TEMPUS Modernisation in Higher Education

Higher education in Western Balkans 2020 "EU Support"

International Forum on HE Reform – Foresight 2020 Dubrovnik, 27 – 29 September 2010

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The support of the EU

5 main types of activities and tools:

- Capacity building and reform: Tempus
- Mobility of students and staff: Erasmus Mundus, Marie Curie (FP7)
- LLP programme for some countries (reminder)
- Research: FP7 (reminder)
- Opportunities for policy dialogue and peer learning activities (reminder)



a http://ec.europa.eu/tempus

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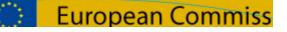
Erasmus Mundus

Erasmus Mundus – Action 2: (2008-2009)

 Academic Staff: 	124
Students:	
 Post-doc: 	8
 Doctorate candidates: 	81
 Master students: 	229
 Undergraduate students: 	299
Total:	617

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Main features:

Institutional cooperation Bottom-up approach & voluntary process Adequacy with national priorities

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Achievements (recent period):

180 Million Euros since 2000 (Tempus III – IV)# 530 projects and 575 IMGs



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Tempus IV (2007 – 2013): (3 Calls)

- # 70 Million Euros in total (incl. 4th Call)
- 14 15 Million Euros a year
- 73 projects accepted sofar:
 - 37 National / 36 Multicountry
 - 34 coordinated locally

Main topics:

- 34 disciplinary projects targeted at CD activities (balance between hard and soft sciences)
- 13 projects addressing "links with business and society"

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- 9: QA & accreditation issues
- 6: LLL and access to HE
- 4: Governance Issues
- 7: Others

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A critical eye:

- Very positive results, great appreciation
- Major challenges / concerns that need further consideration:
 - critical mass not yet reached with regards to:
 - academic disciplines impacted (less than half, not necessarily addressing priority needs)
 - capacity building for academic and support staff at HEIs and Ministries (sporadic action)
 - lack of dissemination / sharing of results within and between HEIs
 - participation of smaller and isolated HEIs
 - sustainability of projects and ownership by institutions
 - vocational education and training not sufficiently

addressed



rempus for the future...

Instrument secured until 2014.... Reflection about the future of EU programmes has started (public consultation)

Exploiting all possibilities offered by Tempus:

- Joint projects and structural measures (reminder)
- HEREs' activities: European activities but also local activities
- Tempus studies carried out at central level:
 - last one (2009): governance
 - next one (2011): human factor (condition / obstacle to reforms ?)

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- National Tempus Offices

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- Definition of national priorities for each Call (Ministries, NTOs)

A particular issue for WB: "keeping on board" countries which recently joint LLP



Next milestones

Future deadlines:

- Erasmus Mundus action 2 :
 - New Call published in July 2010 Deadline 15 Oct. 201(
 - Next Call will be published in November 2010 (deadline end of April 2011)

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• **Tempus (fourth Call)** : publication mid-October 2010 (Deadline mid- Feb 2011)



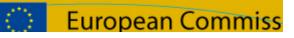
Challenges for Doctoral programme in Western Balkans

Preliminary results of a study commissioned by DG EAC (neighbouring countries)

State of play:

- On going changes and reforms in all countries
- Under-developed in many WB countries
- Too early to evaluate the impact of the recent reforms
- Lack of data at national level
- Large autonomy given to faculties / universities





Challenges for Doctoral programme

Challenges and problems:

- Critical mass and quality of research
- Equipment and research infrastructure
- Mentoring (demography of academic staff)
- Funding (doctoral candidates, research activities)
- Brain drain (master & post doc levels)
- Length (in theory / in practice) & balance between training / research
- Employability & access to labour market (apart from academic careers)
- Relations with other actors: research organisations (research capacity, recruitment of PhDs), industry
- Role of private HEIs (restrictions)

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Challenges for Doctoral programme:

Solutions:

- Broad strategy for research as a whole (objectives, priorities, funding, monitoring tools)
- Strategy for staff training & career development (young generation) (recruitment, remuneration, social rights, status)
- Regional cooperation (critical mass, synergies & complementarities to avoid duplication)
- International cooperation

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Thank you for your attention...!

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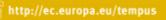
Particular challenges in WB ??

- Structures of Universities: "integrated universities"
- Governance structures and internal management (including role of students and external stakeholders, decision making processes and delegation, links with political spheres...)
- Increasing fragmentation of HES (increasing number of institutions and bodies, lack of critical mass)
- Funding
- Human resource policy, management and development (all categories of staff)
- Quality of education and training
- Public / private providers

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- Vocational education and training
- Regional cooperation as an approach / solution

= going beyond Bologna...



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Challenges - Governance

Challenges and priorities: adapt to

- society's expectations (economic growth, job creation, social cohesion)
- new role / responsibility / attitude of the state (less control, more guidance)
- increasing autonomy, accountability and competition
- new role / mission for HE: perform an **integrated mission** (education, research, innovation in a broad sense) in a context of life long earning



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Challenges - Management

Challenges and priorities

- evolve from a traditional collegiate style to a more managerial style of management
- increasing competition to access scarce public resources (research but not only)
- efficiency and transparency in the use of public resources and decision making process
- increasing & diversification of funding resources ("fund raising")
- attracting and retaining people (academic and support staff)





Challenges - Curricular reforms

Challenges and priorities

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 improving the employability of graduates (adaptation to the need + access to the labour market)

adapting to the diversification of the target people (LLL context)

 addressing the challenge of quality / excellence within a wide perspective (beyond research & academic excellence)

 finding the right balance between 3 main components: acquisition of knowledge + key competences (creativity, critical mind, communication, etc.) + professional experience (know-how

introducing the multicultural dimension

