

When governments are strategizing: HE
in the French-speaking community of
Belgium
between international competitiveness
and regional performance

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OUTLINE

- knowledge society and the role of HEI
- international reputation-building and regional performance
- governmental steering of HEL and institutional strategies
- *new actors of knowledge production and new actors of knowledge steering?*

KNOWLEDGE SOCIETY

Knowledge society, Europe of knowledge and the role of the EC (Dale 2007, Croché 2010, Gornitzka 2010)

COM(2003)58final: definition of society

- increased demand of HE;
- internationalization of education and research;
- developing cooperation between universities and industry;
- proliferation of knowledge production spaces;
- and the reorganization of knowledge.
 - **Responsibilities for universities** lie essentially in the member states at the national or regional level. The most important **challenges facing the universities**, by contrast, are European, and even international or global.

KNOWLEDGE SOCIETY

COM(2005)152final: definition of the governance structure: *Poles of Europe's knowledge triangle*: education, research, and innovation.

- achieving world-class quality, increasing attractiveness, improving governance, increasing and diversifying funding;
- **Modernization = Governance and financial steering.**

(Degn 2014) → sensemaking and sensegiving of top managers

KNOWLEDGE SOCIETY

COM(2006)208final: definition of the relevant science: provide the right mix of skills and competences for the labour market

- university programs should be structured to enhance directly the employability of graduates,
- enhance interdisciplinarity and transdisciplinarity → focusing *less on scientific disciplines and more on research domains*;
- reward excellence at the highest level, making HEI more attractive to Europeans and non-Europeans alike;
- from disciplinary science to transdisciplinary research.

KNOWLEDGE SOCIETY

From knowledge and modernization towards promotion of higher education landscapes

COM(2011)567final: Horizon 2020

- Supporting reform through policy evidence, analysis and transparency (U-Multirank);
- Promote the EU as a study and research destination for top talent from around the world, by supporting the establishment and development of internationalisation strategies by Europe's higher education institutions.

KNOWLEDGE SOCIETY

From knowledge and modernization towards promotion of higher education landscapes

COM(2013)499final: European HE in the world and the global race for talent (COM(2003)58final: making the **European system** a genuine world reference)

- Developing a comprehensive internationalisation strategy
- Member States should tailor their national strategies [...] *and* their international presence.

INTERNATIONAL REPUTATION BUILDING AND REGIONAL PERFORMANCE

EU member States and their commitment to policies transforming HE landscapes

- Transforming the steering of the HE system (eg.: DK, EST, FL, FR, GE, ...), (EUA 2015)
 - Building the “strong institution” (Harman&Harman 2008);
 - Building the “world-class” university (Aula&Tienari 2011);
 - Developing a strategic and collaborative response to competitive pressures (Goedegebuure 2012).

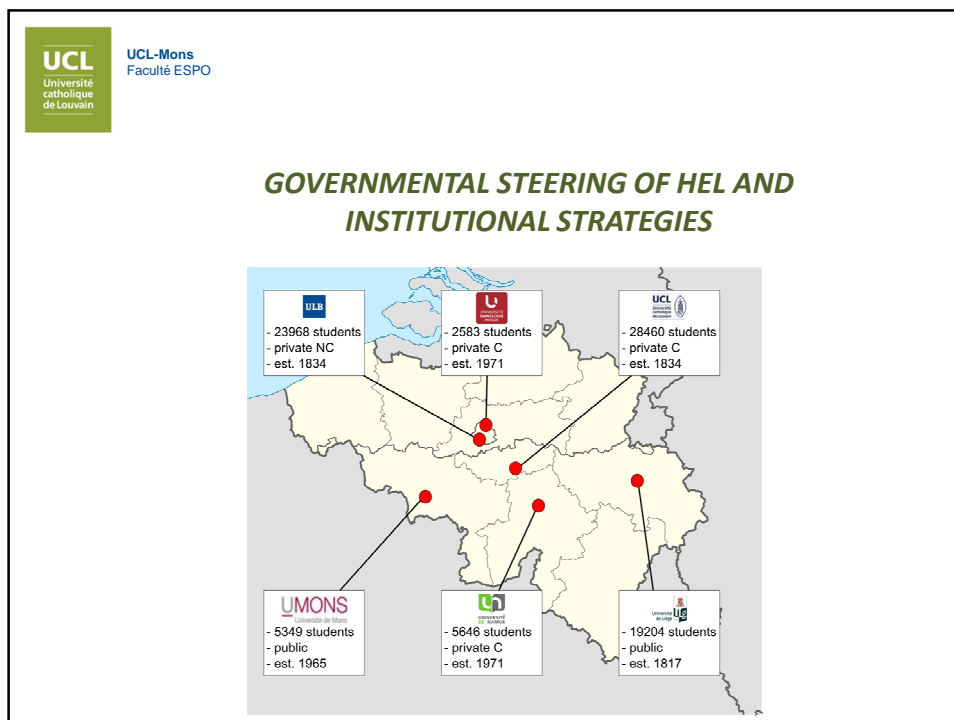
INTERNATIONAL REPUTATION BUILDING AND REGIONAL PERFORMANCE

EU member States and HEI transforming HEI governance

- Transforming Institutional governance (strategizing)
 - to concentrate best talents, ressources, appropriate governance (Salmi, 2009);
 - from internal governance to external university management (Bleiklie, Enders, Lepori 2013; Degn 2014);

GOVERNMENTAL STEERING OF HEL AND INSTITUTIONAL STRATEGIES

- The case of the French-speaking HE landscape
 - widely diversified institutions in transition
 - 6 universities (88.700 students)
 - 20 university colleges (86.700 students)
 - 16 colleges of arts (7.550 students)
 - 100 vocational education colleges (33.000 students at HE level)
 - Mainly *per capita* financial input steering (education)



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GOVERNMENTAL STEERING OF HEL AND INSTITUTIONAL STRATEGIES

The case of the French-speaking HE landscape

- A highly differentiated system in transition
 - Merger policies
 - Government declaration of 2009-14 intended
 - To “organize steering of HE”
 - To “organize collaboration between HEI”
 - New decree in 2013

GOVERNMENTAL STEERING OF HEL AND INSTITUTIONAL STRATEGIES

The new “landscape” decree since 2014-15

- *Developing a comprehensive internationalisation strategy (COM2013): ARES – the federation of HEI of the French-speaking community*
- *Member States should tailor their national strategies [...] and their international presence : 5 geographical clusters (pôles)*

GOVERNMENTAL STEERING OF HEL AND INSTITUTIONAL STRATEGIES

Developing a comprehensive internationalisation strategy (COM2013): ARES – the federation of HEI of the French-speaking community

- **Autonomous institution (executive board, appointed president and director)**
- **Core Missions:**
 - To assure advices and proposals to the Government about the evolution of education and training;
 - To organize institutional collaboration;
 - To be the link between poles and institutions, state organisms and the agency of quality and evaluation...;
 - To promote international visibility ;
 - To identify evidence-based practices.

GOVERNMENTAL STEERING OF HEL AND INSTITUTIONAL STRATEGIES

Member States should tailor their national strategies [...] and their international presence : 5 geographical clusters (pôles)

An academic Pole is a non-profit association whose members are HEI, including at least one University, based on the geographic proximity of their registered office. Any HEI belongs to one or more academic Poles, depending on the location of its registered office.

- Support student and staff mobility and manage its financial resources;
- offers services;
- federises or organises the Council of education.

New actors of knowledge production and new actors of knowledge steering?

Towards a new institutional context: a distinction between those who are producing knowledge ...

- New HE Institutions organizing the collaboration of education, training and research;
- Reorganisation of traditional HEI: from strong particular identities to key players at the local level;

...and those who are steering knowledge?

- New institutional performance regimes and procedures.
- new types of knowledge experts and external stakeholders.