

Vision og virkelighed

Evaluering af skoler i Norden

Konference i Reykjavík
11 –12 november 1999

Redaktører: Erla Sigurðardóttir & Margrét Harðardóttir

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Nordisk samarbejde på skoleområdet

Det nordiske samarbejde på skoleområdet omfatter grundskolen og de 16-19 åriges uddannelser. Prioriterede temaer er fælles uddannelsespolitiske mål og problemer, samarbejde på snævre områder samt informations- og erfarings-udveksling.

Styringsgruppen for Nordisk Skolesamarbejde (NSS) initierer en række udredninger, konferencer og samarbejdsprojekter. Det nordiske skole-datanet ODIN (www.odin.dk) danner rammen om NSS' omfattende informationsvirksomhed.

Nordisk Ministerråd

blev oprettet i 1971 som samarbejdsorgan mellem de nordiske landes regeringer. Ministerrådet fremlægger forslag til Nordisk Råds sessioner, viderefører rådets rekommandationer, rapporterer til Nordisk Råd om samarbejdets resultater og leder arbejdet inden for de forskellige emneområder. Samarbejdet koordineres af samarbejdsministrene, der er udpeget af det enkelte lands regering. Ministerrådet træder sammen i forskellige sammensætninger - afhængigt af hvilke spørgsmål, der skal behandles.

Nordisk Råd

blev oprettet i 1952 som et samarbejdsorgan mellem de folkevalgte forsamlinger og regeringer i Danmark, Island, Norge og Sverige. Finland indtrådte i 1955. Færøernes, Grønlands og Ålands delegationer indgår i henholdsvis Danmarks Riges og Finlands delegationer. Rådet består af 87 medlemmer. Nordisk Råd er initiativtagende og rådgivende og har kontrollerende opgaver i det nordiske samarbejde. Nordisk Råds organer er plenarforsamlingen, præsidiet og udvalgene.

The dialogue of higher education institutions with their partners

Ilkka Virtanen

Until recently, the universities have characteristically been autonomous national institutions of higher education with only limited goals and accountability to their region and the civic society in general. The mission of the universities has been to promote free scientific research and to provide higher education based on research. Consequently, the universities have in these basic functions aspired to achieve both national and international reputation and significance.

In recent years, however, the universities have become more active in serving the needs of their regions and society in general, and they have opened up more than before to their partners and external stakeholders. This increased activity, called sometimes the third role of the university, has come together with the emergence of new approaches to institutional management.

In the past, higher education in most countries has been primarily funded by national governments to meet national labour market needs for skilled manpower and to provide a capacity to meet national research and technological development needs. In terms of HE management this has generally meant a single (public) paymaster, relatively secure long term funding, the education of a readily identifiable and predictable population of young-adult full-time students, and the provision of well-founded infrastructure to support the pursuit of individual academic research and scholarship. Such a regime imposes limited demands on university management but supports the ethos of academic self-management and collegiality.

This model is being challenged by moves from an elite to a mass system of HE and a new emphasis on life-long learning, by the pursuit of efficiency gains in public funding, by the rise of new modes of knowledge production and distribution outside the universities challenging the university monopoly, and by the opportunities for new ways of delivering education and training made possible by information and communication technologies. Characteristically all these new elements have engendered an agenda, which is external, usually local or regional, in character. Thus the issue of how to

respond to these new needs is a relatively new and demanding challenge for the universities.

External involvement of the university, the dialogue of the university with its partners and stakeholders, and the overall external impact of the university are all factors which have become of great importance when the prerequisites for success of the universities are analysed and evaluated.

Ilkka Virtanen, Professor, University of Vaasa, Finland.