



# The Western Balkans in the EHEA

## Challenges and Opportunities for International Cooperation

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# Bologna process – state of play

1. All WB countries have applied 3-cycle structure
2. >75% of institutions in WB apply ECTS (need fine-tuning)
3. >75% of HEI provide Diploma Supplement (KS: 25%-75%)
4. Most at Step 3 of NQF; have adopted legislative framework and at various levels of implementation (HR completed, ME advanced)
5. All have responsible body for QA. (RS & HR- members of ENQA; HR, ME & BA- members of EQAR) (need to be strengthened)
6. Signed Lisbon convention recognising diplomas (applied?)
7. Legislation allows joint programmes and joint degrees

# Common challenges

- ✦ Demographic situations vary but put strains on systems (poor infrastructure/funding, aging teachers, demand for HE rising)
- ✦ High unemployment, especially youth & even HE grads (limited jobs, unfilled jobs; degrees vs qualifications )
- ✦ Limited human and material resources (high demand for HE, little application of key competences, LO, student-centred learning)
- ✦ Disparity between educational provision and labour market needs (little coop w/ labour market, outdated programmes;)
- ✦ Ensuring quality (QA policy vs reality, weak evaluation culture, limited capacity, Bologna revisited, weak 3rd cycle, little research in HE)

## HE stakeholder consultation (Nov 2012)

Managing resources and reforms: need to develop human capital and **improve transparency**.

Research in Higher education: **more research and improved doctoral programmes** needed, to be linked to LM needs.

Qualifications and competences: political will is necessary; WB countries need **to intensify the development of NQFs**.

HE and the world of work: **create innovation networks** in the region; disseminate good practice

## Doctoral programmes in the WB (2010)

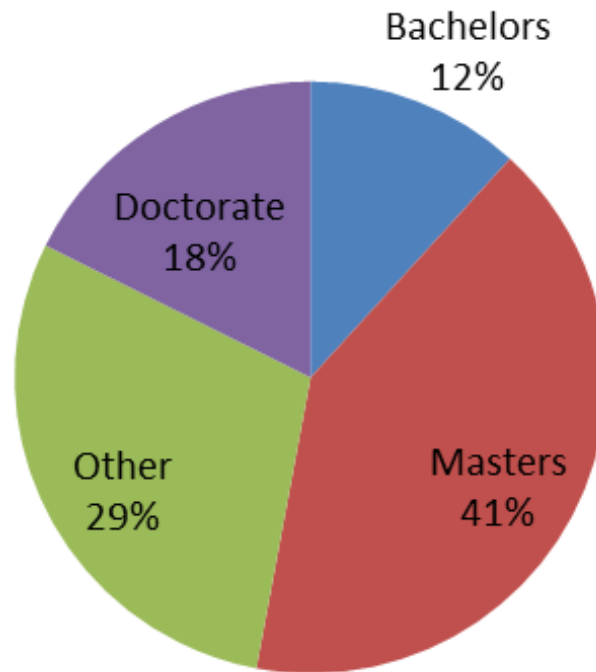
- 6,297 doctoral candidates in 2008-2009 (1% of HE pop)
- lack of data on monitoring the third cycle and PhD studies
- Lack of structure; lack of critical mass
- Highly lesson-based programmes; need more research
- Low investment (<1% GDP for HE), lack equipment
- Aging academic staff (age gap)
- Single mentor / loose supervision / candidates work FT
- Fraud and corruption (affects value, QA not cover PhDs)

# Opportunities

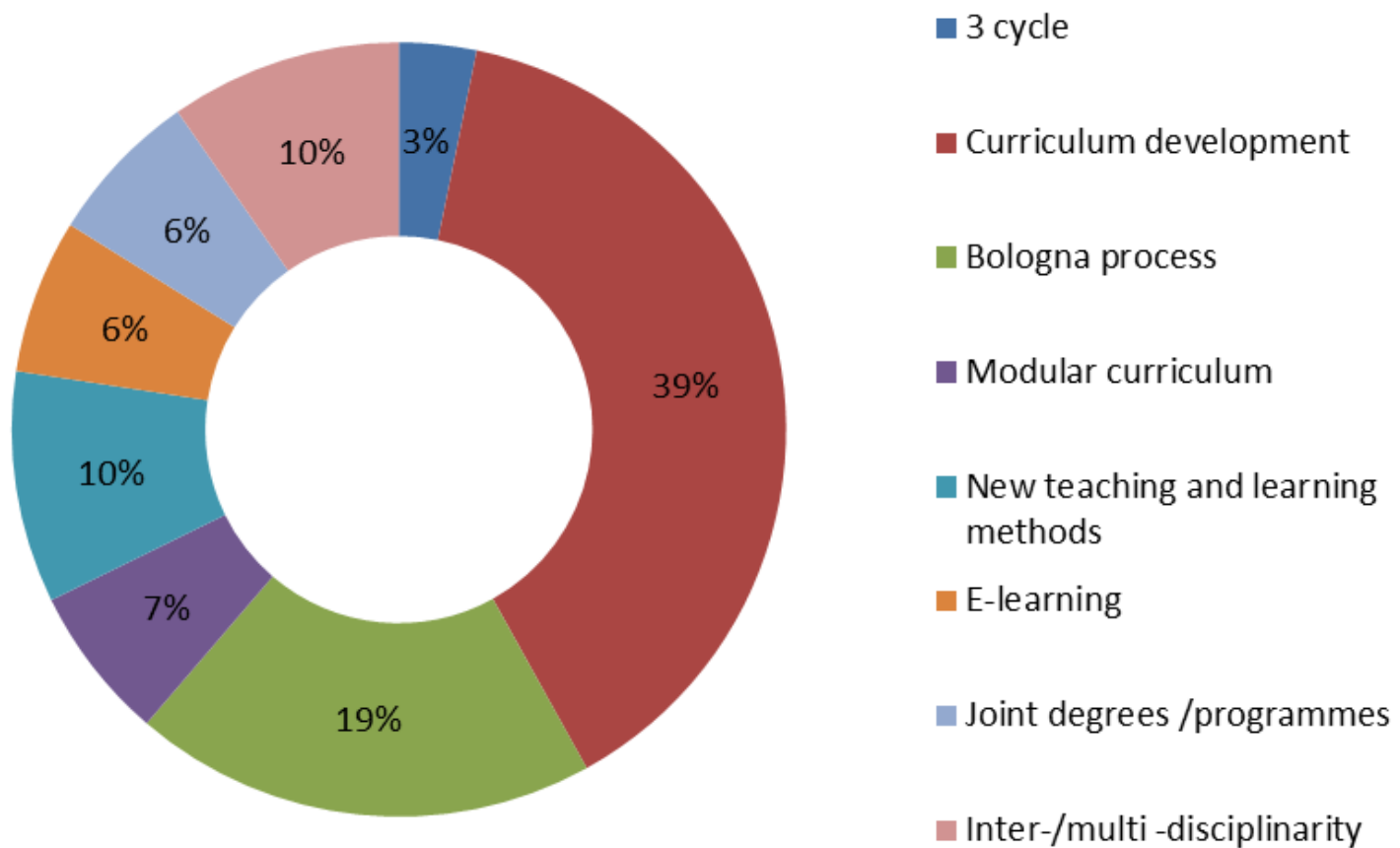
- *cooperation in Erasmus+*
  - ✓ **Capacity-building**
  - ✓ **More mobility: degree and short-term (staff!)**
  - ✓ **EQF network, OMC working groups**
  
- *projects to be linked to priorities areas:*
  - ✓ **identified in EU strategies** (e.g. rule of law, environment...)
  - ✓ **Curricular development in sectors important to economy, with potential for growth, that have employment opportunities**
  - ✓ **University-business cooperation / include internships**
  - ✓ **strengthen QA measures in practice / help develop NQF**
  - ✓ **Develop capacity-building of HE staff / good-governance**
  - ✓ **improve research capacity and third cycle**
  
- *Future cooperation should build on results of past projects/programmes and demonstrate visible impact*

## 2007-2013: 149 TEMPUS projects involving WB

### Education level/type



## Curriculum development aspects



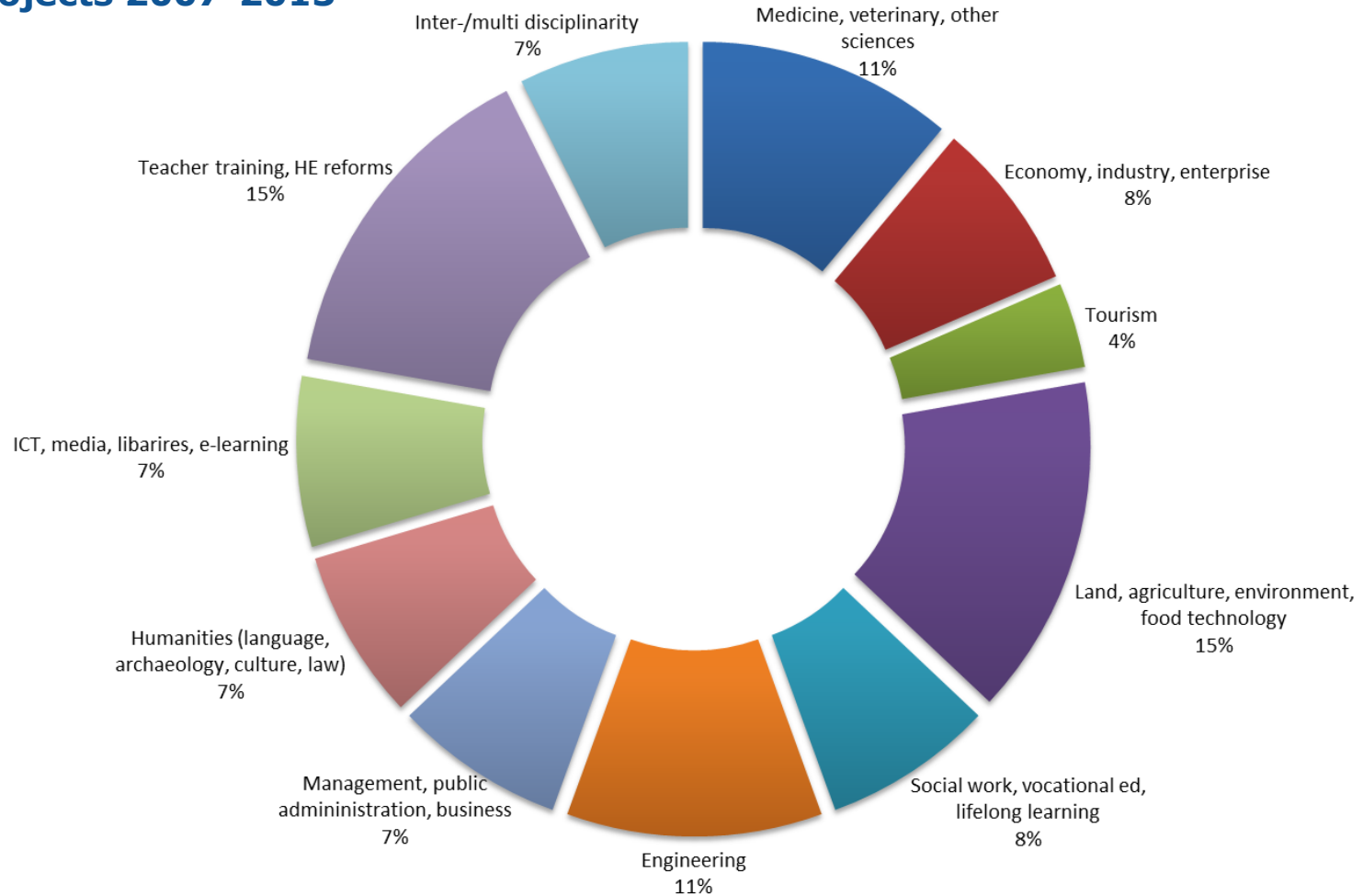




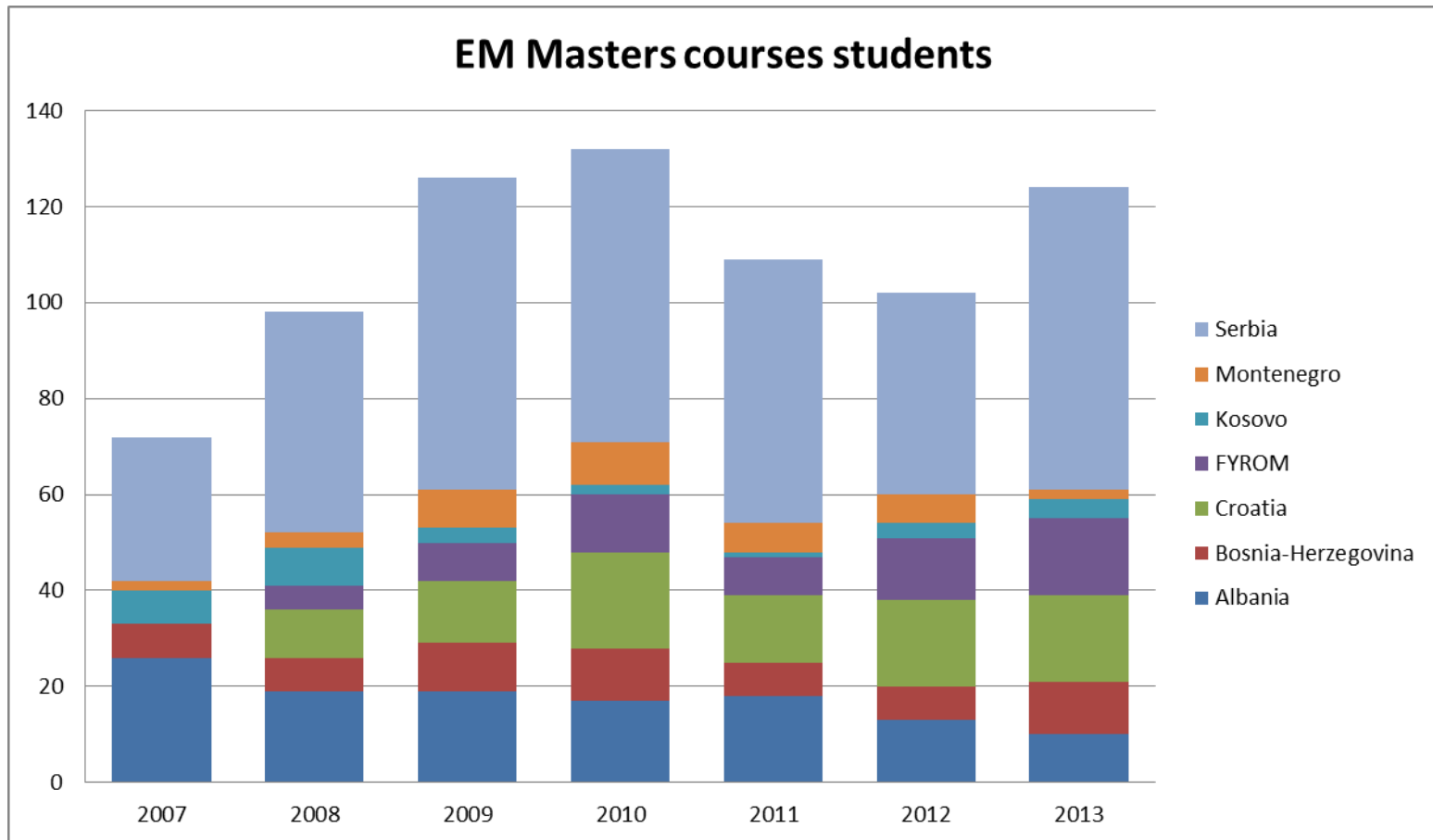
European  
Commission

## 87 Tempus Joint projects 2007-2013

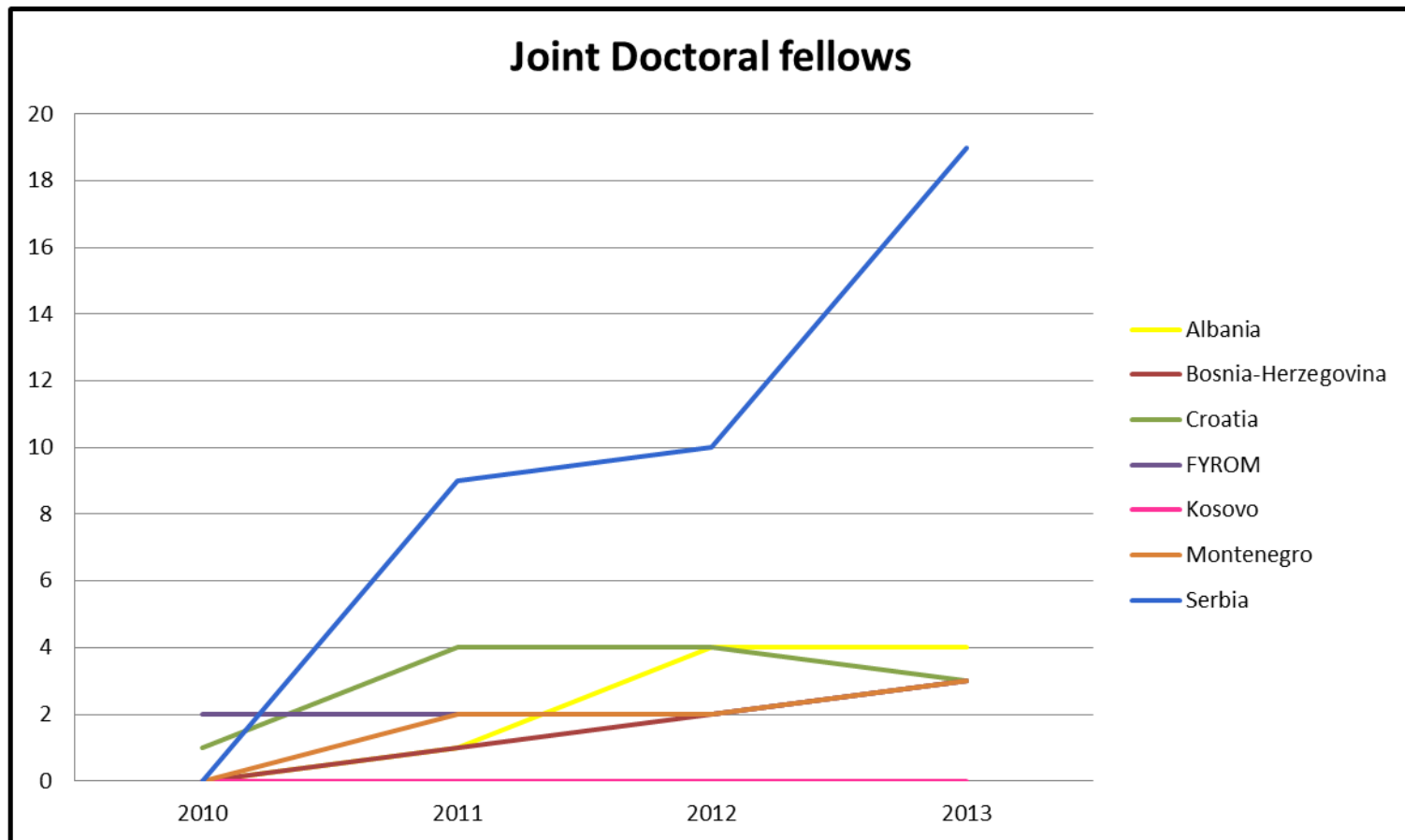
### Disciplines



## Erasmus Mundus Student Mobility in WB



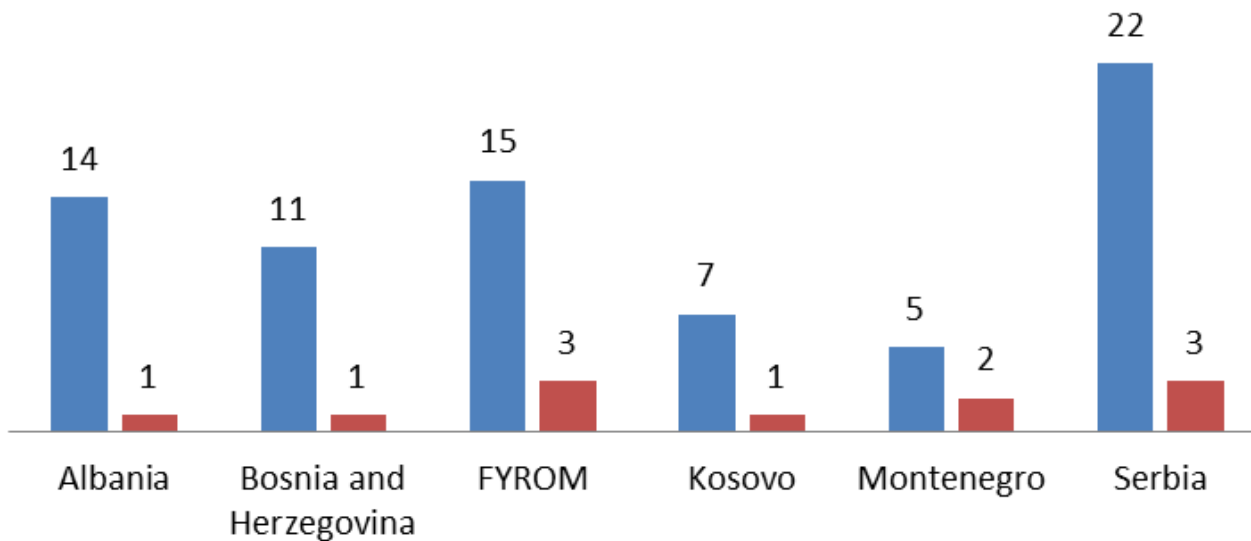
# Erasmus Mundus Joint Programmes



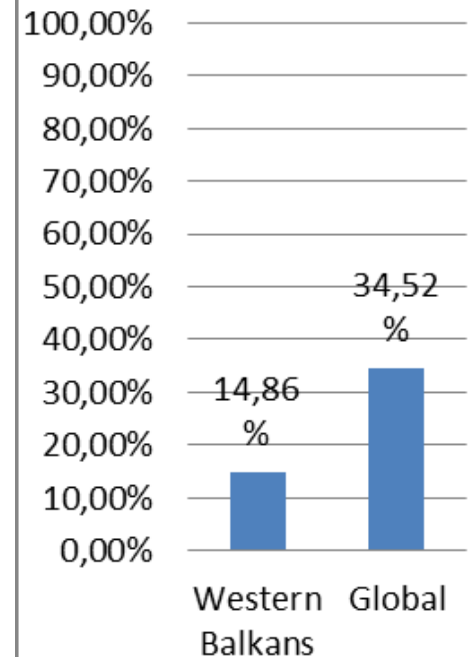
# Jean Monnet 2007-2013

## JM 2007-2013

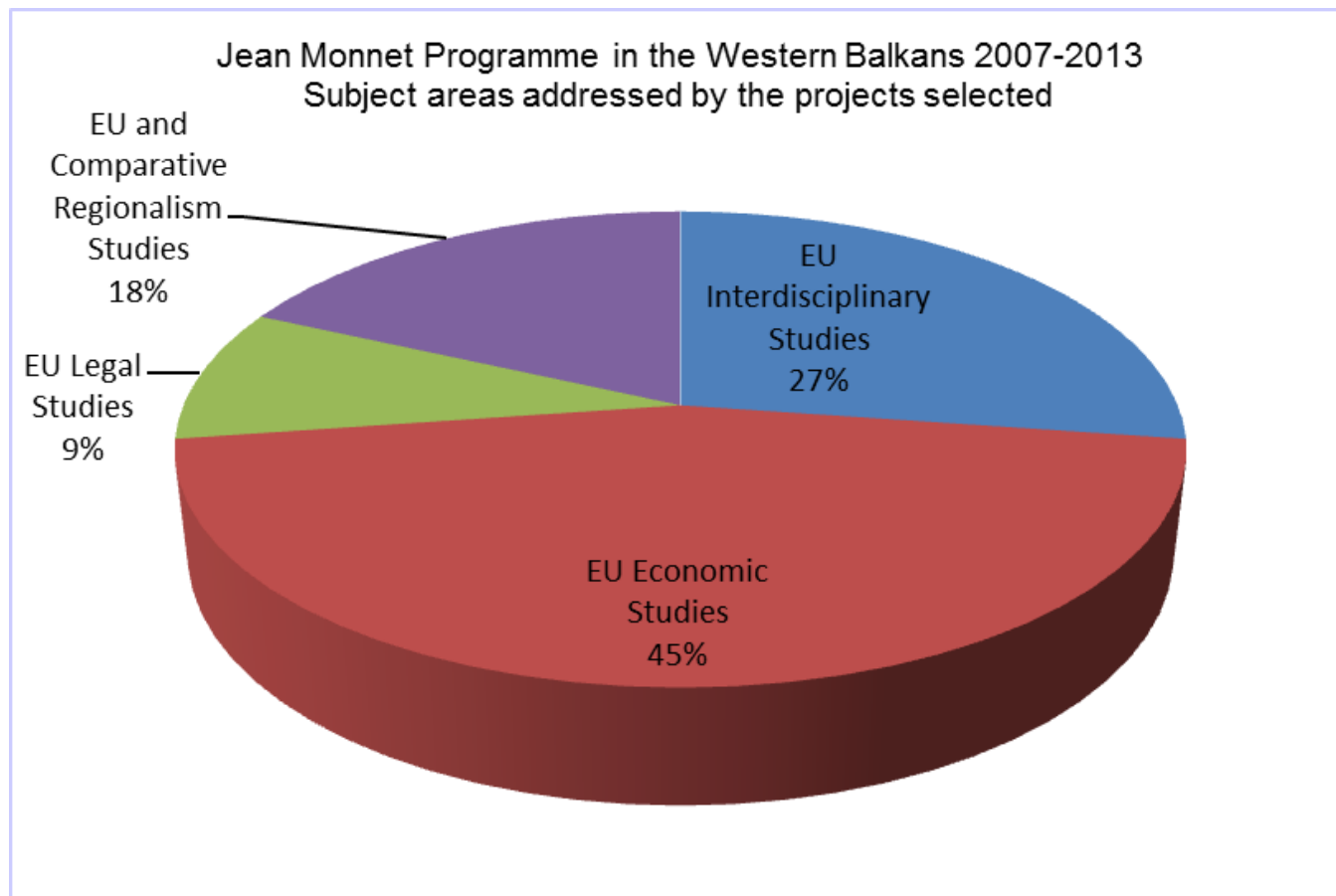
■ Number of applications received    ■ Number of projects selected



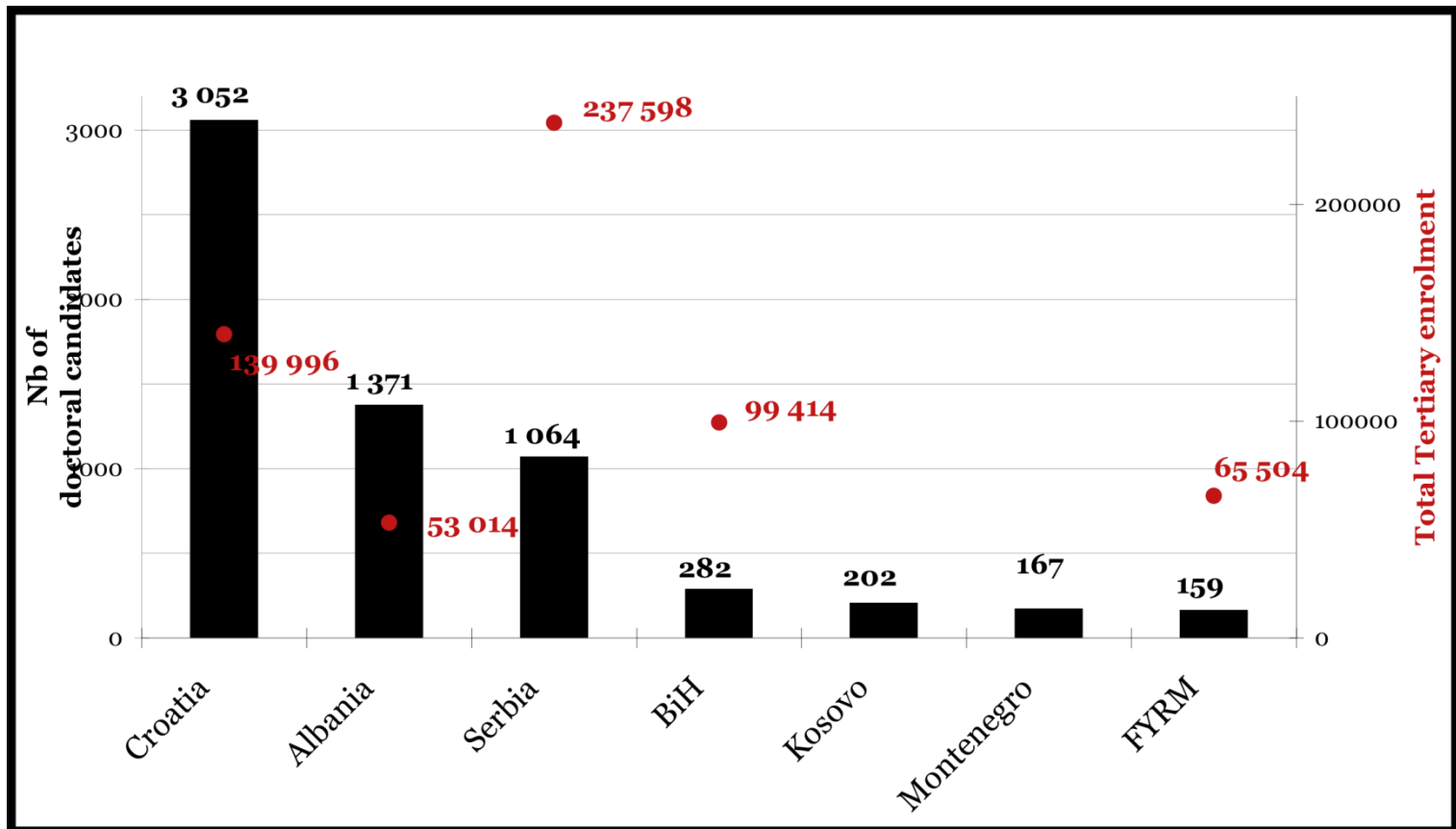
## Success rate



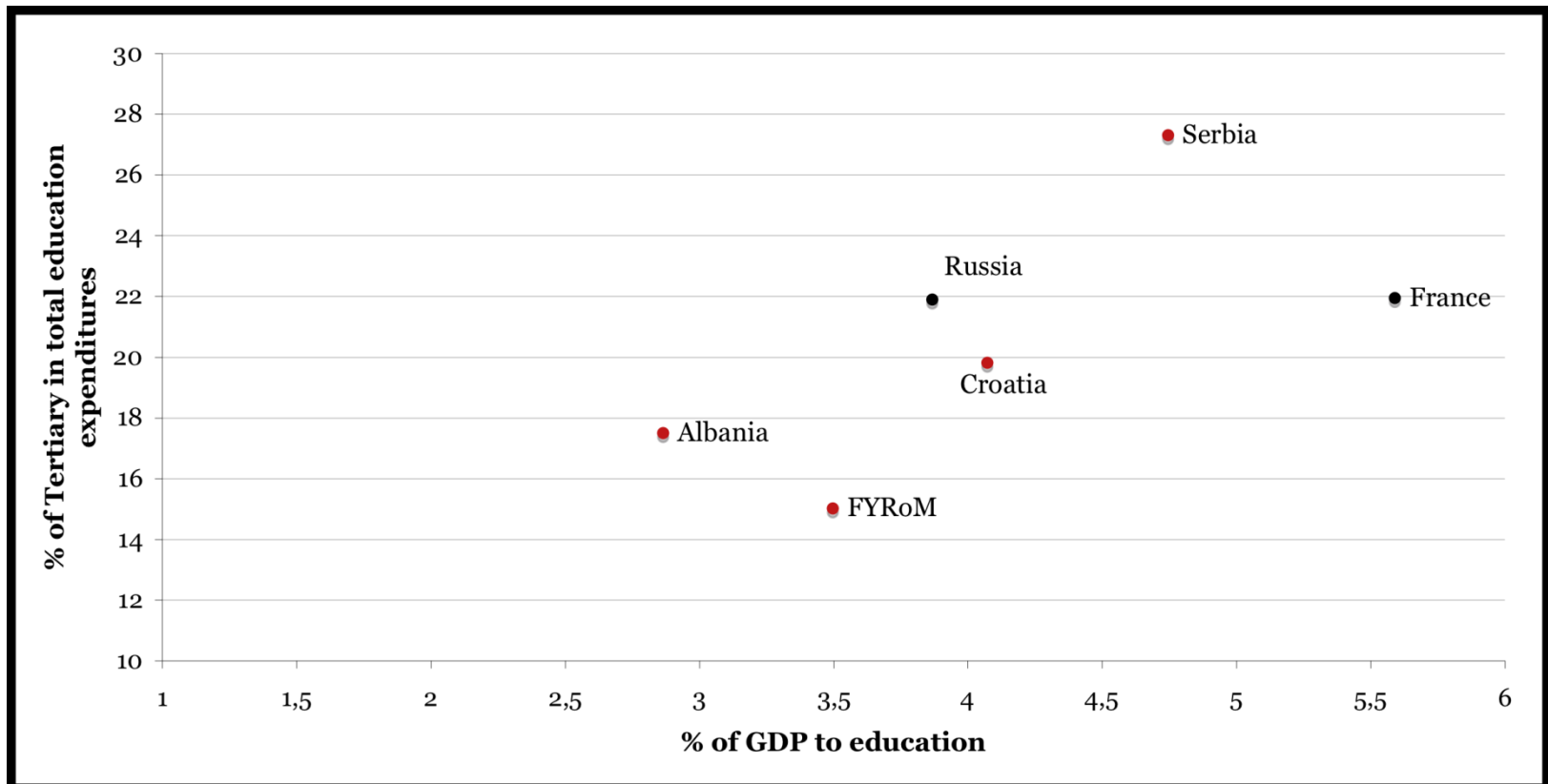
# Jean Monnet 2007-2013



## Doctoral programme study - candidates



# Doctoral programmes - % GDP



## Concluding Remarks

- ❖ *New democracies / Emerging economies*
- ❖ *Varying degree of transparency, centralised power*
- ❖ *Political will to converge with EU standards*
- ❖ *Big strides in policy; little implementation*
- ❖ *Lack capacity in E&T field, need EU assistance*





**Thank you**