

Mobility in the Nordic countries: Competencies of the Future

- What are they and how should education be developed for students to have them in the future?
- Is there a **Nordic value added**?

Nordic seminar on mobility and cooperation in the future

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The competencies of the future

Ability to **prioritise** in the information society (more methodology, scientific method?)

Self-leadership

Willingness and ability to **take own initiatives** (drive, entrepreneurship, intrapreneurship, innovativeness, problem-solving)

In addition to **rock-solid knowledge of subject matter** (e.g. lawyer needs to know law!)



Prioritising

Increasingly jobs **are development-oriented.**

Fuzzy, no limits, independent, hard to supervise, unclear outcomes etc.

Independent decision-making important.

No-one to ask!

Pedagogy: Should the role for theses and papers on all levels be increased?

More research orientation? Research training fosters independence and prioritising!

Topic can be emphasised in Nordic University decision making



Self-leadership, drive, initiative etc.

International mobility!

Mobility **requires effort** but **fosters** self-leadership, drive initiative etc.

Exchange studies is an excellent pedagogical tool!

Cultural awareness, “benchmarking”, “best practice”

Compulsory term abroad á la Hanken School of Economics?

Compulsory split between BA and MSc stages? - more mobility



What could be done on a Nordic level?

DISCUSSION AND COMMON POLICIES

Clear split between Bachelor's level degrees
and Master's degrees

Common policies on compulsory term abroad
- expansion of Nordic exchange
programmes

Common policy on the role of scientific
method, methodology and critical thinking

Is **research orientation and training** the key
to **independent decision making** and
prioritising in a very complex
environment? (The right way to foster



Prioritising (2)

Abundance of information (digital revolution)

However, not all information is of equal value.

Spread of pseudo-science? (Distrust of vaccinations etc.)

More emphasis on **scientific method, methodology, critical thinking in academic curricula?**

Topic can be emphasised in Nordic University decision making





Digitalisation destroying jobs?

Several reports: > 50% of jobs may be lost to autom. within 20 years!

Strategy: educate for jobs that most likely will **not be** digitalised?
(**Politicians** and **priests?**)

However: (Sweden again): new jobs tend to emerge at roughly the same pace - **different jobs though!**

Better strategy: aim for the new jobs!

But we do not know **which they are??**



Educating for the new jobs

Predicting which are the future jobs
unrealistic task - Some trends for however
([Fölster 2015](#)):

**Creating new digital technology and
robots**

**Product variety increases due to
digitalisation: more customer
orientation**

**Jobs created by rising income level (e.g.
tourism)**

What is needed?





Employability: hypothetical CV 1-2

CV Ms Emma Pohjola (1)

Personal: Born: Email:
Etc., etc.

Education: 31.5.2016: **M.Sc. in**
Mathematics,
University of Helsinki
31.5.2014:
B.Sc. in Mathematics
University of
Helsinki

Rest of CV: ceteris paribus

CV Ms Emma Pohjola (2)

Personal: Born: Email:
Etc., etc.

Education: 31.5.2016: **M.Sc. in**
Mathematics,
University of Helsinki
31.5.2014:
B.Sc. in Mathematics
University of
Helsinki

Exchange: **Copenhagen university**
(autumn

term of 2016)



Employability: hypothetical CV 3-4

CV Ms Emma Pohjola (3)

Personal: Born: Email:
Etc., etc.

Education: 31.5.2016: **M.Sc. in**
Mathematics,
Uppsala University

31.5.2014:
B.Sc. in Mathematics
University of
Helsinki

Rest of CV: ceteris paribus

CV Ms Emma Pohjola (4)

Personal: Born: Email:
Etc., etc.

Education: 31.5.2016: **M.Sc. in**
Mathematics,
Uppsala University

31.5.2014:
B.Sc. in Mathematics
University of
Helsinki

Exchange: **Copenhagen university**
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