

EUROPEAN INTEGRATION IN  
HIGHER EDUCATION AND  
RESEARCH IN THE  
WESTERN BALKANS:  
COMPARATIVE ANALYSIS

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# Structure of the presentation

- ⦿ Basic facts on the WB region – establishing comparability
- ⦿ Higher education systems
  - Size and composition, Kyvik (2004) classification
  - Funding and governance
  - Europeanization, Bologna reforms and mobility
- ⦿ Research systems
  - Level of funding and overall capacity

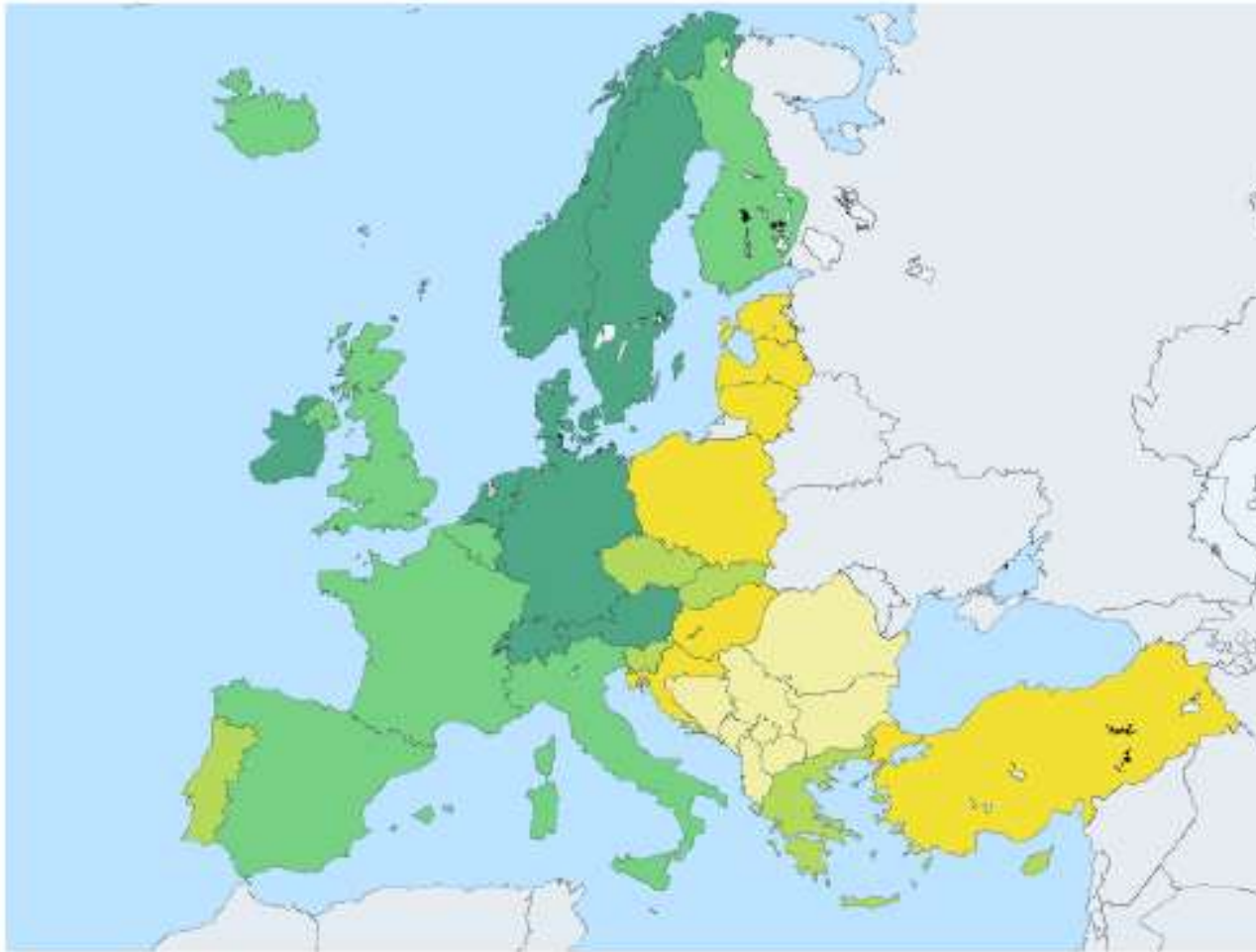
# Western Balkans



- Albania
- Bosnia and Herzegovina
- Croatia
- Kosovo\*
- Macedonia
- Montenegro
- Serbia

## GDP per capita in PPS

Index (EU-27 = 100) - 2011



### Legend

30.0 - 49.0

49.0 - 67.0

67.0 - 94.0

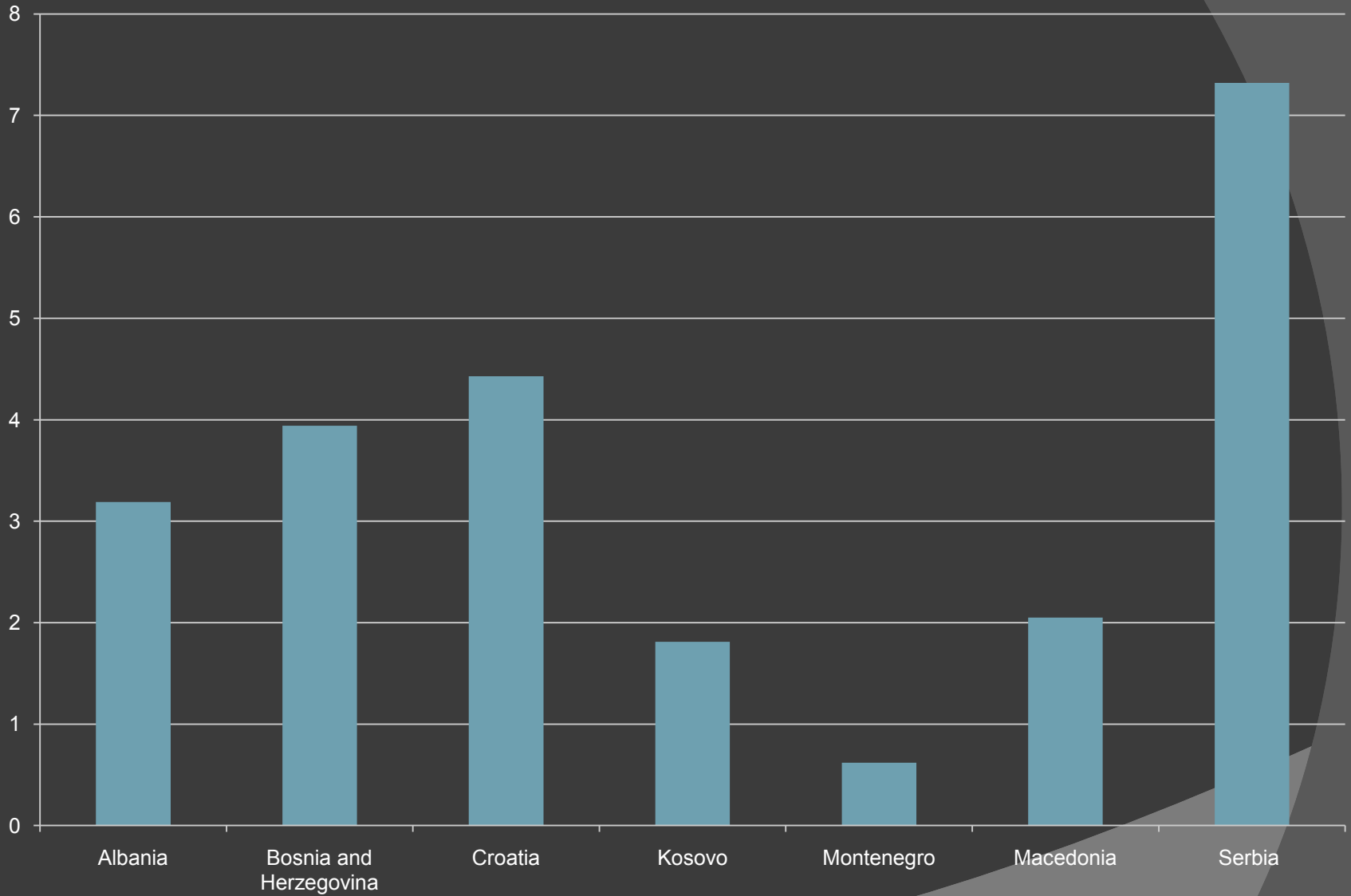
94.0 - 119.0

119.0 - 271.0

Not available

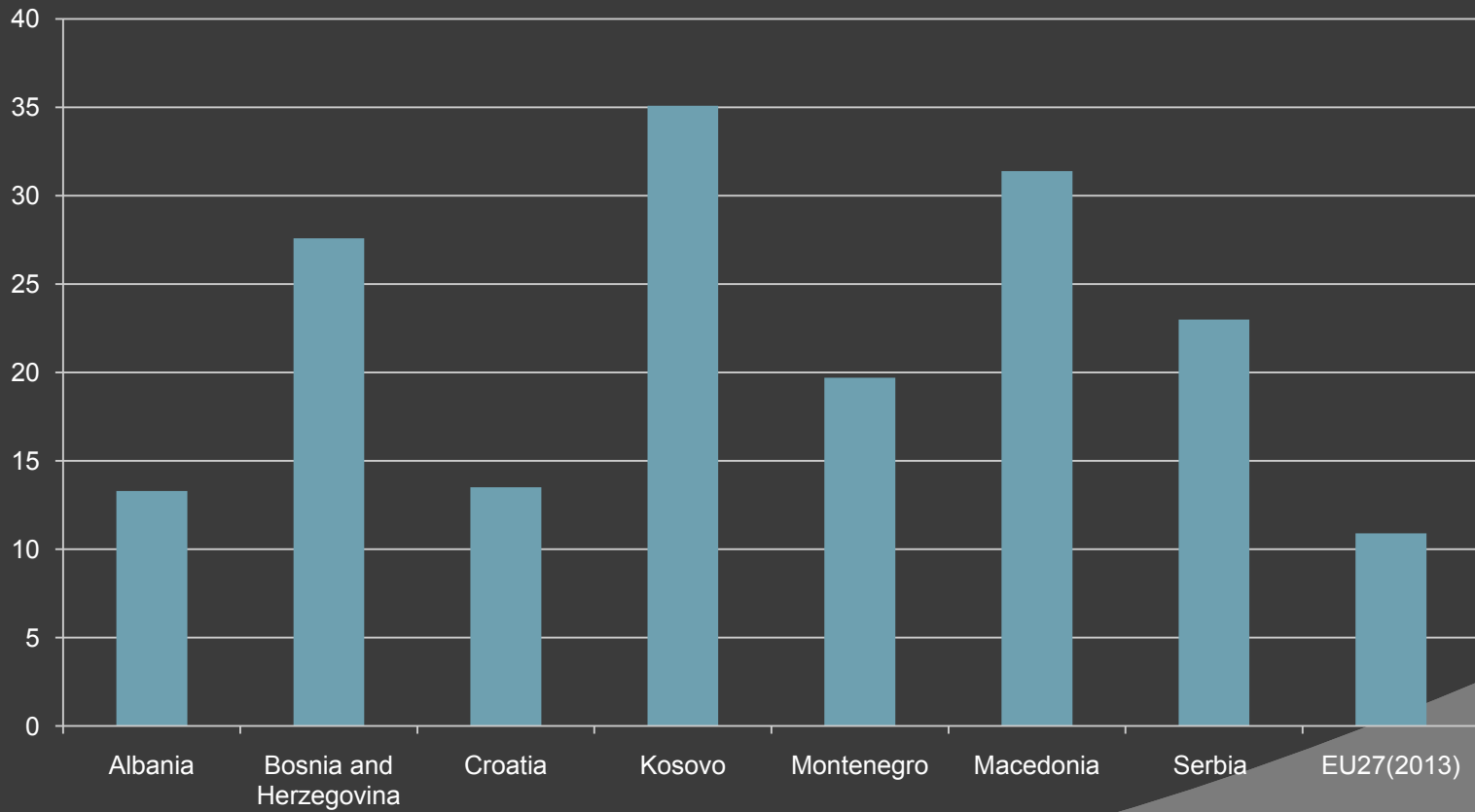
Western Balkans:  
the poorest  
region of Europe,  
at 30-40% of the  
EU27 average

# Population, in millions, 2010

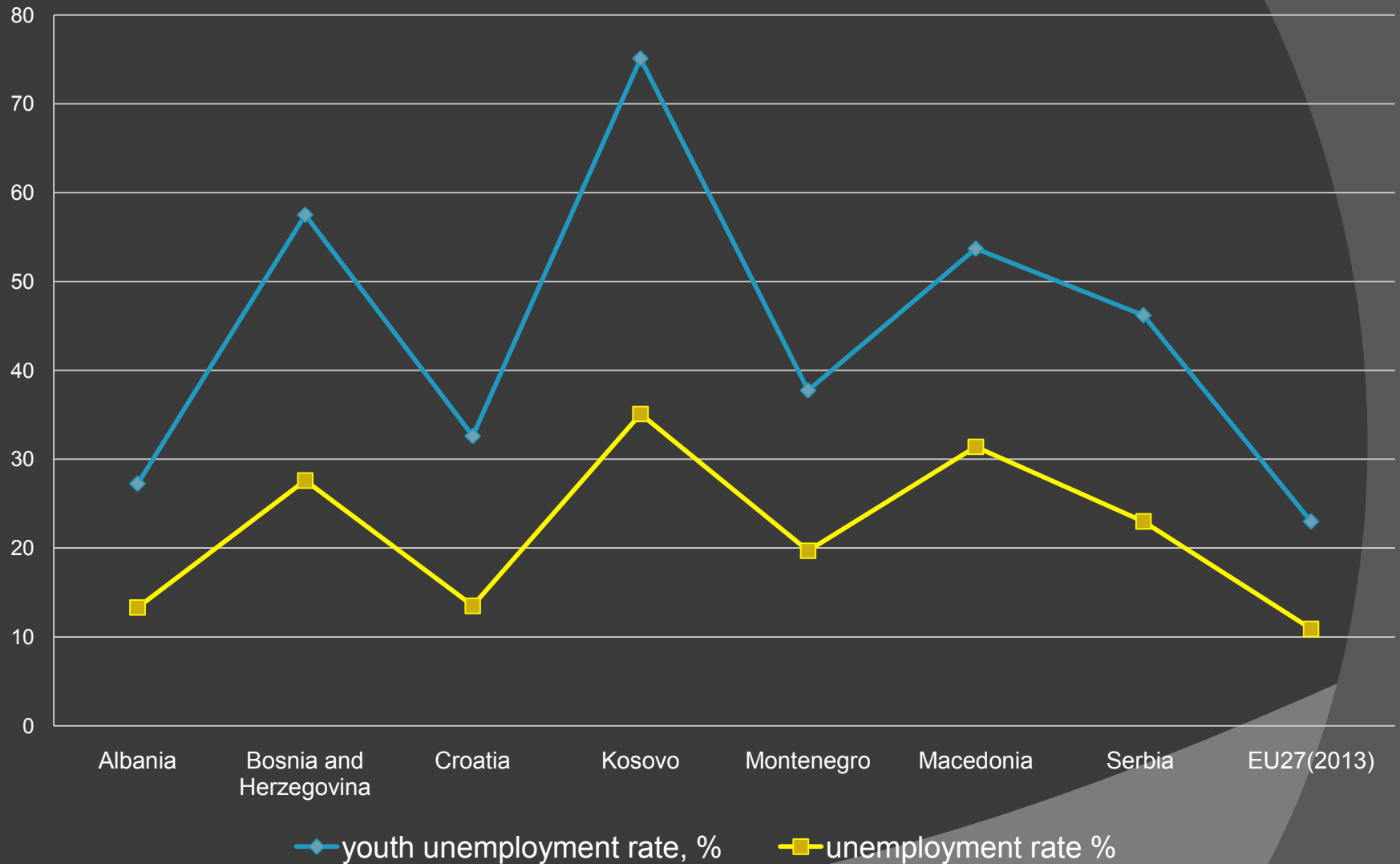


# High unemployment

Unemployment rate % (2010)



## Youth Unemployment Rate and Unemployment Rate % (latest data available)



# State steering models (Gornitzka & Maassen, 2000)

| <b>The sovereign state</b>   | <b>The institutional state</b>   |
|--|--|
| Strong state control, top down approach  | Importance of academic values and traditions, academic freedom         |
| <b>The corporate-pluralist state</b>   | <b>The supermarket state</b>   |
| State is one of many stakeholders, role of HE reflects many interests in society, importance of networks | Role of the state minimal, private actors important, market mechanisms |



# Gornitzka and Maassen steering model

| <b>Albania</b>   | <b>Bosnia and Herzegovina</b>   | <b>Croatia</b>  | <b>Kosovo</b>                                 | <b>Montenegro</b>                       | <b>Macedonia</b>                              | <b>Serbia</b>   |
|--|---|---|---|---|---|---|
| Institutional with elements of corporate and supermarket | <p>No overall model.</p> <p>In research, sovereign rationality-bounded model.</p> <p>In HE, a combination of institutional steering and supermarket model</p> | <p>No overall model</p> <p>In research 'sovereign steering'.</p> <p>In HE corporate-pluralist, moving towards supermarket</p> | Sovereign, rationality-bounded steering model | Sovereign, rationality-bounded steering | Sovereign, rationality bounded steering model | Combination of institutional and corporate steering model |

# Kyvik's (2004) typology of higher education systems

|                      |  |
|----------------------|--|
| University-dominated | Universities and university-level specialized colleges are the only higher education institutions  |
| Dual                 | Universities and other post-secondary education institutions – separated. Many small and specialized institutions.   |
| Binary               | A more formalized version of a dual system. Non-uni sectoris organized in multidisciplinary centres located according to geographical criteria with an objective of strengthening the regional economy |

## Unified

Majority of higher education programmes at universities. Created by upgrading polytechnics to universities, by merging traditional universities and polytechnics, by incorporating vocational post-secondary institutions into universities

## Stratified

No clearly defined educational sectors, but rather a hierarchy of higher educational establishments.

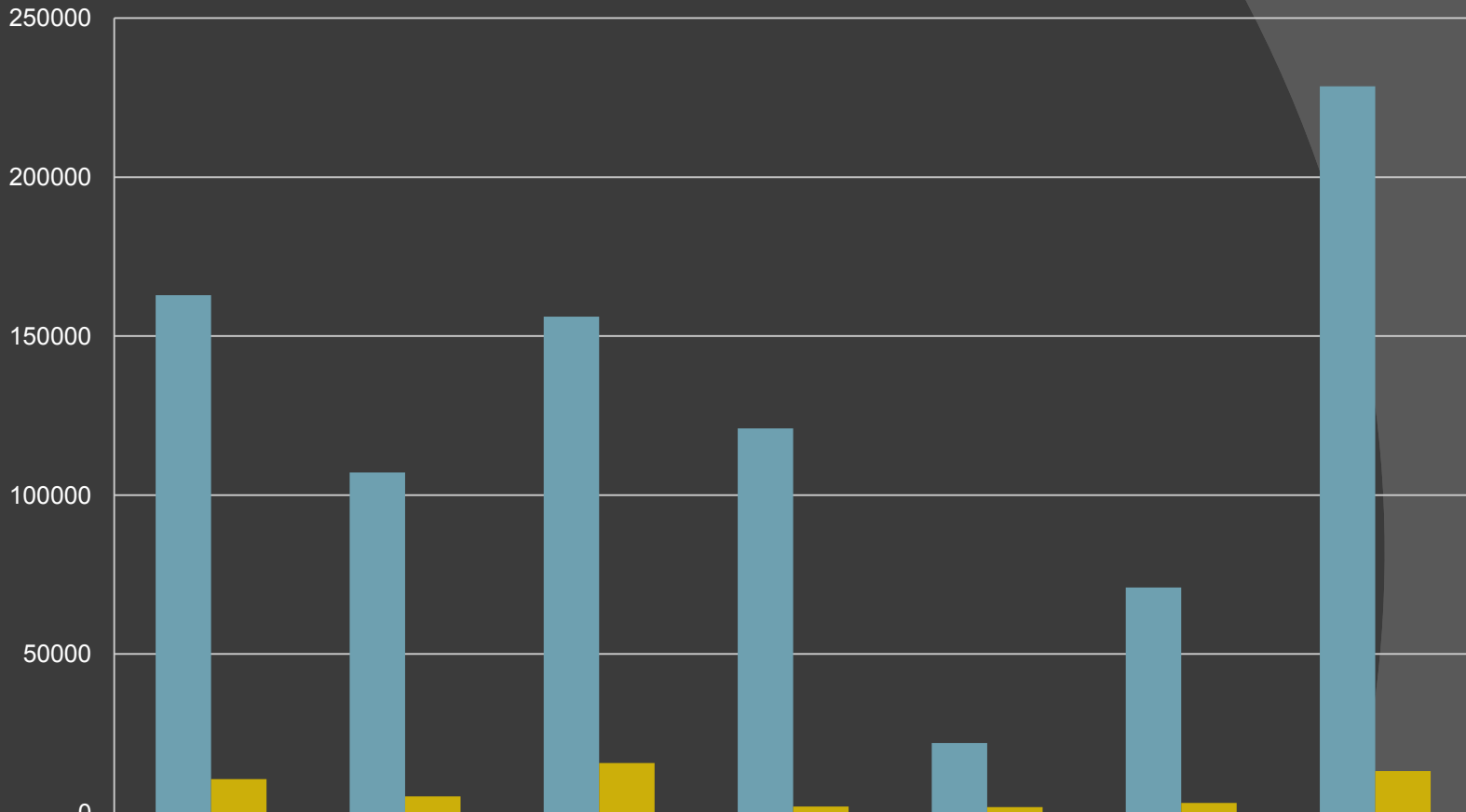
# Kyvik's (2004) typology of higher education systems in Western Europe

| University-dominated systems | Dual systems | Binary systems  | Unified systems         |
|------------------------------|--------------|---|-------------------------|
| Italy                        | Austria      | Netherlands<br>Germany<br>Belgium<br>Sweden<br>Norway<br>Ireland<br>Greece<br>Portugal<br>Denmark<br>Finland<br>Switzerland | United Kingdom<br>Spain |

# Higher Education Systems – Kyvik’s classification (2004)

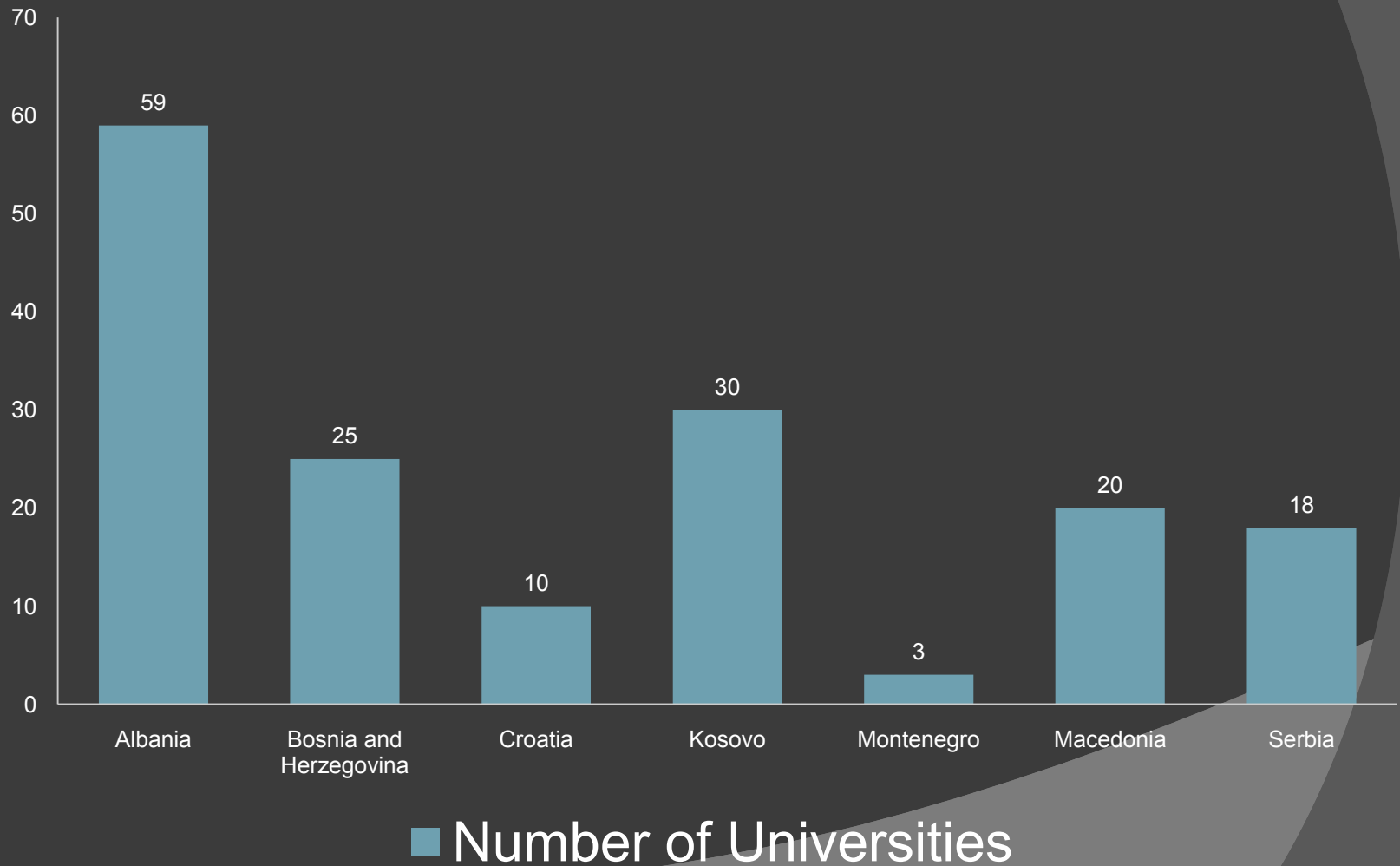
| Unified system        | Binary system          | Dual system |
|-----------------------|------------------------|-------------|
| Albania (in practice) | Albania (formally)     | Kosovo      |
|                       | (Kosovo)               |             |
|                       | Bosnia and Herzegovina |             |
|                       | Croatia                |             |
|                       | Montenegro             |             |
|                       | Macedonia              |             |
|                       | Serbia                 |             |

## Number of Students and Staff FTE (latest data available)

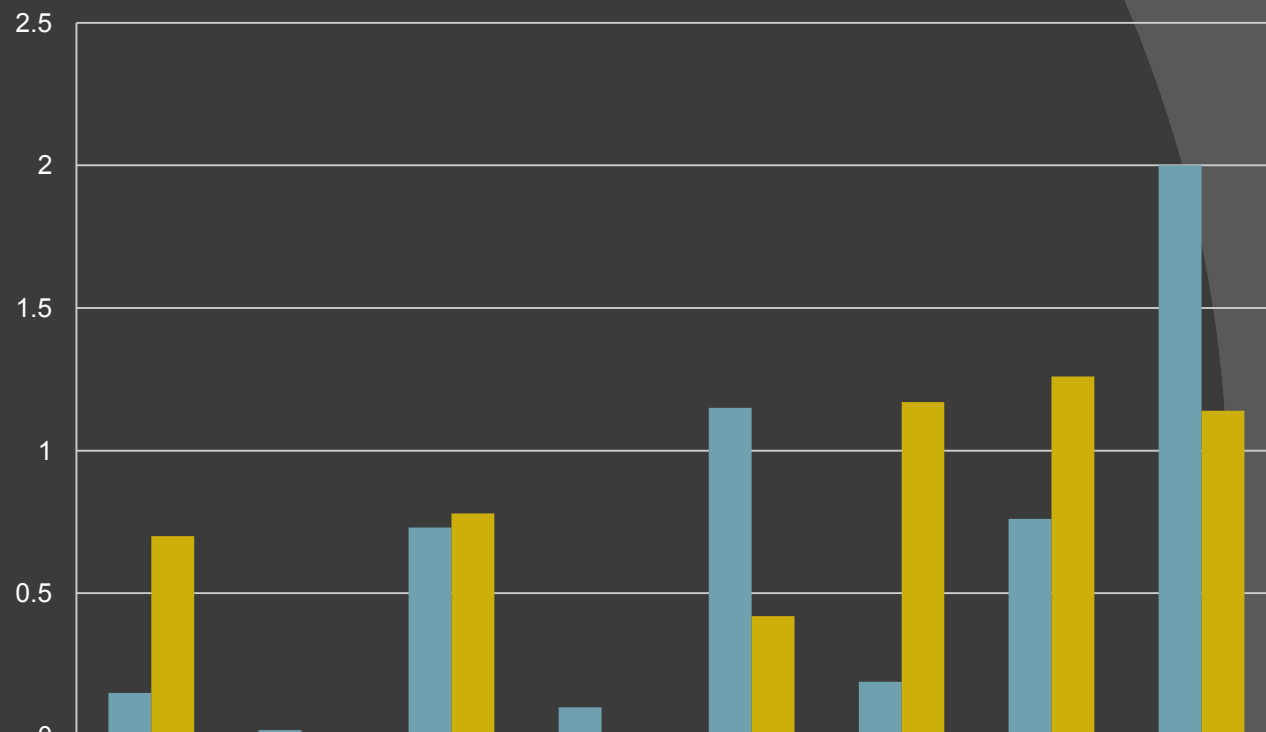


|                       |        |        |        |        |       |       |        |
|-----------------------|--------|--------|--------|--------|-------|-------|--------|
| ■ Number of Students  | 162875 | 107083 | 156092 | 120921 | 22000 | 70950 | 228531 |
| ■ Number of Staff FTE | 10652  | 5232   | 15735  | 2000   | 1842  | 3120  | 13175  |

# Size and Structure of the System



## Level of Public Investment as % of GDP for Research and HE (latest data available)



|   |      |      |      |     |      |      |      |      |
|---|------|------|------|-----|------|------|------|------|
| ■ Level of Public Investment as % of GDP for Research         | 0.15 | 0.02 | 0.73 | 0.1 | 1.15 | 0.19 | 0.76 | 2    |
| ■ Level of Public Investment as % of GDP for Higher Education | 0.7  |      | 0.78 |     | 0.42 | 1.17 | 1.26 | 1.14 |



# Massification

|                                     | <b>Albania</b>                                     | <b>Bosnia and Herzegovina</b>              | <b>Croatia</b>                        | <b>Kosovo</b>     | <b>Montenegro</b>  | <b>Macedonia</b>                               | <b>Serbia</b>                    |
|-------------------------------------|--|--|---------------------------------------|-------------------|--------------------|--|----------------------------------|
| Substantial increase in enrollments | 123%<br>2003/4 - 2009/10;<br>Since 1994 quadrupled | 100%<br>1999-2011.<br>(Stable since 2007.) | 110%<br>1990-2010, (now slowing down) | 500%<br>2000-2011 | 50%<br>2000 - 2010 | Yes, in last 2 years, no data for longer trend | Decrease 3,38%<br>2007/8-2010/11 |

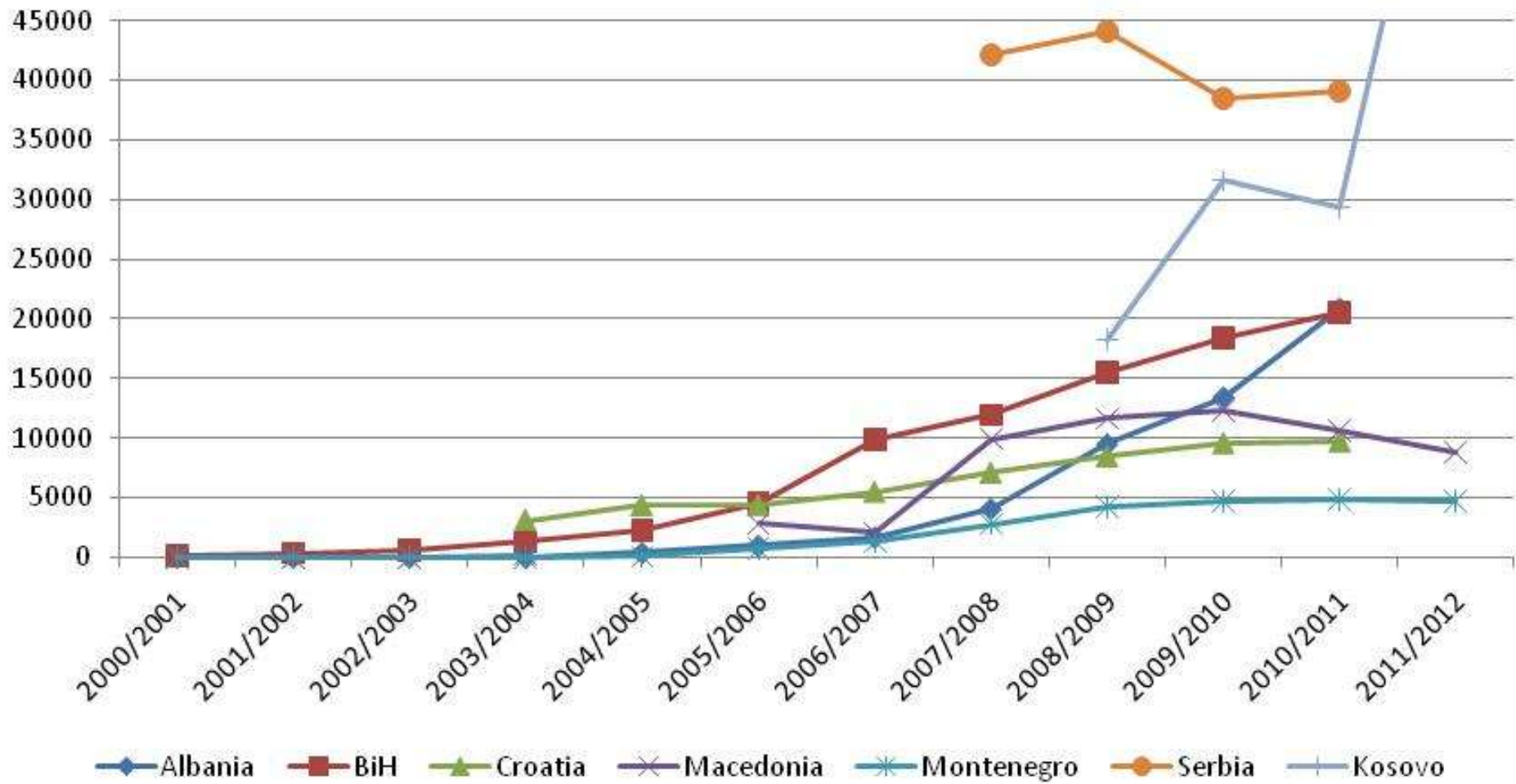
- Two key groups of countries
  - Recent stagnation: BiH, Serbia and Croatia
  - Expansion in the rest of WB

# Private Sector in HE

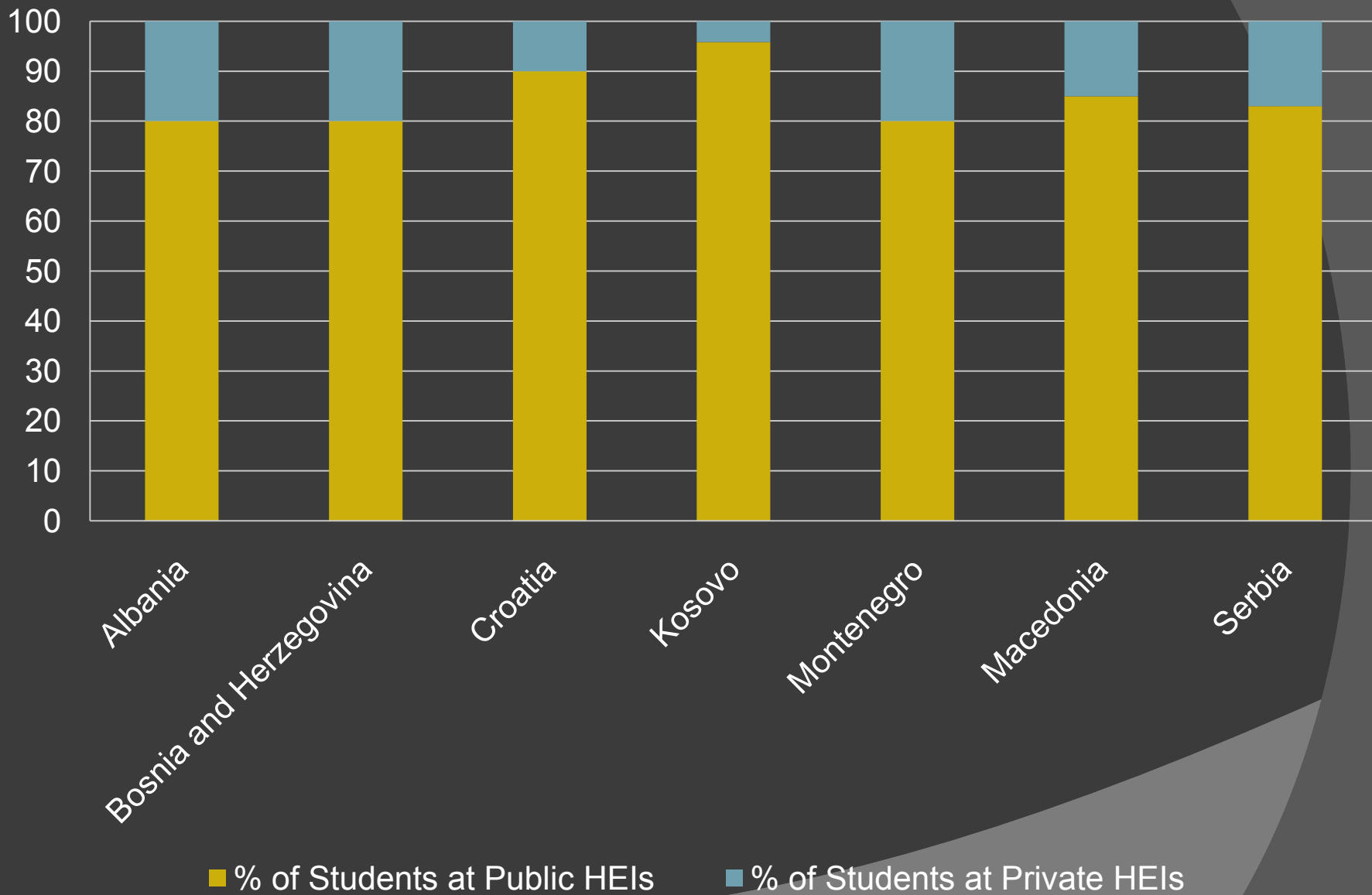
|                    | <b>Albania</b> | <b>BiH</b> | <b>Croatia</b> | <b>Kosovo</b> | <b>Montene<br/>gro</b> | <b>Macedon<br/>ia</b> | <b>Serbia</b> |
|--------------------|----------------|------------|----------------|---------------|------------------------|-----------------------|---------------|
| First private HEIs | 2005           | 2000 (RS)  | 2003           | 2002          | 2006                   | 2002                  | 1993          |

- Tend to be perceived as of lower quality in all countries
- Tend to focus on teaching (less research intensive than public)
- Predominantly focused on social sciences
- Tend to be located in capitals
- International partnerships in establishing HEIs exist in all countries, except in Montenegro and Serbia

## Total number of students in private HEIs



# % of Students at Private and Public HEIs



# Bologna Reforms and Europeanization

- Member, candidate and potential candidate groups
- Bologna signatories either since Prague 2001 or Berlin 2003 (exception: Kosovo)
- All introduced ECTS and three degree structure
- There is an increase in number of study programmes in all systems:
  - Partially the result of new degree structure
  - Increased number of students
  - Insufficient regulation
- Focus on formal adoption of Bologna objectives (degree structure and ECTS), less on mobility and international visibility

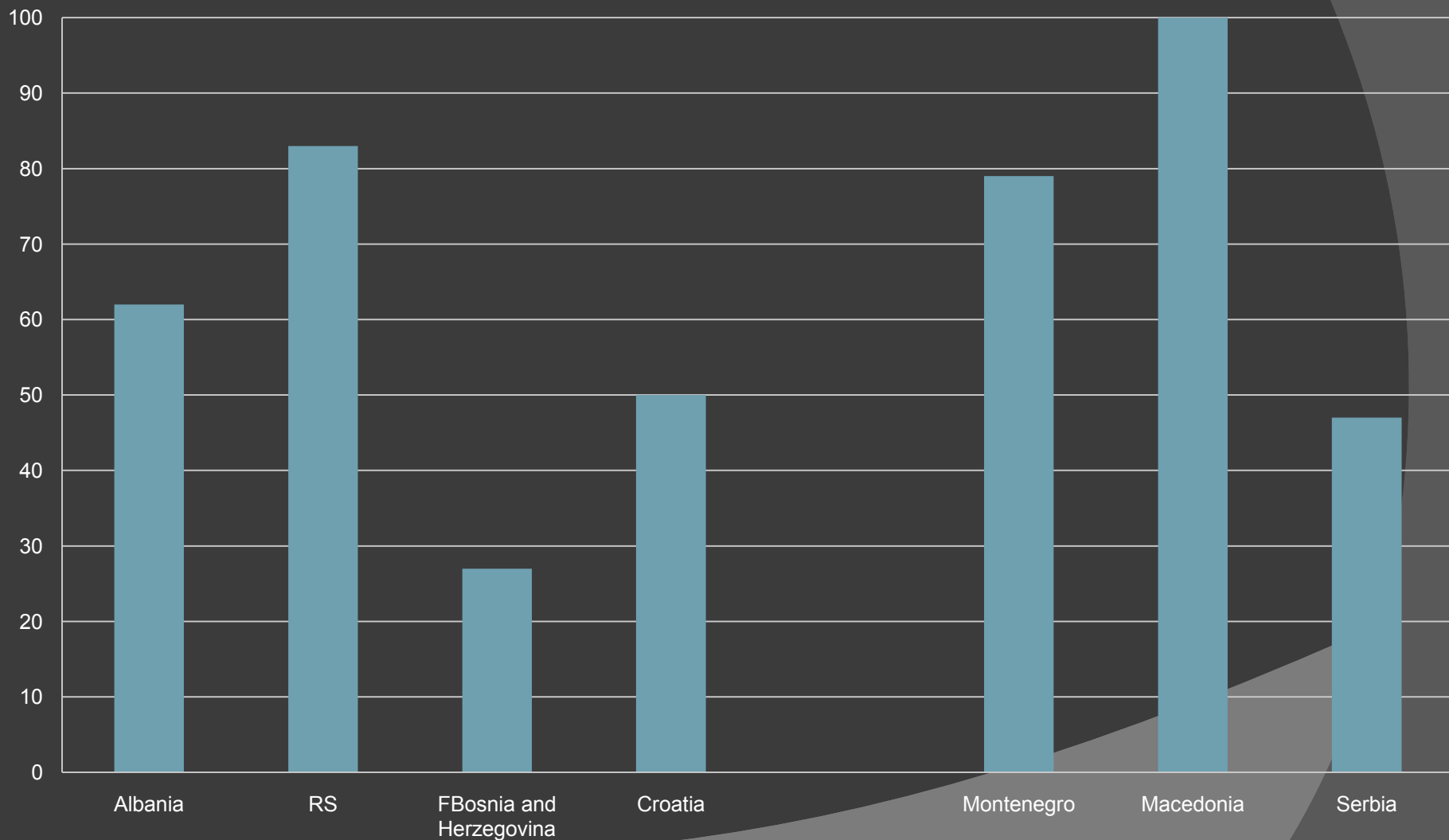
# EU Mobility Programmes

| <b>Tempus</b>                 | <b>Erasmus</b> | <b>Erasmus<br/>Mundus</b>     | <b>Eraweb</b>                 |
|-------------------------------|----------------|-------------------------------|-------------------------------|
| Albania                       |                | Albania                       | Albania                       |
| Bosnia and<br>Herzegovin<br>a |                | Bosnia and<br>Herzegovin<br>a | Bosnia and<br>Herzegovin<br>a |
| Kosovo                        |                | Kosovo                        |                               |
| Montenegro                    |                | Montenegro                    |                               |
| Macedonia                     |                | Macedonia                     | Macedonia                     |
| Serbia                        |                | Serbia                        | Serbia                        |
| Croatia                       | Croatia        | Croatia                       |                               |

# Funding model

- Centralized HE system in all countries except in Bosnia and Herzegovina
- In all countries universities raise different % of own revenue (Croatia 10-30%, Montenegro ~40%, Macedonia 63%, Serbia 55%)
- Key source of own revenue are tuition fees

## % of Students paying Tuition Fee at Undergraduate Level (latest data available)





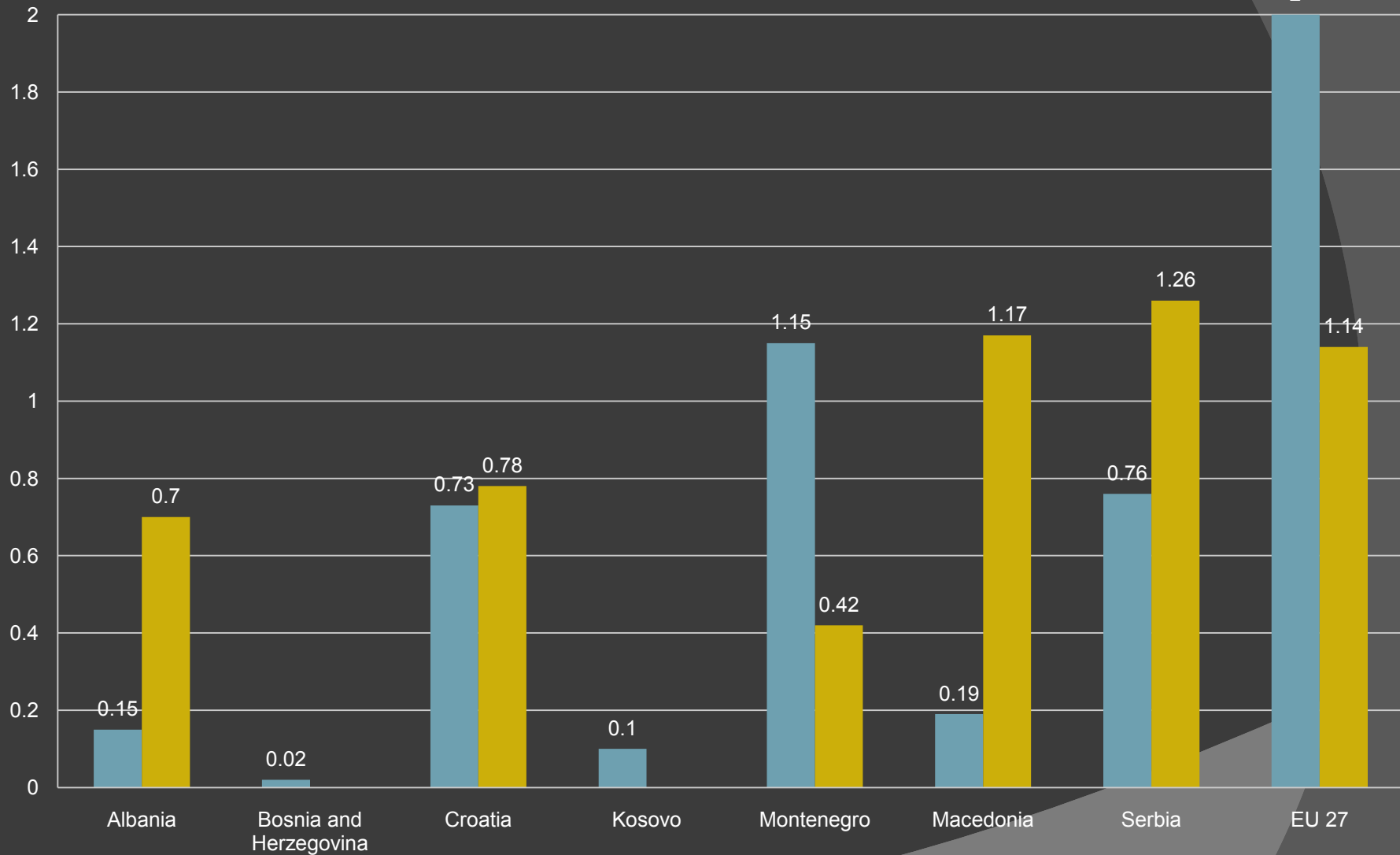
# Quality Assurance

## ENQA membership

| <b>Member</b> | <b>Non-Member</b> | <b>Affiliate</b>       |
|---------------|-------------------|------------------------|
| Croatia       | Montenegro        | Albania                |
|               |                   | Bosnia and Herzegovina |
|               |                   | Kosovo                 |
| Serbia        |                   | Macedonia              |

- Formal adoption of ESG guidelines, institutions established, but little data/analysis regarding impact

# Level of Public Investment as % of GDP for Research and HE (latest data available)



# R&D

- ⦿ Most research takes place at public universities
- ⦿ Research capacities are weak
- ⦿ All, except Kosovo, are FP7 eligible
- ⦿ PhD studies weak (students mostly self-financed, lack of structure)

# Web page:

- ◎ <http://www.herdata.org/activities/country-reports/68>