
The Knowledge Triangle From a Flemish point of view

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“a dynamic and flexible European higher education will strive for innovation on the basis of the integration between education and research at all levels”

“Higher education should be based at all levels on state of the art research and development, thus fostering innovation and creativity in society”

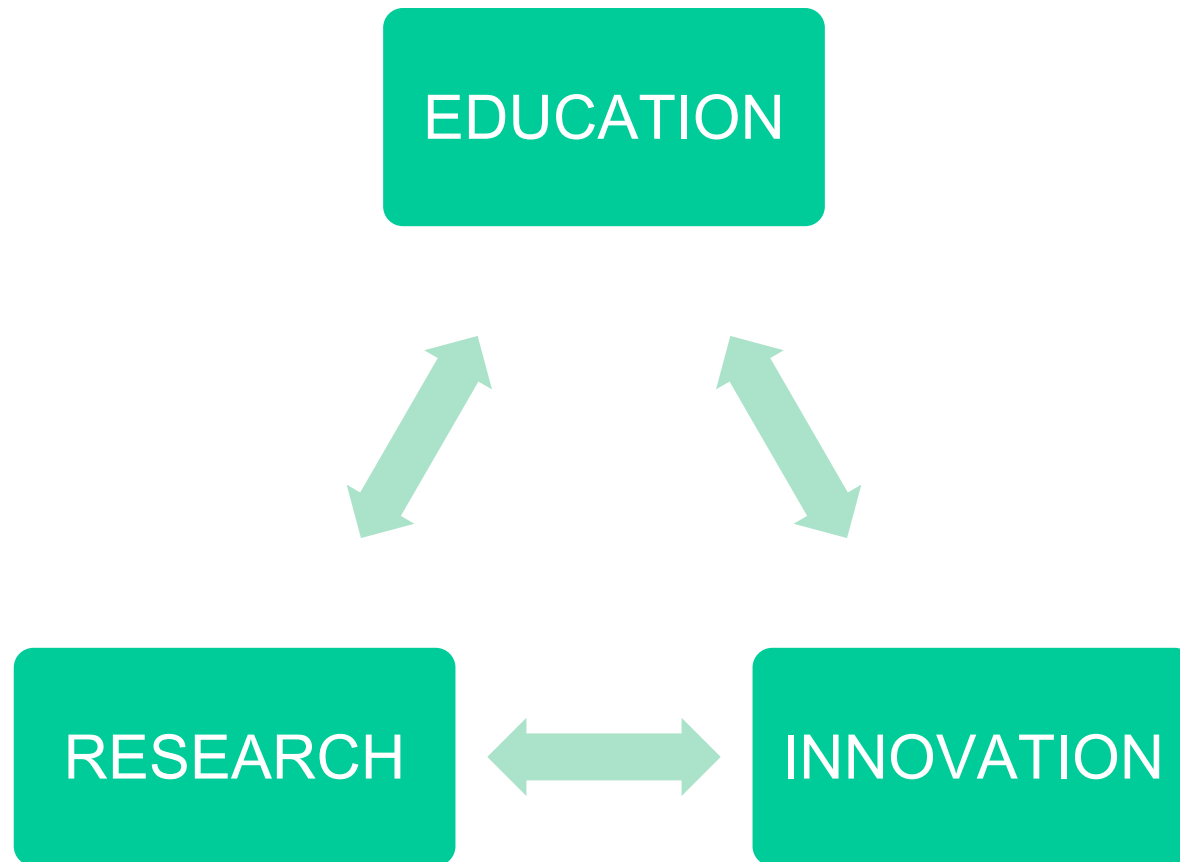
Leuven Communiqué

- We recognise the potential of higher education programmes, including those based on applied science, to foster innovation.
- Consequently the number of people with research competences should increase

Tendency ?

- New texts are not that clear anymore about research at all levels
- European Research Area vs. EHEA
- Diversity of mission sometimes being translated into binary missions: research vs. non-research
- 8th framework programme: only large –scale initiatives

Knowledge Triangle



Knowledge Triangle

- Is not a linear organisation
- Is at its best a continuous double-pathed process (+idea of circling)
- This has consequences for the meaning:
 - At all levels
 - Diversity of mission

HE: part of the ECO-system for innovation

(courtesy of Prof. Ellen Hazelkorn)

Widening understanding of knowledge creation and innovation has influenced our understanding of how higher education contributes to innovation:

- Providing human capital through education and training,

HE: part of the ECO-system for innovation

- Attracting high-skilled talent and investment,
- Actively engaging with the local and regional community through knowledge and technology transfer, and
- Underpinning the global competitiveness of nations and regions.

New institutions?

- Over time, boundaries have blurred, labour markets matured and professional/academic disciplines moved up the value chain;
- Today, this process is accelerating:
 - Traditional universities are unable to meet all the demands and requirements of the global knowledge society;
 - Bologna and harmonisation of qualifications;
 - Basic vs. applied replaced with 'applied and not yet applied' (LERU, 2008, p9).
 - Mission/vocational drift are two sides of the same coin.
- Traditional boundaries replaced by differentiation by mission, e.g. civic, technological, classical or specialist.
- Research intensity is less significant as an indicator of an HEI's position than its excellence within a field of specialisation.

Diversity

- Diversity seen as a basic norm of HE policy because it best meets educational and labour market;
- Binary systems most common in Europe - maintained by government regulation/steering
 - Vertical: one type of institution favoured over others;
 - Horizontal: equal value attributed to different types of institutional profiles/missions.
- Diversity is much broader than a simple binary – e.g.
 - Institutional mission and core tasks;
 - Research;
 - Programme and pedagogical profile.

Challenges

- We need more innovation
- We need innovation in all types of industries and sectors (not for profit, government, creative sectors, ...)
- We need to involve SMEs
- We need entrepreneurial skills
- We need to cooperate with local networks
- We need valorisation : putting it into practise

Strengths of Universities of applied sciences

- Innovation competences for larger groups
- Links to other sectors and industries
- Stronger links to SMEs
- Entrepreneurial skills
- Regional networks (cfr. Pure)
- Practise based/oriented

Threats

- Teaching mission only
- Academic drift (competition for the same funds)
- Only knowledge
- Loosen the regional contacts

Flemish institutional debate

- Universities of applied science
 - Universities
 - Associations
-
- Academic programmes at UAS need to be 'academised'
 - Once academic: where do we put them?

Flemish institutional debate

- Integration (binary professional – academic)
- New institutions (wide range of programmes)
- No change (academic programmes at the UAS with the link to universities in the associations)
- Often reference to
 - Bologna / binary
 - International recognition

Flemish institutional debate

- How do we create the best environment to meet the challenges?
 - Continuum / diversity of research, education, innovation
 - Funding for each type
 - Links between all types (even overlap?)
 - Strong links with all sectors and types of industry
 - International and regional
 - More students entrepreneurs and innovators

Comments
