

Themes for discussion in workshop 1

1. Employability
2. Effective entrance to the labour market
3. Access to further (high degree) studies
4. 2 cycles structure
5. Old and new degrees
6. Qualifying to an academic or professional career?

What is employability to society?

- Match the demand and supply of labour.
- Get value for money.

What is employability to the employers?

- Flexibility within the company and between companies.
- The ability of employees to shift from one job to another when the employer and the production ask for it.
- Facilitate the access to jobs and training.

What is employability to the individual?

- The opportunity for the individual to get (a new) and change job when he or she wants to.
- Self-fulfilment and earning a living.
- Updating qualifications.

Employability is linked to mobility

Moving in a secure environment

- From one job to another.
- From one profession to another.
- From one sector/branch to another.
- From one country to another.

Presupposes:

- Employment.
- Recognition of competences.
- Safe work environment.



Free movement of people

Qualifications must be transparent, accepted and recognised across sectors and countries:

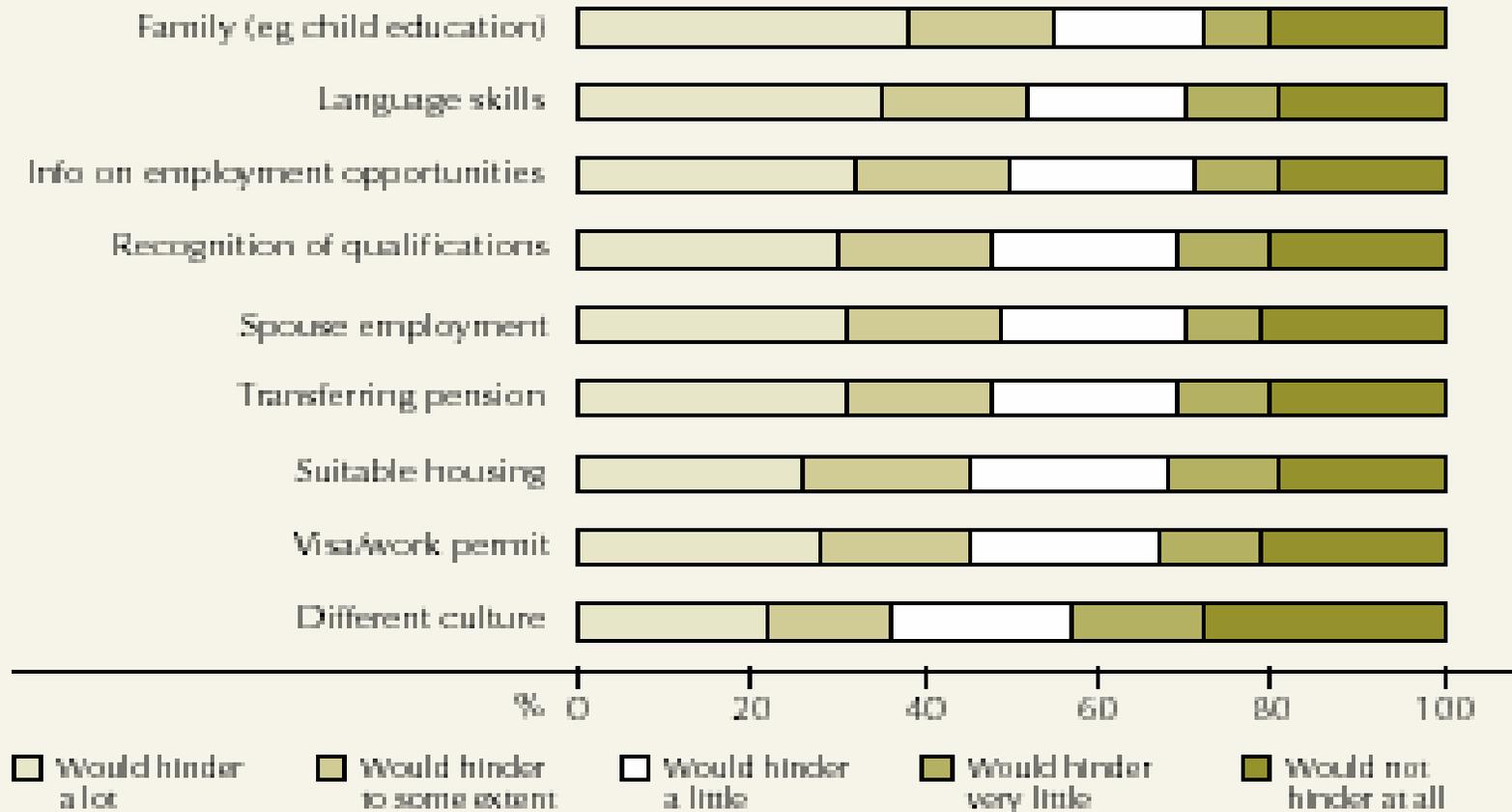
- A minimum of similarities in the structure and content of studies.
- Effective processes of mutual recognition of professional qualifications (EUROCADR proposal).
- Mutual trust.



Enhancing mobility

- The individual can adapt, be flexible in a secure environment.
- Renew and update knowledge throughout life.
- Modulation of studies.
- Distance- and e-learning.

What do Europeans see as barriers to mobility?



Effective entrance to the labour market

- Need and demand for the qualifications produced.
- Cooperation and partnerships between H.E. institutions and industry.
- Transferability of qualifications and competences.

Implications to H.E. institutions

- Mix of theory and practice in studies.
- Building bridges between qualifications and practical experience.
- Prepare students to practice the profession.
- Also introducing students to an entrepreneur culture.
- Innovation, creativity as fundamental skills in the future.

Effective entrance to further studies

- High academic quality level.
- High level of expertise.
- Research elite.
- Highly specialised qualifications.
- Innovation.
- Creativity.



New degrees and their employability and the role of governmental bodies

The role of governmental bodies

- Initiate debate of the need of new degrees.
- Make degrees known to the public, students.

New degrees and their employability and the role of governmental bodies

Employers' role

- Enter into dialogue with governmental bodies and H.E. institutions.
- Responsibility to employ and recruit.
- Facilitate access to life long learning.

New degrees and their employability and the role of governmental bodies

Students' role

- To see the opportunities in new degrees.
- Start to study.
- Act as ambassadors.

The co-existence of old and new degrees

Old degrees

- Historically heavy weight institutional architecture
- Well defined disciplines
- Traditional in content, structure and methodology.



New degrees

- Try to comply with new demands from students and industry
- Expansion of the number of academic disciplines.
- Competition between H.E. institutions.



 **Resistance to change "window dressing" or creative adaptation (self-destruction)**

2 cycles degree structure

- Encourages a greater number of young people to study and graduate.
- You can stop after 3 years.
- Reduces drop out rates.

But it also

- Opens up for introducing restrictions to continue with a master.
- Reduces costs to higher education.

How can Bachelor degrees be attractive to a National, European and Global labour market?

A market, a demand for bachelors depends on:

- The general level of education, number of people with a high degree.
- The economic situation
- The structure of industry
- The pay structure

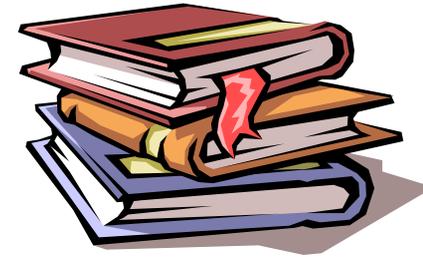


**The problem is not lack of people with a high degree ...
but lack of (relevant) employment!**

Higher education

- qualifying for an academic or a professional dimension?

Historically - For an academic career.



Today - For an academic or professional career.

Not either/or – employers increasingly ask for researchers (PhD's) who are into applied research.



EUROCADRES research network:

“EURO-researchers’ paths”

General trends in society and in H.E

The development of the late modern society



Standard mass-production of goods and services to citizens (students).

Diversified and tailor made solutions to the "knowledge buyer".

Shift in teacher student relationship in higher education throughout time

Shift in teacher student relationship in H.E. throughout time

The teacher as the authority (1900)	The teacher as employee (1925-70)	The specialised generalist (1970-87)	The responsible-taking teacher (1987 –2004)
Loyal throughout life. Students, subordinates Hard working researcher. Devoted to his discipline, a call. Well -defined disciplines.	Open to new input. Students are all potential researchers, and as such equals. Service-minded. Administrator.	Flexible. Need to have knowledge on and involvement in other disciplines. Discuss the revision of disciplines preferably others'!	Ready to change, adapt. The student as a client/critical knowledge consumer Be engaged. Take initiatives. Self-responsible. Reengineering of disciplines. H.E turns into an immaterial commodity.