



Scenario proposal

Panel 4 “University and values”

Sinaia 11 December 2009





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STEEP-V Environment

- A permanent **dialogue** between the university and the society (the university is creative and pro-active)
- Further technical evolution, **access to global technologies**
- A mixture between wealth and poverty, **polarised situation**
- **Climate change** – still a problem to be solved by some regions
- A **new political class**, one which has a sound ethical principles
- There will be **ethics of responsibility** and of the **system of values** that stimulates
 - Multiculturalism
 - Social solidarisation
 - Individualisation / Heterogenisation / Diversification



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“3D System”

Decentralization

A decentralized system that enjoys **full, real autonomy** (the legislation provides the framework, the universities have all the instruments required in order to develop, they can administrate their funds like own funds, not like public funds)

Alongside curricular and managerial autonomy, there is also **financial autonomy**.

The autonomy insures the health of the system.

Differentiation

Differentiation at the level of the system and at the level of the missions

Deschidere (Openness)

Openness towards society, the EU and the EHEA

Quality



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Differentiation

The higher education system consists of:

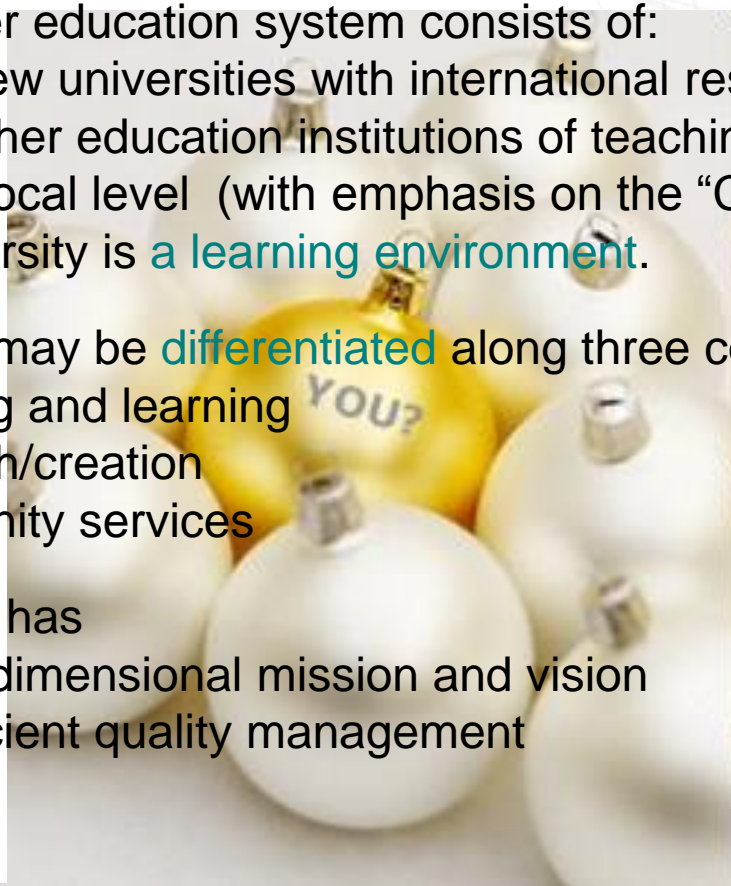
- a few universities with international research/creation mission
- higher education institutions of teaching, active at national, regional and local level (with emphasis on the “Community College” concept)

The university is **a learning environment**.

The **missions** may be **differentiated** along three components:

- teaching and learning
- research/creation
- community services

The university has
multidimensional mission and vision
proficient quality management



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- Life Long Learning is extended, as the university is an **intensive knowledge organization**
- Higher education institutions have a set of **specific values**, assumed **transparently, creatively** and **responsibly**, according to their field of competency and adapted to their individual socio-economical context
- Higher education institutions are **innovators** and **generators of national intelligence**, having an explicit **nation-building role** (seen as well as **support of cultural identity** and **differentiation** in what the uniformisation processes are concerned)
- The university is a **symphonic space**, one that gives its graduates a **cultural virus** to carry for the rest of their lives.



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Social Values

Values lie at the centre of education

There are **ethical codes** within and outside of the university

The university has specific axiological functions:

1. Sets professional standards
2. Is a cultural filter
3. Is a pro-active communicator
4. Trains social citizens
5. Generates innovation and national intelligence
6. Is a public intellectual, conscience and critic in the society





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3 possible institutions

A. The Citadel University

- Research centered
- Explicitly assuming values
- Innovation based on theoretical & applied research
- Reduced social accessibility, high selection level
- Internally generated academic excellence standards
- Differentiation based on high level of competitiveness / performance
- Reduced orientation towards local, regional environments
- Contributes to developing and increasing the use of IT tools
- Contributes to developing on-line facilities and e-learning technologies
- Accent on research and teaching
- High autonomy, critical & self-critical consciousness



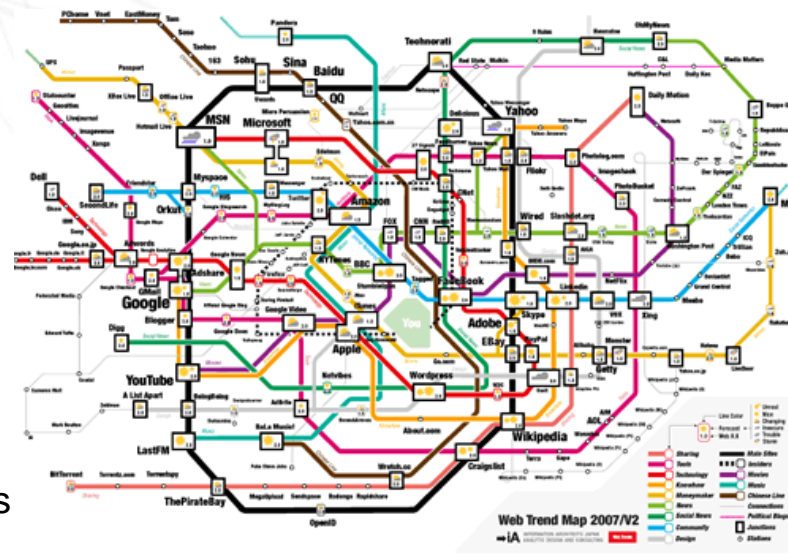


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3 possible institutions

B. The Connected University

- Focus on research alongside orientation towards society
- Implicitly assuming values
- Oriented towards applying innovation & transferring it towards the society
- Increased social accessibility, openness towards rural environment
- Standards imposed by employers
- Differentiation based on local & regional context
- Increased orientation towards local, regional environments
- Highly contributes to bridging the digital divide
- Contributes to developing on-line facilities and e-learning technologies
- Promotes joint program
- Emphasis on management & entrepreneurial tasks
- Focus on European research programs
- Social integration, strong links with the socio-economic-political environment





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3 possible institutions

C. The Vocational Institution

- Vocational certification
- Implicitly assuming specific values
- Oriented towards local community qualification needs
- Large social accessibility, openness towards the rural environment
- Standards imposed by the local market
- Differentiation based on local context
- Increased orientation towards local professional needs
- Accent on administrative tasks
- Reflex adaptation to market requests





Conclusions

