education to adult learning. **Learning throughout life**, including at an older age, is what will make the difference. Yet less than two in five adults participate in learning every year. This is not enough to relaunch our economy and reap all the benefits of the green and digital transitions. Each person in the EU should be empowered and rewarded to up- and reskill.

European Skills Agenda for sustainable competitiveness, social fairness and resilience (2020)

2.4 Rolling out the European Universities initiative and upskilling scientists

- **Higher education is an essential vehicle to provide students with the skills they need in the future.** Universities generate the advanced knowledge and skills that help society innovate to address its big challenges. They are empowering people with high-level skills that allow them to boost their professional, social and personal development. The fast-changing labour market and societal transitions require a transformation of tertiary education institutions and to improve their alignment with the economic environment to ensure that graduates have the education and skills required by the labour market and especially those that are needed for the twin transitions.
- **Researchers are at the forefront of science and innovation** and require a specific set of skills. More can be done to define this and the core skills they need for a successful career within and outside academia, also to foster mobility of scientists across Europe.

Action 5: Rolling out the European Universities initiative and upskilling scientists

To roll out the European Universities, the Commission, in close cooperation with the stakeholders and the Member States, will:

- *engage in the full rollout of the European Universities initiative under the Erasmus programme (2021—2027) and Horizon Europe, including by removing obstacles to effective and deeper transnational cooperation between higher education institutions and deepening the cooperation with economic operators, in particular to foster the twin transitions. European Universities will set standards for the transformation of higher education institutions across the European Education Area and the European Research Area, also making lifelong learning and talent circulation a reality.*
- *explore options stemming from their research and innovation dimension to help remove obstacles to effective transnational cooperation between higher education institutions, drawing on the lessons learnt during the pilot calls under Erasmus+ and Horizon 2020. The Commission will identify areas of support for Member State action, explore a concrete approach for a "European degree" and the feasibility of a European University statute (to tackle cross-border legal issues) and for a European Recognition and Quality Assurance System.*
- *work together with the European Institute for Innovation and Technology (EIT) and other European Research Area relevant initiatives to bring together leading organisations from business, education and research, in particular through the Knowledge and Innovation Communities to develop innovative teaching and learning, train the next generation of innovators, and accompany the transition of higher education institutions to more entrepreneurial organisations.*
- *bring academia and industry together by testing a new Talents-On-Demand knowledge exchange to meet companies' research and innovation needs, complementing university-business collaboration.*

To upskill scientists, in close cooperation with stakeholders and the Member States, the Commission will:

- *develop a European Competence Framework for researchers and support the development of a set of core skills for researchers.*
- *define a taxonomy of skills for researchers, which will allow the statistical monitoring of brain circulation and agree with Member States on a set of indicators to allow monitoring and statistical analysis.*
- *develop open science and science management curricula for researchers.*

https://ec.europa.eu/education/education-in-the-eu/european-education-area/european-universities-initiative_en

Bologna – Rome Ministerial Communiqué 2020

- **Higher education as e a key actor in meeting SDGs by 2030.**
- **Supporting our higher education institutions in bringing their educational, research and innovation capacities to bear on these fundamental global objectives and to deploying resources to ensure that higher education systems contribute to the achievement of the SDGs.**
- **Moving towards climate neutrality is essential for all of us, and learners must be prepared for new "green" jobs and activities.**
- **They must be offered up-skilling and reskilling opportunities in a lifelong learning perspective and enabled to develop and apply new technologies and approaches.**

We envision the EHEA as an area where students, staff and graduates can **move freely** to study, teach and do research. **The EHEA of our vision will fully respect the fundamental values of higher education and democracy and the rule of law**. It will encourage creativity, critical thinking, free circulation of knowledge and will expand the opportunities offered by technological development for research-based learning and teaching. It will ensure that our higher education systems offer all learners equitability of opportunities in accordance with their potential and aspirations. We recognize that accomplishing this will require enacting policies and implementing measures in our national frameworks, some of which will go beyond our higher education systems and will entail alignment of wider national economic, financial and social strategies.

To achieve our vision, we commit to building an inclusive, innovative and interconnected EHEA by 2030, able to underpin a sustainable, cohesive and peaceful Europe:

- ■ **Inclusive**, because every learner will have equitable access to higher education and will be fully supported in completing their studies and training;
- ■ **Innovative**,because it will introduce new and better aligned learning, teaching and assessment methods and practices, closely linked to research;
- ■ **Interconnected** ,because our shared frameworks and tools will continue to facilitate and enhance international cooperation and reform, exchange of knowledge and mobility of staff and students.

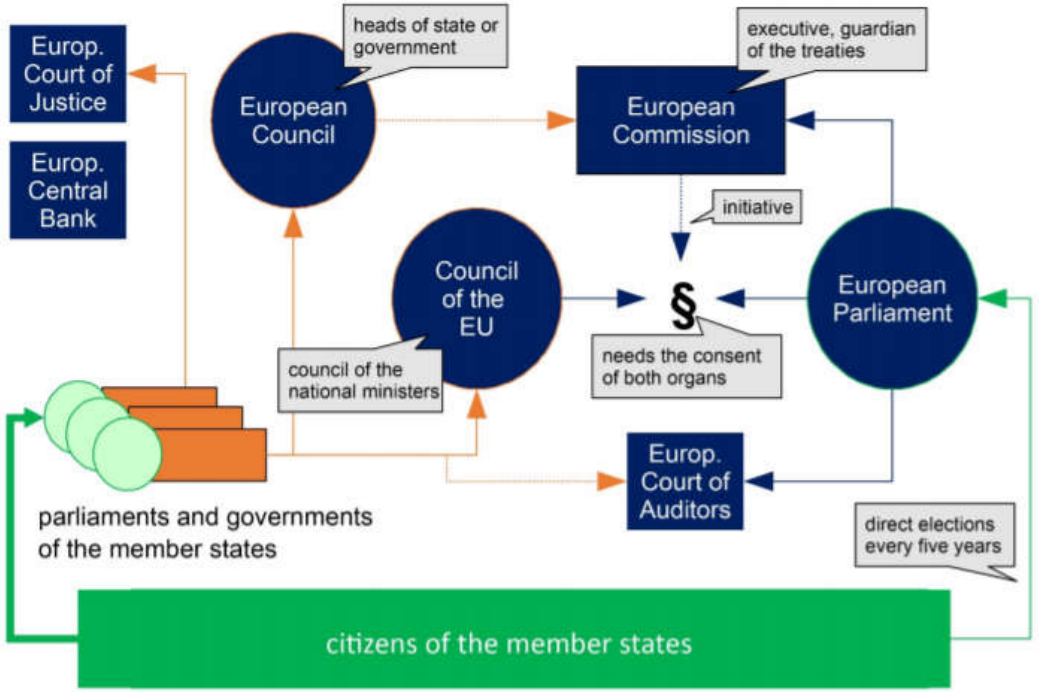
Higher education institutions have the potential to drive major change – improving the knowledge, skills and competences of students and society to contribute to sustainability, environmental protection and other crucial objectives. They must prepare learners to **become active, critical and responsible citizens** and offer lifelong learning opportunities to support them in their societal role.

Quality education will continue to be the hallmark of the EHEA. A robust culture of **academic and scientific integrity** that blocks all forms of academic fraud and distortion of scientific truth, will be supported by all higher education institutions and all public authorities.

Implementation

- We take note of the results described **in the Bologna Process Implementation Report** on the progress made over the past two decades. The achievements are impressive. Nevertheless, more work is required to ensure that the EHEA is built on strong foundations, capable of supporting interconnected, innovative and inclusive higher education in the coming decade.
- We count on the continuous support of the Erasmus Programme and other mobility and cooperation programmes to support our commitments.
- In the 2018 Paris Ministerial Conference we decided to devote special effort to completing implementation of three "**Key Commitments**" essential for the functioning of the EHEA: the Quali cations Frameworks and ECTS, the Lisbon Recognition Convention and the Diploma Supplement, and Quality Assurance according to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
- http://ehea.info/Upload/Rome_Ministerial_Communique_Annex_III.pdf

Organs of the European Union



Author: Ziko van Dijk