

TEMPUS

Modernisation in Higher Education

Higher education in Western Balkans 2020 “EU Support”

International Forum on HE Reform – Foresight 2020
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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)

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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

- **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”
 - 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

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Tempus 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 ?)
- National Tempus Offices
- Definition of national priorities for each Call (Ministries, NTOs)

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

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Next milestones

Future deadlines:

- **Erasmus Mundus action 2 :**
 - New Call published in July 2010 – Deadline 15 Oct. 2010
 - Next Call will be published in November 2010 (deadline end of April 2011)
- **Tempus (fourth Call) :** publication mid-October 2010
(Deadline mid- Feb 2011)

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Challenges for Doctoral programmes 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

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Challenges for Doctoral programmes

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)

Challenges for Doctoral programmes

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
- 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 learning

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

- 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**