

**Changing public-private
higher education funding landscape:
Implications for higher education associations**

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**First European Learning and Teaching Forum
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EUA

- More than 800 university members in 48 countries
- 33 university associations
- EUA Secretariat in Brussels, Belgium
 - ✓ Around 40 staff members
 - ✓ diverse nationalities, languages
 - ✓ NGO - independent
- Projects & policy work with members
- Bologna Process
- European Union policies concerning HE & research



Higher Education in Europe

- A “public affair”
- Low number of private HE in Europe:
 - ✓ Most systems: no or low numbers - not-for-profit
 - ✓ Eastern Europe, Portugal
 - ✓ Small student numbers
- HE public good/ responsibility (Bologna Communiqués)
- Last decade: pressures on universities
 - ✓ European Union and its individual member states
 - ✓ Lisbon and EU 2020 agenda: most competitive economy, jobs and growth
 - ✓ Plan: increase spending on HE and research
 - ✓ Efficiency & Effectiveness, relevance, quality

Cost efficiency

- Increased participation - rising costs - low impact
- Privatised costs: Tuition fees
- Universities to make income
- Autonomy & accountability: changing the funding mechanism of HEI
- Performance based funding
- Liberalise “market” - e.g. UK alternative providers
- Decrease public spending on HE: austerity measures -

Relevance / Effectiveness

- Universities to provide what the economy needs
- Boast the economy
- Collaborate with industry (research & innovation etc.)
- “train” students ready to be plugged into the labour market
- Skills rather than education
- Means to assess and monitor study success - lower drop-out
- Output orientation (measurable)
- Diversity of disciplines at risk (“small subject”)
- Risk of reducing study experience to employment prospects
- EU: Alignment with vocational education

Quality

- Search for indicators to measure and compare quality of education
- International competitiveness
- rankings
- Trends to borrow models from the private sector
 - ✓ Corporate policies
 - ✓ Entrepreneurial university
 - ✓ Governance models: leadership becomes CEO like
 - ✓ Boards with business representatives
- Fear of commercialisation of the sector
 - ✓ rising tuition fees
 - ✓ inequality within institutions (high salaries, casualisation)
 - ✓ Focus on outputs, employable skills etc.

EUA's responses

Stronger focus on funding & governance

- 2006 “Funding working group”
- Establishment of a unit that focusses on funding
- “Funding Forum” - regular event for dialogue, also with governments
- 2008 Financial crisis: Public Funding Observatory
- Differentiated knowledge and information
- E.g: performance based funding
 - ✓ closed envelope, Matthew-effect
- diversification of funding - sufficient autonomy to be able to cope with the situation
- “Autonomy scorecard” - ranking of governments

The Autonomy Scorecard

- Monitoring university autonomy in 4 dimensions: Organisational, Staffing, Financial, Academic
- 29 higher education systems across Europe
- Country specific comparisons and benchmarking
- High level events – Ireland, Portugal, Slovenia, Sweden, Switzerland, Slovenia
- Long-term projects
- Response to European & National policy developments
- Institutional support



www.university-autonomy.eu

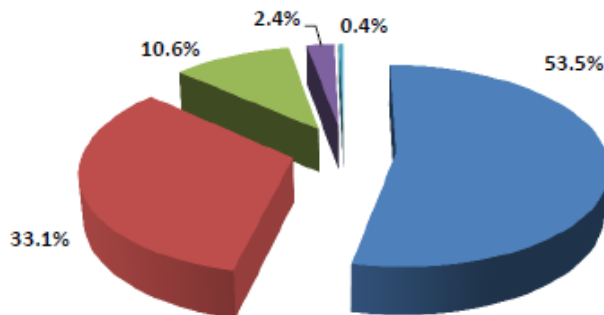


2012/13: MOOC or perish



- Thrun (Udacity), Moody's, Ernst & Young e.a.:
 - ✓ Many/some universities will disappear or change
 - ✓ Concentration - global brands
 - ✓ rationalisation of higher education sector

Use of e-learning at European universities



■ Yes, it is widely used throughout the institution

■ Yes, some departments use it

■ Yes, some individual teachers use it

■ No, we are only now introducing it

■ No



28-29 September 2017, Paris, France

The approach

What worked

- Differentiated information
- surveys, concrete cases studies, comparative data
- Collaboration with membership
 - ✓ Strategies and capacity building for institutions
 - ✓ Publications, conferences, projects
 - ✓ Policy making – impact systems
- Dialogue & collaboration with policy makers, governments, student associations & other organisations

Is it transferrable?

- Resources
- EUA – large & rich organisation
- European Union – policies & funding for pan-European projects
- Bologna Process
- No strong tradition for private HE
- Most governments ‘conservative’ & ‘social-democratic’ re HE
- Stable institutions

Challenges

- How to prove impact - of sector, of the association?
- Professionalise communication (social media) & “lobbying”
- Never enough resources: free-trade agreements, refugees,
- Risk of mission drift
- Members assess EUA’s “performance”
 - ✓ Pressure to focus on core mission
 - ✓ (specific) membership benefits?
 - ✓ Dialogue, pointing to the common good ...
 - ✓ Some members leave

Outlook: European perspectives

- Roll-back on neoliberal, economistic agendas?
 - ✓ HE market in Europe? Rising tuition fees?
 - ✓ Collaboration with industry: more differentiated
 - ✓ Race on research performance continues but also
 - ✓ Emphasis on education, contribution to society
 - ✓ Call for “citizenship” - values, and not only employability
- Social disintegration, political & religious radicalisation, terrorism, post-factualism, refugees & migrants, new nationalism
- But also: increased support for a global engagement and cooperation, e.g. **2015 Bologna Communiqué**:
 - ✓ “our populations become more and more diversified, also due to immigration and demographic changes.”
 - ✓ “widen opportunities for access and completion, including international mobility, for students from disadvantaged backgrounds.”
 - ✓ “mobility opportunities for students and staff from conflict areas”

- 2000 EU Lisbon Strategy: "the *most competitive* and dynamic knowledge-based *economy* in the world capable of sustainable *economic* growth with *more* and better jobs and greater *social* cohesion“
- 2005: refocus on growth and jobs
- 2017 ???

Juncker seeks to cement social pillar in Rome

Diplomats tussle over summit declaration.

By [Harry Cooper](#)

3/23/17, 4:00 AM CET

Updated 3/24/17, 4:49 AM CET

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“a Union which promotes equality between women and men as well as rights and equal opportunities for all; a Union which fights unemployment, discrimination, social exclusion and poverty; a Union where young people receive the best education and training and can study and find jobs across the continent” (Rome Declaration 25 March 2017)