



UNIVERZA V LJUBLJANI  
Pedagoška fakulteta

CEPS – Center za študije edukacijskih politik  
08. 01. 2014

# Procesi v visokem šolstvu pri nas in v državah t.im. Zahodnega Balkana

Manja Klemenčič, Janja Komljenovič, Klemen Miklavič in Pavel Zgaga



CENTRE FOR  
EDUCATIONAL POLICY STUDIES

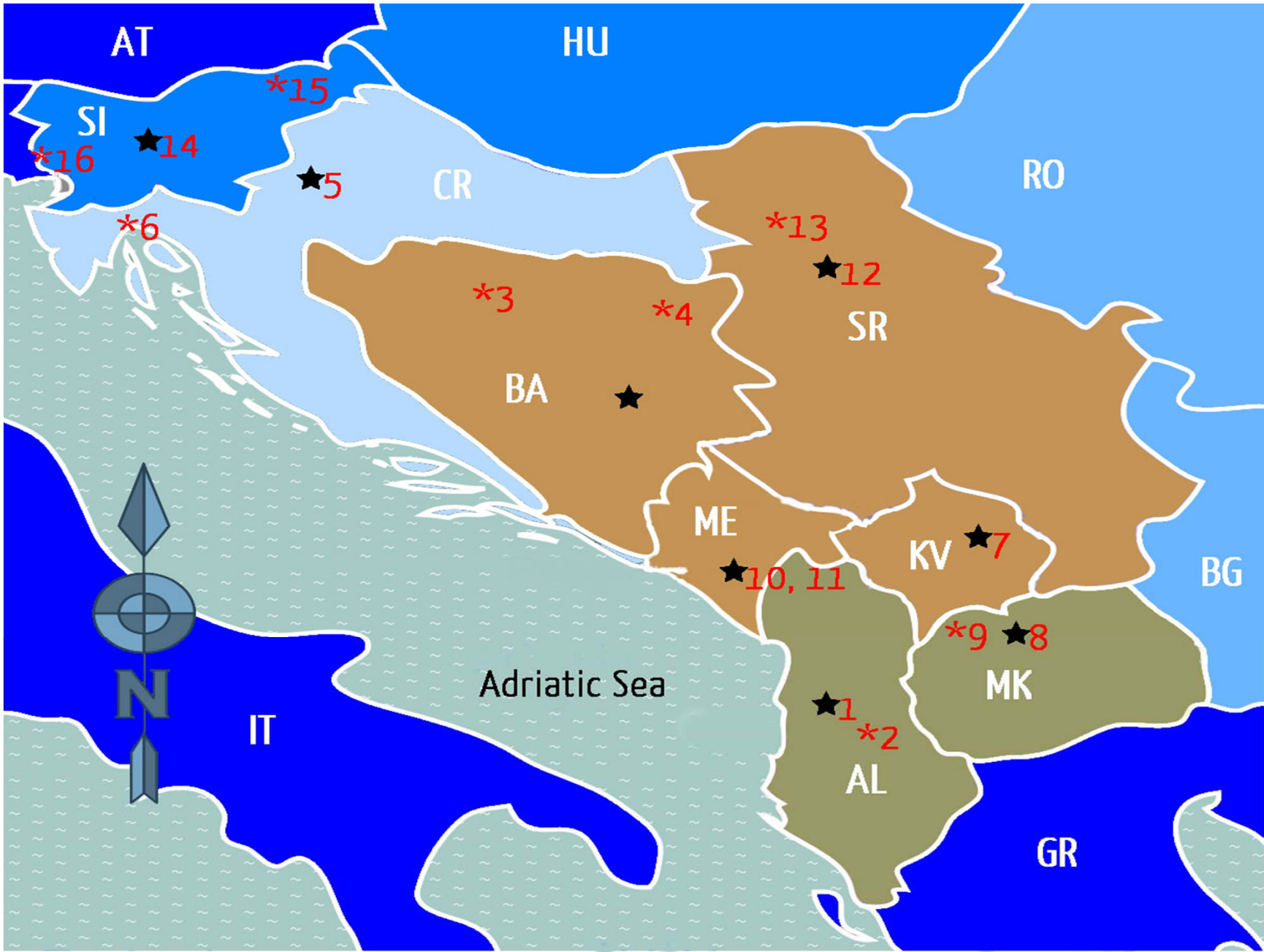
# Uvod

Projekt *Differentiation, Equity, Productivity: The Social and Economic Consequences of Expanded and Differentiated Higher Education Systems – Internationalisation Aspects* (DEP-08-EuroHESC-OP-016; 2010–2012)

Glavni cilji: *raziskati, kako internacionalizacija učinkuje na sodobne, post-elitistične visokošolske sisteme v Evropi*  
: v različnih razsežnostih in v različnih okoljih;  
: študija primera – *Zahodni Balkan*.

Fokus študije primera: 16 univerz v 8 državah regije (slika);

- študij literature, policy dokumentov, poročil;
- terenska raziskava: intervjuji (77) 3 spletni vprašalniki (med februarjem in junijem 2012);
- nacionalna statistična poročila oz. baze podatkov.



## Pregled predstavitve

1. Reforme visokega šolstva
2. Vzpon zasebnega visokega šolstva
3. Vloge visokega šolstva
4. Študentsko organiziranje in vloga v upravljanju

Glavni rezultati raziskave so bili objavljeni v knjižici *“Higher Education in the Western Balkans: reforms, developments, trends”* (2013); v njej je tudi seznam objav, ki so nastale na podlagi dela v tem projektu.

# **1. Reforme visokega šolstva**

# 1.1 Splošni trendi po letu 1990

- (a) *Masifikacija*: stagnacija vpisa v osemdesetih letih; hitra rast v devetdesetih letih - do 2000 se je število študentov v večini držav *podvojilo ali potrojilo*.
- (b) *Ekspanzija sistema*: SFRJ 1990 z 19 univerzami in Albanija z eno. Danes v regiji **47 javnih** univerz ter okrog **250 privatnih** univerz oz. visokih šol.
- (c) *Valovi legisliranja*:
- prvi val (devetdeseta leta): spreminja se politični kontekst; obstoječa filozofija visokega šolstva ostaja v glavnem nespremenjena;
  - drugi val (prelom stoletij): urejanje “postkonfliktnega obdobja in “reintegracija v Evropo”; mednarodni *policy* vplivi;
  - tretji val: (predvsem po 2003): Bolonjski proces in “Bolonja”.

## 1.2 Splet nacionalnih in mednarodnih vplivov

Osamosvojitvev oz. **konstituiranje nacionalnih držav v kontekstu političnega pluralizma** – in vprašanje nacionalnega sistema visokega šolstva:

: politizacija visokega šolstva;

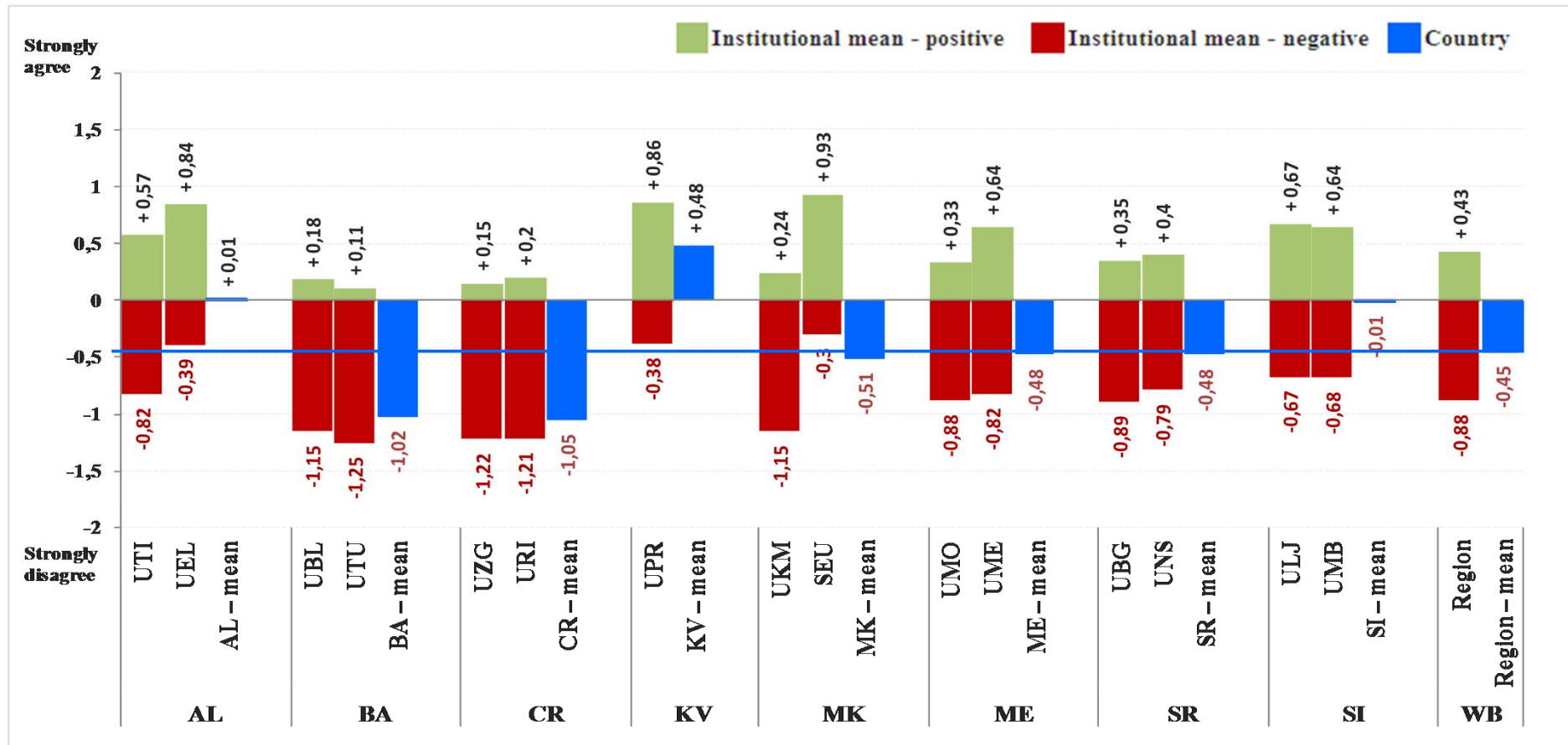
: privatizacija visokega šolstva.

Mednarodni *policy* vplivi in **transvestizem posebnih reformnih ciljev v kontekstu t.im. bolonjskih reform** (‘panbolonjizacija’), kar vodi v:

- nekontrolirano širjenje osnovnih “bolonjskih akcijskih točk” v številne ‘*para-bolonjske*’ scenarije (npr. “*bolonja* zahteva, da študenti plačujejo šolnine” ipd.);
- lokalno konstruirane ‘*bolonjske*’ reformne cilje, da bi legitimirali domače interese, trenja in polemike;
- **zatemnitev nacionalne odgovornosti za visoko šolstvo** (opravičila kot npr. “*Bruselj tako zahteva*” ipd.).

## 1.3 Percepcije bolonjskih reform v regiji

“The Bologna Process has contributed importantly to the quality of my institution” – assessments given by decided respondents (by countries and institutions). - (8 countries; N=1,742; © CEPS 2012)





# 1.4 Percepcije bolonjskih reform: primer študijskega področja izobraževanja učiteljev

“The Bologna Process has contributed importantly to the quality of my institution” – assessments given by decided respondents (by countries and institutions). - (38 European countries; N=524; © CEPS 2012)

Average	Max.	5 countries	Min.	5 countries
<b>+0.26</b>	<b>+1.50</b> SR	<b>+1.00</b> CH, NO <b>+0.92</b> DK <b>+0.88</b> NL <b>+0.80</b> AL, KV, PL, UA <b>+0.75</b> FI, SE, TR	<b>-0.80</b> EE	<b>-0.75</b> CZ <b>-0.50</b> SI <b>-0.38</b> FR <b>-0.33</b> HR, IT <b>-0.28</b> DE <b>+0.07</b> AT
Note: <b>+2</b> = fully agree; <b>-2</b> = strongly disagree (“I can’t say”: eliminated) N per country > 5				

## 1.5 Politizacija in privatizacija kot ključna problema

*“Who shapes higher education policy at the national level? Four to five individuals. All these people have established private universities, faculties. [...] We are shutting our eyes if we believe that the university, faculties and experts are shaping higher education policy. [With us today,] higher education has become ‘politics.com’” (Intervju 42; 27/2/12).*

*“[...] the latest legislative proposals from two years ago were aiming at the privatisation of higher education and the goal was to destroy [our] University [...]. This was the aim of politics for reasons of personal gain. The idea is that the university would be cut into several smaller ones and the declared reason was said to be international comparison – that ‘this is being done elsewhere in Europe’” (Intervju 29; 9/3/12).*

KO **DRŽAVA** PROPADA IN **EVROPA** TONE  
V KRIZI, JE **REŠITEV** LE V **ZNANJU**.

FAKULTETA ZA  
DRŽAVNE IN EVROPSKE ŠTUDIJE

[www.fds.si](http://www.fds.si)

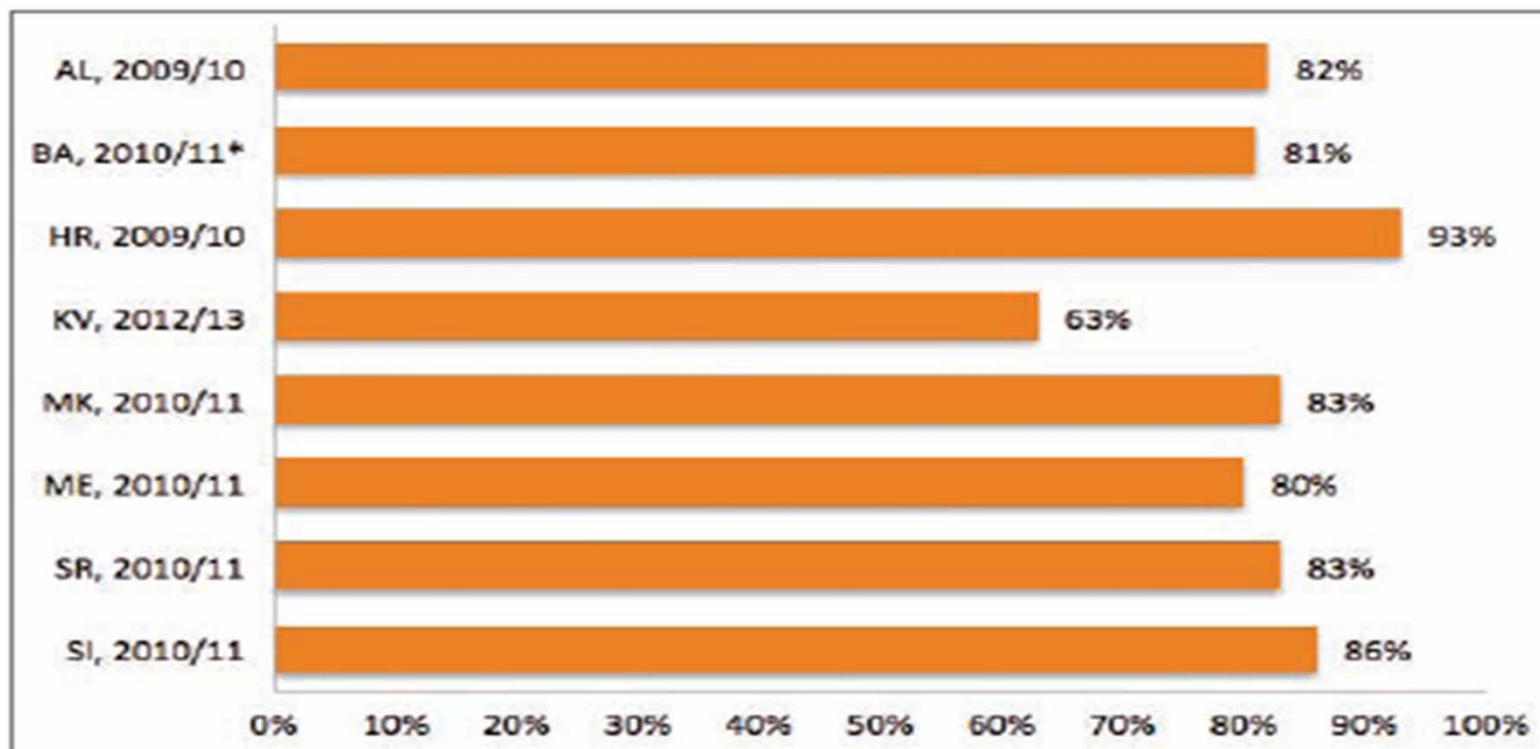


FAKULTETA ZA DRŽAVNE  
IN EVROPSKE ŠTUDIJE  
*Brdo pri Kranju*

## **2. Vzpon zasebnega visokega šolstva**

## 2.1 Vzpon zasebnega visokega šolstva

*Figure 9: Students in public higher education institutions – percentage by countries*



**Note:**

\* These data present the number of enrolled students in *public* higher education institutions in Bosnia and Herzegovina: the Federation of Bosnia and Herzegovina and the Republic of Srpska, but without data for the Brčko District. Data for the Brčko District could not be obtained.

(Source: Compiled from national statistics offices)

## 2.2 Vzgibi za zasebno ponudbo izobraževanja

- Post konfliktna intervencija (SEEU Tetovo)
- Transnacionalna širitev (zlasti ameriških in britanskih) univerz
- Navdušenje nad liberalizacijo, trgov, konkurenco, učinkovitostjo, izbiro...
- Iskanje alternativ za zadovoljevanje rastočega zanimanja za vpis
- Dobiček
- Tranzicijska trenja med elitami in vzpostavljanje novih razmerij moči v družbi



## 2.2.1 South East European University Tetovo (Makedonija)



*“South East European University is ranked second in the national level among 19 universities of the Republic of Macedonia. This ranking was carried out by the external evaluator, the Shanghai Jiao Tong University.”*

## 2.2.2 Univerziteti AAB Riinvest (Kosovo)





## 2.2.3 Univerzitet Megatrend Beograd



“Megatrend University won numerous domestic and foreign acknowledgements, one of them being the prize of American Quality Association – AQA and European Quality.”

## 2.2.4 Universiteti Kristal (Albanija)



**NË KUADËR TË FESTAVE TË NËNTORIT DHE  
101 VJETORIT TË PAVARËSISË  
UNIVERSITETI KRISTAL PROMOVON:**

- 1. Dielli, deti, shëndeti, përmbledhje me punime kërkimore shkencore, me autor Dr. Gani KARAMANAGA (Ulqin Mali i Zi)**
- 2. Sëmundjet infektive me autor Dr. Agron PANARITI**
- 3. Hulumtime Shkencore Nr. 5**



**dt. 26.11. 2013, godina E, salla 117, në orën 12: 00**

Këto promovime mbahen në vazhdimësi të aktiviteteve shkencore që organizon  
UNIVERSITETI KRISTAL nën kujdesin e  
**Presidentit Z. Ahmet Muçaj.**

## 2.2.5 Univerzitet Slobomir P (BiH)





## 2.2.6 Iliria Royal University (Kosovo)



## 2.2.7 A.U.K.

*The A.U.K. is Kosovo's only private, nonprofit higher education institution which teaches entirely in the English language. It is also the single institution in Kosovo whose degrees are accredited and recognized world-wide thanks to the partnership with the Rochester Institute of Technology (RIT) in New York.*



## 2.2.8 Faculty of Economics Ljubljana University (FELU) Kosovo



*It is a national leader and an internationally recognised institution in the area of business and economics. EQUIS and AACSB accreditations rank it among the best 55 business schools in the world that have both most important accreditations – American and European. Accreditations are the hallmark of excellence in management education and confirm the FELU's commitment to quality and continuous improvement.*

## 2.2.9 Internacionalni Univerzitet u Novom Pazaru (Srbija)

Riječ Predsednika Muftija Zukorlića:

*Evo, mi smo dosta dugo čekali da Sunce univerziteta obasja ovo parče neba iznad nas, ali to čekanje nas nije nimalo pokolebalo (...), mnogo je tamnih, zloslutnih oblaka nadvijenih, kako nad ovim, tako i nad mnogim drugim prostorima, tako da će tom našem Suncu trebati puno svjetla da ih odagna. A mi smo uvjereni, uz Božiju pomoć, da će to Sunce uspjeti odagnati sve te zloslutne oblake, bilo da se taj oblak zove droga, kriminal, korupcija ili neki drugi oblik nemoralna.*



## 2.3 Raznolikost izkušenj z zasebnimi ustanovami po regiji

*Table 1:* Number of higher education institutions per countries: university and non-university, private and public, academic year 2010/11.

Country	All public HEIs*	Public university	Public non-univ.	All private HEIs*	Private university	Private non-univ.
AL	<b>14</b>	10	4	<b>46</b>	3	43
BA	<b>10</b>	8	2	<b>33</b>	17	16
HR	<b>22</b>	7	15	<b>33</b>	3	30
KV**	<b>5</b>	4	1	<b>22</b>	1	21
MK	<b>5</b>	5	0	<b>19</b>	10	9
ME	<b>1</b>	1	0	<b>9</b>	2	7
SR	<b>49</b>	7***	42	<b>23</b>	8	16
SI	<b>4</b>	3	1	<b>41</b>	2	39

**Notes:**

\* In the count of institutions we have not included the units of foreign universities in the region.

\*\* Data for Kosovo are for 2012/13

\*\*\* In the official statistics of the Republic of Serbia, the University in Mitrovica (officially referred to as University of Priština, Kosovska Mitrovica) figures as the eight Serbian university; the institution is located in the territory of Kosovo (under UN resolution 1244) and therefore subject to political and territorial tensions. See <http://www.pr.ac.rs/en/home/about-the-university/university-today>.

(Source: Compiled from national statistics offices)



## 2.4 Vloga vlade in mehanizmov regulacije

- Vladne prioritete
- Sistem akreditacije
- Sistem zagotavljanja kakovosti
- Sistem informiranja javnosti in bodočih študentov

### Izzivi:

- Družbeni konsenz o pomenu izobraževanja (ne samo v gospodarskem smislu)
- Kapaciteta za oblikovanje politik
- Zunanji pritiski (OECD, WB, države donatorke)

## 2.5 Javna odgovornost za visoko šolstvo

*What we are doing in the last decade in higher education I fear will leave negative impact [on our society and economy] for next 50 years. Each generation which we have educated poorly will create negative effects on us and our children for the next 20 to 30 years.*

(Intervju 23; 1/3/2012)

### **3. Vloge visokega šolstva**

## 3.1 Uvod: “industrija znanja” in “tržna priložnost”

“The EU has supported the conversion process of sectors like the steel industry or agriculture; it now faces the imperative to modernise its ‘**knowledge industry**’ and in particular its universities.”

European Commission (2005). *Communication from the Commission. Mobilising the Brainpower of Europe: Enabling Universities to Make Their Full Contribution to the Lisbon Strategy*

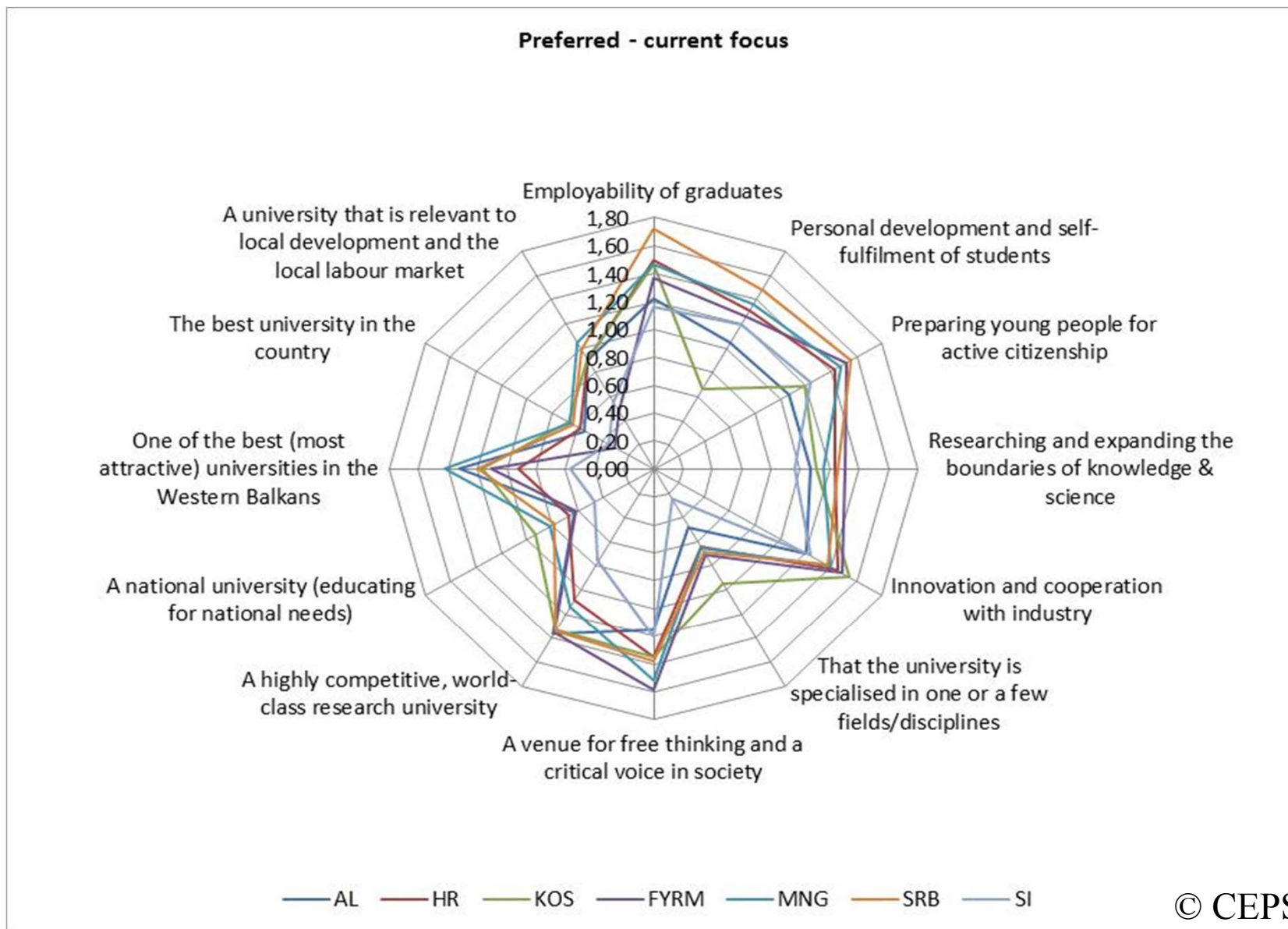
“The provision of education is a **market opportunity** and should be treated as such.”

European Round Table of Industrialists, ‘Job creation and competitiveness through innovation’, ERT, Brussels, November 1998); v: Ball, S. J. (2007). *Education plc: understanding private sector participation in public sector education*. London: Routledge, p. 184.

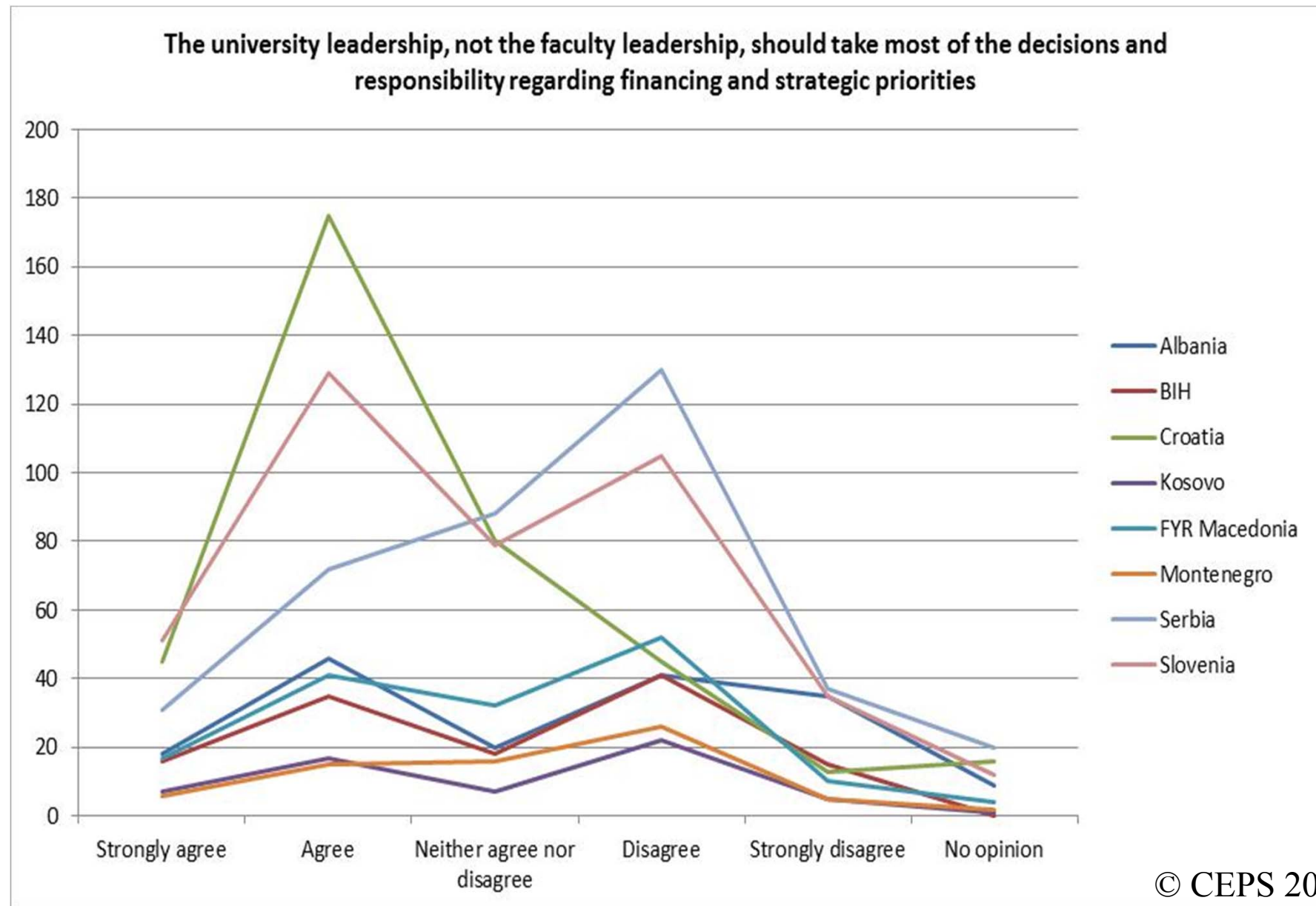
## 3.2 Vloge visokega šolstva

Groups of categories	Category
Broader societal roles	Personal development and self-fulfilment of students
	Preparing young people for active citizenship
	A venue for free thinking and a critical voice in society
Economic roles	Employability of graduates
	Innovation and cooperation with industry
	A university that is relevant to local development and the local labour market
Competition	A highly competitive, world-class research university
	One of the best (most attractive) universities in the Western Balkans
	The best university in the country

## 3.3 Vloge visokega šolstva – Zahodni Balkan



## 3.4 Institucionalno upravljanje – Zahodni Balkan



## **4. Študentsko organiziranje in vloga v upravljanju**



## 4.1 Nacionalni nivo

- Sistemi zastopanja in posredovanja študentskih interesov na nacionalni ravni
- Nacionalna študentska združenja
- Spremembe

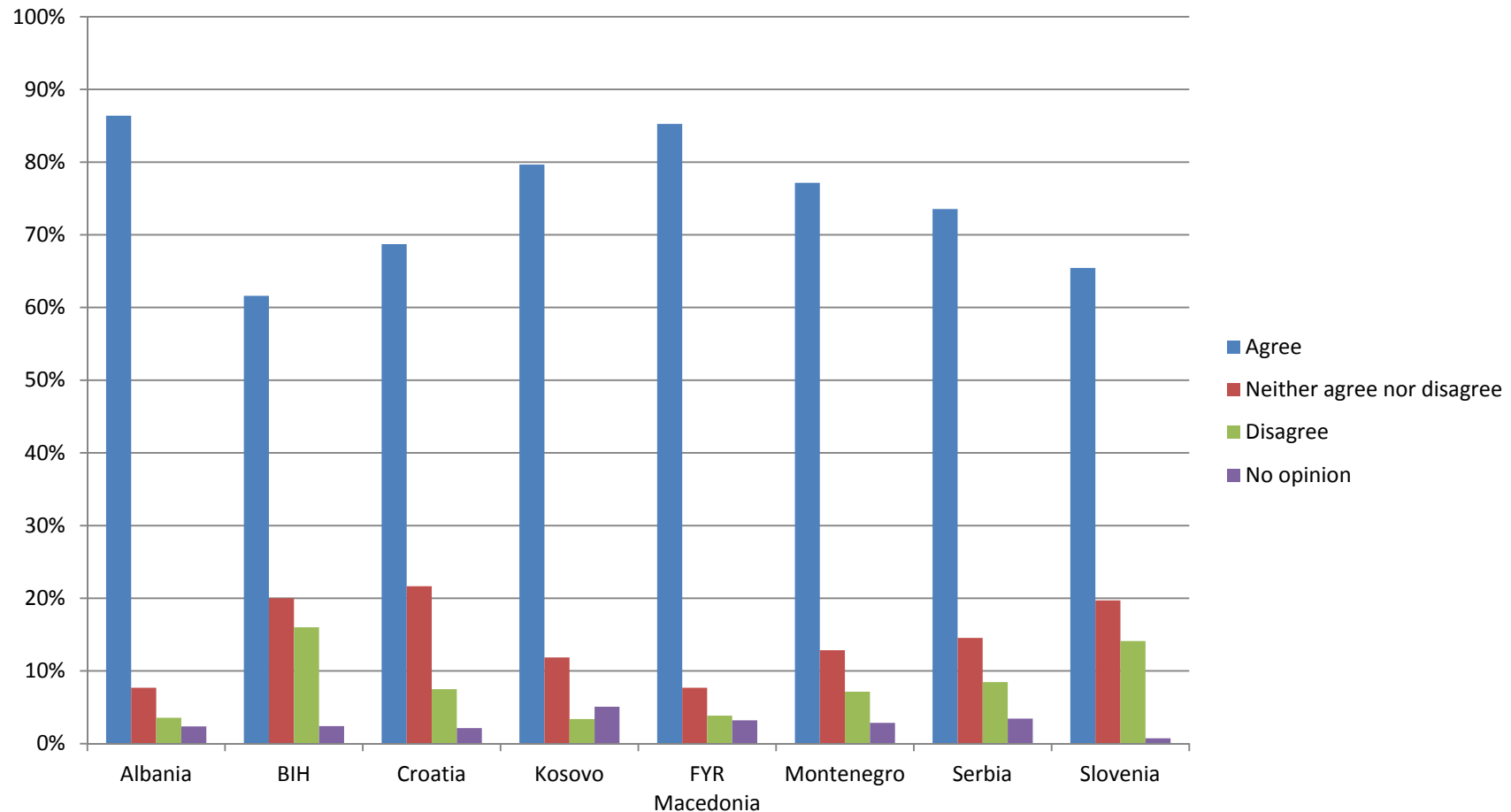
	Neokorporativistični		Pluralistični	
	Formalizirani	Neformlni	Formalizirani	Neformalni
Država	Slovenija	Albanija, Hrvaška, BiH-RS	Makedonija (tranzicija k neo- korporativistič- nemu), Črna Gora, Srbija	BiH- Federacija, Kosovo

## 4.2 Institucionalni nivo

- Pravni okvirji za obstoj in vlogo študentskih teles
- Študentska udeležba v upravljanju
- Druge funkcije študentskih teles na visokošolskih zavodih
- Trendi

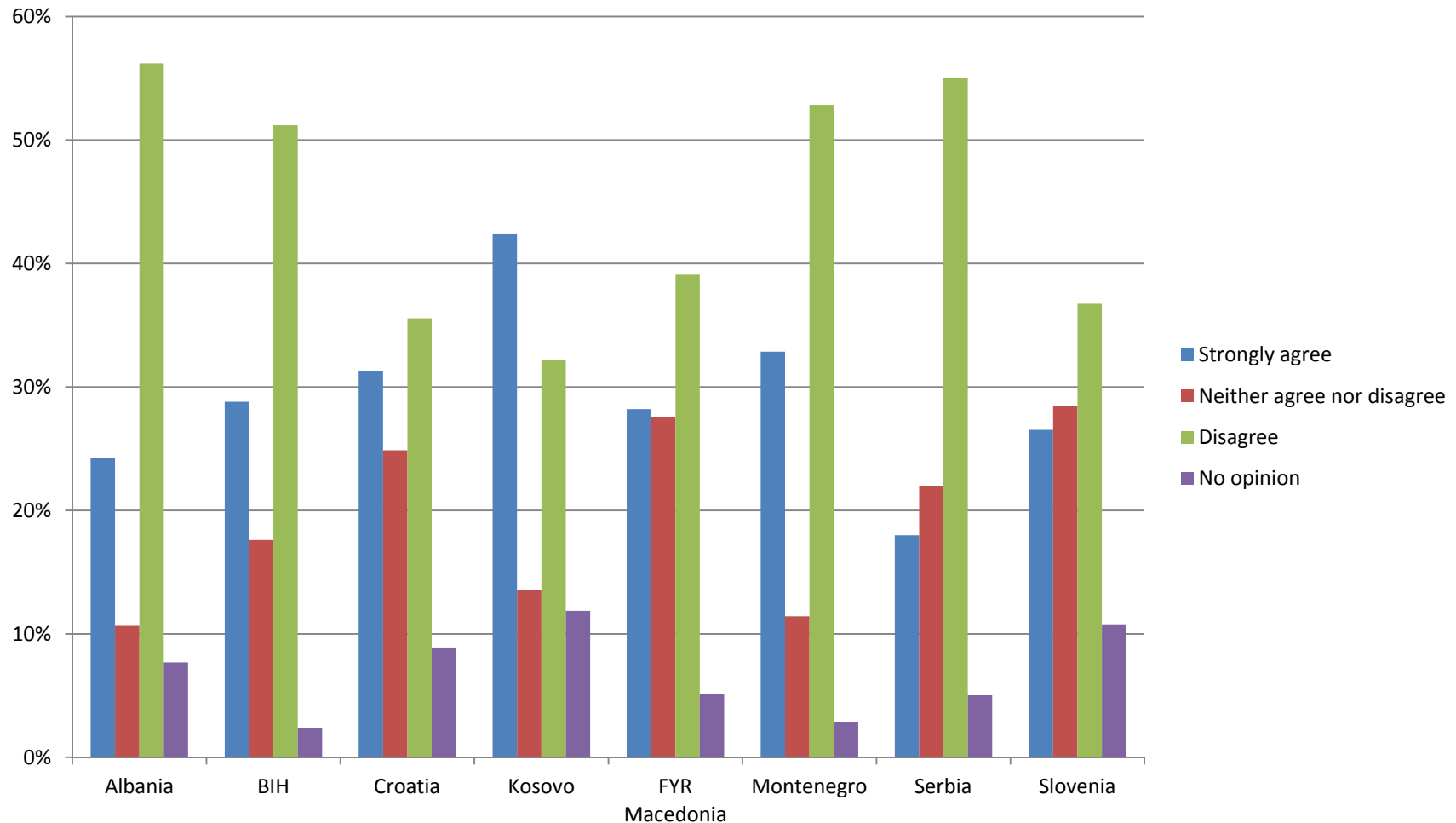
## 4.3 Deležniki v odločanju

The following stakeholders should be members of the decision-making structures at my institution: Students N=1742 (CEPS, 2012)



## 4.4 Soglasje študentov

At my institution no major decision is passed without the agreement of students/student representatives. N=1742 (CEPS, 2012)



**Hvala!**