



Converging competences in the EHEA beyond 2010: Policies and Practice

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HE in society

From

- ❖ Small “Brotherhood of Academics” prepared for a (leading) role in society.
- ❖ Generic and intellectual competences rather than specific and professional skills.
- ❖ Search for knowledge exclusively through teaching and research.

HE in society

To

- ❖ Mass education for a broad section of the population
- ❖ Specific competences for a well defined labour market
- ❖ Search for (the basis for) best practice

Present challenges for all HEs

- ❖ Increased involvement of stakeholders
- ❖ To provide education from which every level of society may benefit
- ❖ To meet conflicting interests of different stakeholders

Relevance of HEs for their stakeholders

- ❖ Two questions about the service of HEs to society: Relevance and quality.
- ❖ Short term / long term time perspective
- ❖ HE (and research) for the public good or for the private good
- ❖ Quality Assurance involving stakeholders

Demands on HE-institutions and HE -programmes

- ❖ Demand for candidates with “new” generic competences for a highly flexible labour market
- ❖ Demand for new HE-programmes (and professions?)
- ❖ Diversity of HE in response to diversified needs
- ❖ Convergence of graduates’ competences – a continuum of skills and knowledge
- ❖ Transferable competences
- ❖ A common Qualifications Framework

Dilemmas and obstacles

- Political decisions based on short term objectives and contradictory measures
- HEI traditions and self-concept
- Change is a slow process that will not take place without the individual and voluntary commitment of all stakeholders.....

.... so let's get started

Thank you for your attention