

## **Workshop WT14**

# Reform of College Education

July 2007

*To educate a man to make him a man... Nietzsche*

## **Content**

Presentation of the workshop	3
Goals and agenda of the seminar	4
The aims	5
The questions	6
Prolonging the seminar	7
The (temporary) list of participants	8

## **REFORMING COLLEGE EDUCATION**

### **Presentation of the workshop**

Nowadays, in China and in Europe, what does the society expect from college education? What kind of university do we need? For two centuries, the world has been through radical transformations regarding not only the goals but also their complexity and their scale. Scientific and technological knowledge have literally invaded our everyday life and have become major factors of production and power. Development of techno-science is led by economic and strategic interest more than by the mere hope to lift the mysteries of nature. The expectations of society toward college education have changed dramatically both in nature and in range.

Yet, in organization and ideology, university today is still a direct heir to modern university as it was born in Europe in the 19<sup>th</sup> century, and the “social agreement” between college and society might not be reflecting the role played by college in the evolution of society anymore.

Nowadays there are huge needs for education, and major deficiencies. Edgar Morin pointed out the ethnic dimension of such challenges. Today, an individual must use complex and global knowledge in a context of incertitude; they must re-learn alterity and take care of others: high risk, therefore high responsibilities, is transferred to them.

In this workshop, analysis from actors of various natures concerning those questions shall be collated.

## Goals and objectives of the seminar

### Goals

**Trading viewpoints.** College crisis being but a part of the broader education crisis, college reforms are multiplying. Many experiments are being conducted, many experimentations that ORUS must observe and analyse. It seems that the crisis, far from resorbing, is on the contrary getting worse and worse. In spite of the commotion about reform, and the sometimes extremely substantial increase of the associated budgets, this crisis still endures.

The goal of this workshop is to trade viewpoints about questioning college and the various reforms it regularly undergoes.

Two discussion proposals for participants to this workshop:

1. One observable constant of college reforms, clearly meant to integrate the increasing flow of students caused by the seemingly obvious democratization of college studies, already shows its limits. Indeed, it shows the hypertrophy of analysis carried out with mere quantitative measures to deal with such an issue, and it biases reality by not taking phenomena into account through a qualitative approach.

One proposal for those two days could be to carry out a reflexion deliberately centered on qualitative issues, a heterogenous view whose undertaking raises a number of problems, epistemological in nature. University, as the name says, claims universal thought and strives for it. However, even though its aim and ambition are such, one is forced to see that it effectively does not reach that goal: the postulate and axioms associated with that universal thought actually lock more than they allow to innovate and encourage creation. Movements, needs and pressures multiply, and get more and more intense: they point out the necessity not only to know but to recognize the primacy of local over global, the primacy of special over general, the primacy of singular over universal. With this in mind shall we address our reflexion over the qualitative aspect: it will allow us to address universality from the singularities, the multiplicities and diversities it is composed of, and that are the stuff it is made of. In a general manner, analyses of college education completely exclude any qualitative approach to leave but quantitativistic, quantifying considerations, when it should instead be put (back) at the very core of its reflexion on universality. No real, deep reform of college can take place if no qualitative dimension is taken into account. If strictly quantitative, any reform can only be but a mutilated reform, for it only corresponds to a single, unidimensional view of the goals of college in tomorrow's society.

2. In the field of education as in many others, globalization produced and is still producing effects that were not always too well anticipated, whether they are (to cite only two examples) those of commercial liberalization, or those of the fast evolution of information and communication technologies. In a way or another, they question the role

of State in the definition and conducting of education policies, therefore calling for a renewed reflexion.

That reflexion is what this workshop shall strive to contribute to, by formulating a constataion, identifying an objective, defining a method.

### **Constataion.**

Several diversification movements are observed:

- Diversification of education actors.

That diversification is not merely a consequence of a possible “privatisation” (greater or lesser) of the education sector. In many European states, public and private actors have actually been coexisting for a long time, often (from a historical point of view) on a religious basis. Diversification also comes from the evolution of private actors themselves, and the increased presence of actors motivated by commercial logics, even if not exclusively so. It also comes from the presence of actors of “exterior” origin, foreign or possibly multinational (actors of multinational range).

Diversification of the actors also includes that of the audience, which certainly wishes for expansion (or, as it is sometimes referred to, “democratisation”) of education, but also for movement or increased mobility of the audiences (though it should not be exaggerated either, and should be addressed in a differentiated way according to the education level).

Diversification, at last, is also connected to the rise of new kinds of actors, in response to new concerns such as evaluation, control, quality verification, creation of labels, normalisation, etc. All quantitative in nature...

- Diversification of methods and means of education.

That diversification is not a mere result from that of the actors, but also from technological innovations that allowed circulation of different models, their possible mixing and crossbreeding, their common inflexion due to a dematerialisation, which raises again the issue of the technical, financial, but also human means of education.

- Diversification of objectives or logics

Liberalisation, if carried out according to commercial logics, is not beneficial solely to actors moved by commercial logics. Education has always been counting some ideological or identity stakes, which contribute to structure the educational system (identification through religion, culture, language, minority origin, etc.). Those stakes, far from being reduced, are developing (an example: the development of sectarian-typed organisations in the educational sector).

If those various tendencies can contribute to facilitate access to education for all, and increase the educational offer, they may as well cause perverse effects, and hypothetically raise new issues and new needs.

Among those issues, one major one is the role of the State in this renewed context, for the State may not renounce its responsibilities, if it were only for existing international obligations that force it to ensure the right to education, including all of the associated implications.

### **The Objective.**

The aim is to contribute to realizing what the situation is and coordinating the appropriate response, while comparing two realities (Chinese / European) concerning the function of the State in reform policies.

More specifically, the objective in those discussions is to identify the different kinds of experience that better allow to evaluate college reform projects – within a liberalisation logic or not – and the decision and action margins that are necessary for a suitable endorsement of college's social responsibility.

A few working guidelines:

- Diagnose the progression of college reform in different contexts: China/Europe.
- Lead a reflexion on the goals and modalities associated with defining indicators that are qualitative in nature.
- In 2001, the ministers of education responsible for the Bologna process pointed out that college education is a public good, and is therefore of public responsibility. Is it?

Those reflexions will be led from a series of questions:

Can we bring into light the positive or negative effects of the liberalisation of education, in a China/Europe context?

In your opinion, what are the main responsibilities of the State? What should be the ways and the range of the State's control, especially concerning private actors of college education?

How about college education being free? Does it make sense? If it does, how to enforce it?

What are the elements of a “common base” that would constitute a shared reference at the international level?

What structures and criteria should be promoted concerning quality evaluation: the 100% quantitative approach, or a sensible dosage between qualitative and quantitative?

Is there anything such as European college education? Is the Bologna process an integration mechanism, or standardising logic?

What kinds of cooperation should exist between Europe and China?

**Prolonging the WT14 workshop**

Designing qualitative evaluation criteria for college reform, inventory of publications on the subject, designing a working methodology, forming teams.

Leading initiatives of reflexion on college reform should be continued within the activities of the Institute for European Studies – Chinese Academy of Social Sciences.

Staying available for any partner wishing to put their reforming ambitions to the test of reflexion and realisation.

Publishing the results of every experiment.

Alfredo Pena-Vega  
Scientific director  
ORUS INT

## Temporary list

### Names of the participants

Jurgen Mittelstrass

Prof. Dr. Jürgen Mittelstraß

Private: Uhlandstr. 31 78464 Konstanz Tel.: +49-7531 55410

Uni: Room G 506, Tel.: +49-7531 88 2511

E-mail: Juergen.Mittelstrass@uni-konstanz.de

Sekretarial office (Lehrstuhl): Sigrid Klauschke Room G 505,

Tel: +49-7531 88 2498, Fax: -2502 E-mail:

[Sigrid.Klauschke@uni-konstanz.de](mailto:Sigrid.Klauschke@uni-konstanz.de)

Marcel Grillo

CALOUSTE GULBENKIAN FOUNDATION Administration, Reception, Auditory and Congress Department, Administrative service Calouste Gulbenkian Foundation Av. de Berna, 45A1067-001 Lisbon

Tel: 21 782 3000 Fax: 21 782 3021

Currently a member of the Magna Charta Universitatum Observatory and of the General Assembly of International Foundation Yehudin Menuhin, as well as the International Commission of the Council for Higher Education Accreditation. In addition, since 2004, a member of the “European Forum on University-Based Research”, a member of the Selection Board of the ERASMUS MUNDUS Program, and of the Council of the United Nations University.

Demosthenes Agrafiotis

AGRAFIOTIS Démosthène INSP Gr cons 00 30 210 77 92 661 00 30 210 64 66 243 agraf@compulink.gr 00 3016466243 17-19 semelis st 1528 athens

Emmanouil Koukios

Prof. Emmanuel G. KOUKIOS Head, Bioresource Technology Unit (BTU) Laboratory of Organic & Environmental Technologies (LORET) School of Chemical Engineering National Technical University of Athens (NTUA)

ADDRESS: Zografou Campus, GR-15700 Athens, GREECE

TEL. NO.: +30-210-772 3191 FAX NO.: +30-210-772 3163

E-MAIL: [Koukios@chemeng.ntua.gr](mailto:Koukios@chemeng.ntua.gr)

WWW address: <http://btu.chemeng.ntua.gr>

**Prof. Dr. Peter Alheit**

**Lehrstuhl für Allgemeine Pädagogik mit dem Schwerpunkt außerschulische Pädagogik  
Pädagogisches Seminar Georg-August-Universität Göttingen Baurat Gerber Straße  
4/637073 Göttingen**

**Telephone: 0551 39 9458 [palheit@uni-goettingen.de](mailto:palheit@uni-goettingen.de)**



Luke Georghiou

Email: [luke.georghiou@mbs.ac.uk](mailto:luke.georghiou@mbs.ac.uk)

Position: Professor

Subject Area Group: Technology & Entrepreneurship Management & Policy

Biography: Luke is a Director of PREST and has been on its staff since 1977. Recent projects include several studies of industry-science relations, policy for international scientific co-operation, evaluation of foresight, and changes in public sector research institutions. During 1999 he chaired the Strategic Review of the EUREKA Initiative and during 1996 he chaired the evaluation of the European Union's Framework Biotechnology Programmes. He has recently chaired committees on the effectiveness of Direct measures for R&D support on behalf of the European Commission, and the Evaluation of Futur - the German Foresight programme and TEP - the Hungarian Foresight Programme. Other committee memberships include the Finnish Public Research Funding Evaluation Committee, the Medical Research Council Steering Group for the Monitoring and Evaluation of Research Funding Schemes, and the Steering Committee of the EIRMA UK Forum. He is a consultant to several Ministries in the UK, to the OECD, the European Commission, several foreign governments and major companies. His current teaching activities include an MSc unit and associated short course on Evaluation of Science and Technology Policies; the British Council High Level Seminar on S&T Policy and Management; and PhD supervision.

Teaching and Research interests: His research interests include evaluation of R&D and innovation policy, foresight, national and international science policy, and management of science and technology.

Marek Kwieck

Professor Dr. habil., head of the Center for public order, university of Adam Mickiewicz, Poznan UL. Szamarzewskiego 89 Telephone: +48 61 829 22 98

Fax: +48 61 829 21 47

E-mail: [kwiekm@amu.edu.pl](mailto:kwiekm@amu.edu.pl)

Site Web: <http://www.policy.hu/kwiek>

Fields of expertise: educational systems, educational legislation, development of studies programmes, social science didactics, evaluations evaluation, quality guarantee, higher education, minorities' education, education, employment and social affairs, European transformations HE – Bologna process, ECTS, etc.

Anette Kolmos

PhD, Professor, UNESCO Chairholder

Address: Aalborg University, Fibigerstaede 13,DK-920 Aalborg O

Phone: + 45 96358307

Fax: +45 98151085

[ak@plan.aau.dk](mailto:ak@plan.aau.dk)

Kristin Bruland

06 85 82 59 19

[kbruland@msh-paris.fr](mailto:kbruland@msh-paris.fr)

[kristine.bruland@iakh.uio.no](mailto:kristine.bruland@iakh.uio.no)

In 2007 Kristine Bruland works in the French-Norwegian cooperation center in social and human sciences. She is a professor of economic history in the history department of the University of Oslo (Norway), and a guest professor in the University of Strasbourg. She got a PhD in modern history from the University of Oxford. Her researches address the following themes: (i) technological change and industrial development, where she emphasizes the importance of social and institutional change to create the necessary conditions for industrial innovation. (ii) International technological diffusion and its role in industrialisation, where she emphasizes the importance of increasing the population's literacy, migration, public policies for education and strategies used by companies to promote innovation. (iii) The third theme deals with the production of knowledge, and knowledge management in the 19<sup>th</sup> century's industr. (iv) Kristine Bruland is currently developing a project on education, and she organizes, among othr things, an international colloquium on "Education and economic development: historical and contemporary questions".

Kristine Bruland published several books and articles, among which: (dir.) Essays on Industrialization in France, Norway and Spain (Oslo 2005); British Technology and European Industrialization. The Norwegian Textile Industry in the mid-nineteenth Century (Cambridge 2003/1989); with P.K.O'Brien (dir.) From Family Firms to Corporate Capitalism (Oxford 1998); with Maxine Berg (dir.) Technological Revolutions in Europe, Historical Perspectives (Cheltenham; USA 1998), "Industrialisation and Technological Change" R.Floud og P.Johnson (dir.), The Cambridge Economic History of Modern Britain (Cambridge 2004); "The Management of Intellectual Property at Home and Abroad: Babcock & Wilcox 1850-1910" Ian Inkster (red.), History of Technology (London, 2002); med David Mowery "Innovation through Time" J.Fagerberg, D.Mowery et R.Nelson (dir.), The Oxford Handbook of Innovation (Oxford 2004).

Alfredo Pena-Vega, ORUS INT, Juillet 2007



<http://creativecommons.org/licenses/by-nd/2.0/fr/deed.fr>