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A Magic Triangle of HE: Funding – Research Capacity – Doctoral Education

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A Magic Triangle of Higher Education
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Topics

- **Background, facts and figures**
- **Global, European, regional context**
- **Strengths, weaknesses, potential**
- **Major challenges**
- **Instead of conclusion: What is in front of us?**

Facts on ERI triangle



“University should be driven by societal and economical changes”

Georg Winckler, EUA President, Dubrovnik – October, 2007

European vs World perspective



EHEA
ERA



- new HE market
- new demands
- changing rules

% GDP invested in to R&D in WB countries and selected EU MS (Source: EC)

Country	% GDP invested (Date of information)
Kosovo*	0.1% (2016)
Bosnia and Herzegovina	0.3% (2014)
Montenegro	0.36% (2014)
Romania	0.38% (2014)
Albania	0.4% (2013)
Former Yugoslav Republic of Macedonia	0.52 (2014)
Serbia	0.78% (2014)
Croatia	0.79% (2014)
Slovakia	0.88% (2014)
Slovenia	2.38% (2014)
EU 28	2.4% (2014)

Research capacity

- Infrastructure (facilities, equipment)
- Human resources
- Prerequisites for doing research and to have doctoral education

Doctoral education

- Trained for research by doing research
- Nurturing young talents

Funding

- Diversification
- Autonomy
- Accountability
- Prerequisite for quality

Globalisation

- it affects all human activities and processes
- demand for more research and research practices to address them
- need to promote a future development of a knowledge-based society, both in developed and developing countries



an increased strategic role
for universities (WB, OECD, EU...)

Universities in a new context:

- mass education
- more competitive
- new roles for universities
(education/research/innovation - ERI triangle)
- new demands on quality
- new/different roles for students and teachers

Universities from

local

regional

global perspective

**important generators
of knowledge and development**

Facts on ERI triangle

Knowledge economy

Economy based on the production, distribution, and use of Knowledge as the main driver of growth, wealth creation, and employment across all industries .

Doctoral education

Research capacity

Funding scheme

Interrelated

Missing element – domino effect

Autonomy (including financial)

Institution, governance/management

Individual researchers

Every system has strenghts, weaknesses and potential

What is different?

Level of

Awareness

**Readiness to change
(support from inside and outside)**

Know how

Strengths and potential

- structural changes, new policies, regulations**
- new generation wind**
- internationalisation (of different forms, levels)**
- individual successful and motivated researchers**

Weaknesses

- resistance to change**
- insufficient autonomy of HE institutions**
- nonadequate financial autonomy**
- nonefficient governing of universities**
- old fashioned leadership**
- lack of strategic thinking and long-term monitoring**
- inadequate perception of relevance of research and HE for national development ... by everyone!**
- extremely low funding, in particular of research**

- to change public and political perception of HE relevance for national and societal development
- to increase GDP % of funding, in particular research
- to implement long-term strategic thinking
- to emphasize research relevance within the HE system

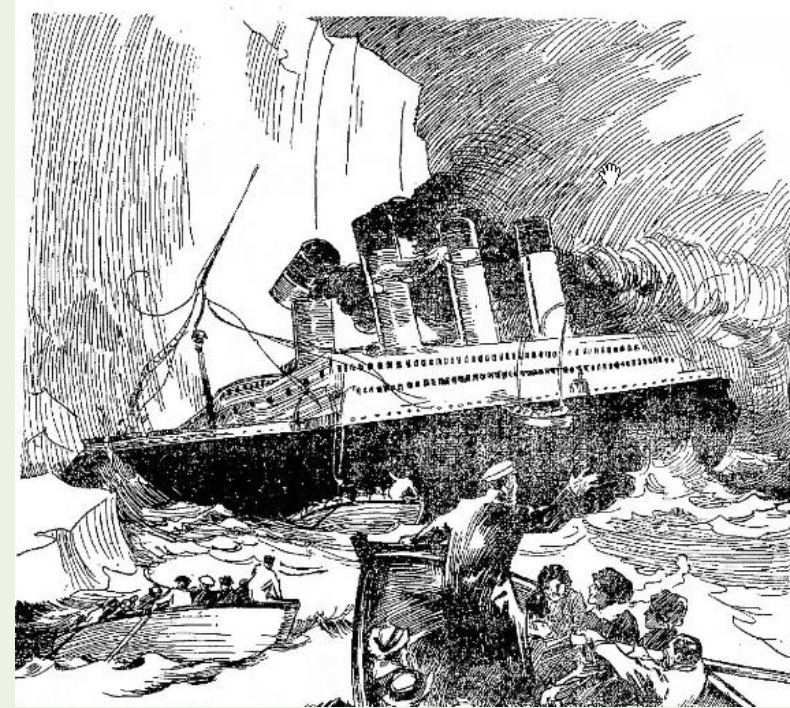
Instead of conclusion

- Universities are changing and will change
- Universities will face number of new challenges

what is in front of us?

**Before leaving the port,
it has been claimed that
TITANIC is the safest ship,
unsinkable ...**

**Some hours later ...
everyone knows the story ...**



**Let's not forget that while Titanic was sinking, the music
band kept playing ...**

WHO IS ORCHESTRATING US?



Thank you!