

# HRK

## **Sustainable Competences in a Competitive Europe**

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Conference

# Agenda

1. What competences for a sustainable knowledge triangle?
2. Sustainable conditions for competence building
3. How to sustain competence?

# What competences for a sustainable knowledge triangle?

performing  
tasks

Science-based and  
research-oriented  
competences relevant to the labour-

solving  
problems

# What competences for a sustainable knowledge triangle?

## Comparison of European Qualification Frameworks

- Level six: „...include some aspects informed by knowledge of the forefront of their field of study“
- Level seven: „problem solving abilities in new or unfamiliar environments“, „formulate judgements with incomplete or limited information“
- Level eight: „ability to conceive, design, implement and adapt a substantial process of research“

The Framework of qualifications for the European Higher Education Area  
Bergen, 2005

# Sustainable conditions for competence building

*„Our common vision is of autonomous universities as dynamic, flexible institutions promoting excellence and innovation in teaching, research, and knowledge transfer. At the same time universities are responsive to the changing and sometimes exceptional needs of our societies and economies and contribute to finding answers to global problems.“*

European University Association (EUA)

„European Universities - Looking forward with confidence“

(Prague Declaration, march 2009)

# Sustainable conditions for competence building

1. Science-based and research-oriented programs in all cycles
2. Institutional integration of education, research and innovation
3. Diversity of institutional missions = diversity of „excellence“
4. Continuity in (sufficient) basic funding

# Agenda

1. What competences for a sustainable knowledge triangle?
2. Sustainable conditions for competence building
- 3. How to sustain competence?**

# How to sustain competence

- Lifelong learning in Higher Education
- Lifelong learning for Higher Education

EUROPEAN UNIVERSITIES'  
**CHARTER**  
ON LIFELONG LEARNING



# How to sustain competence?

**„UNIVERSITIES COMMIT TO:**

***Embedding concepts of widening access and lifelong learning in their institutional strategies.***

*Universities will grasp the opportunity to address lifelong learning centrally in their mission and strategy as part of a wider definition of excellence. The complexity of lifelong learning concepts has to be acknowledged and explored as a key aspect of developing the contribution of universities to a culture of lifelong learning.“*

# How to sustain competence?

- Universities' contribution is research-related further education  
(including public understanding-programs)
- Adapting programs and organisational structures to the increasing diversity of students
- Responsible and transparent Recognition of prior learning
- Regional partnerships with companies, chambers, unions and educational institutions outside higher education
- Improvements and incentives for learners beyond university action

# Conclusion

- Theory-based and research oriented programs are a major contribution to the sustainability of competences.
- Building sustainable competences requires strong, autonomous and responsive universities that integrate all three elements of the knowledge triangle.
- Lifelong learning is a major strategic issue – the agenda is well-known and to be carried out.