

BIBLIOGRAPHIE

Bibliographical resources on University Autonomy

April 2025

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European Higher Education Area/ General documentation

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (I): Austria, Denmark, Finland, Germany, Iceland, Ireland, Norway, Poland, Sweden, Switzerland

Brussels: EUA: European university association, 10/2023, 83 p.

The Scorecard country profiles delve into in-depth system analyses, offering insights into recent developments and presenting the sector's perspective on various aspects. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles will be released in three batches. This first batch comprises the following systems: Austria, Denmark, Finland, Germany (Brandenburg, Hesse, North-Rhine Westphalia), Iceland, Ireland, Norway, Poland, Sweden, and Switzerland. With more than 30 indicators, the Scorecard methodology offers evidence of institutional autonomy across four key dimensions: 1) Organisational autonomy (covering academic and administrative structures, leadership, and governance); 2) **Financial autonomy (covering the ability to raise funds, own buildings, borrow money, and set tuition fees)**; 3) Staffing autonomy (including the ability to recruit independently, promote, and develop academic and non-academic staff); 4) Academic autonomy (including study fields, student numbers, student selection as well as the structure and content of degrees). https://www.eua.eu/downloads/publications/autonomy%20scorecard%20country%20profiles_batch_1.pdf

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (II): Flanders (Belgium), Czechia, Estonia, Georgia, Italy, Latvia, Luxembourg, Netherlands, Romania, Serbia

Brussels: EUA: European university association, 12/2023, 73 p.

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles are released in three batches. This second batch comprises the following systems: Flanders (Belgium), Czechia, Estonia, Georgia, Italy, Latvia, Luxembourg, Netherlands, Romania, and Serbia.

https://www.eua.eu/images/pdf/UPDATED_Autonomy_scorecard_country_profiles_Batch_2.pdf

BENNETOT PRUVOT Enora, ESTERMANN Thomas, POPKHADZE, Nino

University autonomy in Europe IV: Country profiles (III): Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain, Türkiye

Brussels: EUA: European university association, 04/2023, 96 p.

The 2023 edition of the European University Association's Autonomy Scorecard, the most comprehensive yet, provides a full comparative analysis of the state of play of university autonomy in 35 higher education systems in Europe. For the first time, each profile better contextualises the higher education landscape via a dedicated section, along with radar charts that visualise the system in question's autonomy score. For this edition, the country profiles are released in three batches. This final batch comprises the following systems: Wallonia-Brussels (Belgium), Croatia, Cyprus, England (UK), France, Lithuania, Portugal, Scotland (UK), Slovakia, Slovenia, Spain and Türkiye.

https://www.eua.eu/images/publications/autonomy_scorecard_country_profiles_batch_3.pdf

BENNETOT PRUVOT Enora, ESTERMANN Thomas

Allocating core public funding to universities in Europe: state of play & principles

Brussels: EUA: European university association, 2022, 38 p.

The turbulent economic context of the last decade has been conducive of reforms seeking to enhance efficiency and steering of universities' use of public funds. In this publication, EUA revisits the question of public funding to universities, taking stock of the evolution since 2015. The present analysis focuses on the main mechanisms used to determine the block grants received by universities, including the types of indicators used by public authorities currently or in the upcoming planned reforms. The report reveals that most European countries use several instruments in allocating their block grant funding, combining the use of funding formulas with performance contracts/target-setting and maintaining a share of historical allocation. However, the financial relevance of these different instruments differs significantly. Constant activity around funding models in the past years, discussions focused on funding mechanisms and tools rather than objectives, and recurring questions around the "ideal" funding model all make it necessary to lay out basic principles for the design of sound funding models.

<https://www.eua.eu/downloads/publications/funding%20models%20v2.pdf>

BUNESCU Luisa, ESTERMANN Thomas, BENNETOT PRUVOT Enora

Public Funding Observatory 2021/2022

Brussels: EUA: European university association, 2022, 25 p.

This report presents the expectations of national university associations across Europe in terms of funding and system governance in the medium term (2022-2024). It also reflects on the European funding context, in the light of the National Recovery and Resilience Plans submitted by the EU member states under NextGenerationEU, and which may result in additional funding and investments that would benefit universities. The report finds that, although sector projections for public funding are rather optimistic compared to 2020, the crisis will continue to affect universities, with concerns over rising inflation levels and possible austerity measures in some European countries. As a result, many expect further funding reforms. To advance towards a sustainable post-pandemic recovery, governments will need to commit to ambitious investments in higher education and support the sector in its efforts to tackle the green and digital transitions. The publication is the first of a two-part flagship study, the EUA Public Funding Observatory 2021/2022, and contains data from 28 university systems in Europe.

https://www.eua.eu/downloads/publications/2022%20public%20funding%20observatory_part%201%20final.pdf

BENNETOT PRUVOT Enora, ESTERMANN Thomas, STOYANOVA Hristiyana

Public Funding Observatory report 2020/2021 Part 2

Brussels: EUA: European university association, 2021, 45 p.

The present report analyses long-term funding trends captured over the period from 2008 to 2019. It also offers an overview of the latest public funding developments in 2019 and 2020. Finally, it focuses on the new phase of EU funding (2021-2027) and what is at stake for universities. The data covers the overall funding mix; direct public funding; student numbers; staff numbers; qualitative feedback on relevant ongoing discussions related to governance and funding of universities. The 2020/2021 report features 32 higher education systems. Data for various higher education systems within the UK (England, Northern Ireland, Scotland and Wales) are reported separately. Cyprus, Greece and Latvia were not included in the analysis as the data provided covers a period inferior to nine years.

<https://www.eua.eu/downloads/publications/eua%20pfo%20part%202%20report.pdf>

BRITTON Jack., VAN DER ERVE Laura, HIGGIN Tim

Income contingent student loan design: lessons from around the world

Economics of Education Review, 2019, vol. 71, p. 65-82

The use of income contingent loans (ICLs) for Higher Education (HE) students is becoming increasingly prevalent around the world. Using a model of simulated lifetime earnings for graduates, in this paper we show that the impact of the design of ICLs on the magnitude and distribution of government subsidies is highly dependent on the institutional setting. In particular, the average debt level as a share of average earnings is a key determinant of the impact of various policy parameters. The variance of earnings within the graduate population is also shown to be a determinant of ICL taxpayer costs. This paper is the first comparative exercise of impact of the design of ICLs in different settings, and the findings are highly relevant to countries looking to implement or reform their student loan systems.

<https://www.sciencedirect.com/science/article/pii/S0272775717301668>

CHAPMAN Bruce, DEARDEN Lorraine

Financing Higher Education

In: Hamilton, Jonathan H and Dixit, Avinash and Edwards, Sebastian and Judd, Kenneth, (eds.)

2021, Oxford Research Encyclopedia of Economics and Finance. Oxford University Press

The rapid worldwide growth in higher education undergraduate enrollments since around 1990 has meant that governments have had to rethink provision and funding arrangements to help ensure both cost-effective and equitable outcomes. It is important to understand in detail the fundamental financial conceptual building blocks that are necessary for an efficacious and socially just higher education financing system. In response to the critical question of who should pay for higher education and student income support, the case for the sharing of the costs between students, graduates, and taxpayers is overwhelming from the perspectives of both efficiency and equity. Further, there is a consensus that governments should intervene with respect to the underwriting of student loans, but there are very important and quite different implications for borrowers with respect to loan collection arrangements. The most equitable and effective higher education financing instrument involves loans that are repaid only when and if debtors can afford to do so, known as income-contingent loans. The less desirable form of student loans, defined by time-based collection, is internationally still the most common approach, but recent advances in economic theory and econometric methodology provide both conceptual bases and exciting and innovative ways for governments to understand why traditional student loan approaches are inferior to income-contingent collection. When the effects of student loans on access and welfare become more properly understood, the case for targeted assistance for all disadvantaged prospective students for reasons of social justice remains compelling. The importance of the attainment of the right financing system was highlighted by the economic trauma associated with the COVID-19 pandemic, an ordeal that caused many universities to experience an entirely unexpected financial crisis and led millions of students to struggle with unanticipated loan repayment difficulties.

CABRALES Antonio, GÜELL Maia, MADERA Rocio, VIOLA Analia

University financing: sustainability, efficiency and redistribution

Policy Papers 2024-01, FEDEA, 2024, 36 p.

Students across the globe employ a diverse array of financial mechanisms to fund their higher education: from grants to subsidies. Even within Europe, there is a significant variance in financing systems. For instance, the Nordic countries rely on a model of generous scholarships. Conversely, in the United Kingdom and the Netherlands, loan-based financing is more prevalent. Meanwhile, nations such as Austria, France, and Spain, among others, exhibit less developed financial instruments—private or public—and have long used direct subsidies to educational institutions funded with general taxes. When the main part of university resources is publicly and directly provided, government budget cuts have a strong impact on the survival and quality of tertiary education institutions. In the face of an ageing population and large and increasing public deficits, we analyze whether a subsidized system of progressive Income Contingent Loans (ICL) is feasible in Spain, and how it would impact different strata of the population. We find that (1) our proposed structure is highly progressive under all specifications, with the top quarter of the distribution paying close to the full amount of tuition and the bottom 10% paying almost no tuition; and (2) the share of total university education subsidized by the government is between 16 and 56 percentage points less than under the current system.

<https://documentos.fedea.net/pubs/fpp/2024/05/FPP2024-01.pdf>

CARRASCO GONZALEZ Alexandra

Tendencias privatizadoras del modelo de financiación de la educación superior en Europa. Propuestas de la Unión Europea y el análisis del acceso asequible

Revista Española de Educación Comparada, 2020, nº 37, p. 211-233

The influence exerted by supranational bodies such as the European Union (EU) in the configuration of educational policies forces us to include the supranational sphere in the study of educational trends. A growing trend in the field of higher education is the increase in private investment and our objective is to measure its impact in recent years in the European context, and whether it puts affordable access to this level of education at risk. To do so, firstly, the author analyses the different actions developed by the European Union on the increase of private financing of higher education through various documents and work plans. Secondly, using the methodology of Comparative Education, she contrasts the variation in the sources of financing of higher education in 20 European countries, over a thirteen-year period (2002-2016), and its impact on affordable access to higher education, mainly through the analysis of economic fees and student aid systems. The results, on the one hand, indicate that the EU justifies increasing private funding for universities as a global strategy to achieve greater competitiveness within the context of the knowledge society. On the other hand, there is a trend towards privatisation of higher education funding models in European countries, even putting affordable access to higher education at risk in countries such as Spain, Greece, Ireland, Italy and Portugal.

<https://revistas.uned.es/index.php/REEC/article/view/28047/22585>

ESTERMANN Thomas, BENNETOT PRUVOT Enora, CLAEYS-KULIK Anna-Lena et al.

Designing strategies for efficient funding of higher education in Europe

Brussels: EUA, 2015, 105 p.

Traditional funding patterns for universities are changing across Europe, as a response to societal and economic developments. In a context of enhanced competition for public resources, funding efficiency in large sectors such as higher education and research, which in Europe relies heavily on public support, is becoming a more pressing political objective. Public authorities are eager to get more for the money invested in universities. Since 2008, the economic situation of many European countries has significantly deteriorated, and authorities are often expecting more outputs with less money as EUA's annual Public Funding Observatory shows. Apart from steering universities through funding modalities, many systems engage in some degree of restructuring the higher education landscape in order to rationalise costs, increase visibility and altogether boost international competitiveness of their higher education institutions. The present analysis is drawn from the DEFINE project on funding efficiency in higher education, which provides data and recommendations supporting the improved design and implementation of university funding mechanisms and thereby contributing to enhanced funding efficiency in the sector. The present article focuses on three main thematic pillars: (i) an analysis of funding modalities for universities in Europe, with a particular focus on the spread of performance-based funding mechanisms; (ii) an exploration of funding mechanisms to foster excellence, often specific initiatives outside of the regular financial framework in which universities operate; (iii) a review of operational efficiency measures implemented within and between universities

https://www.eua.eu/images/designing_strategies_for_efficient_funding_of_universities_in_europe_define.pdf

ESTERMANN Thomas, KUPRIYANOVA Veronika

Efficiency, effectiveness and value for money at universities– A USTREAM report

Brussels: EUA, 2019, 43 p.

Over the last decade, policy makers and universities in Europe have been paying greater attention to efficiency and effectiveness in a more demanding higher education context. This study has been published under the USTREAM (Universities for Strategic, Efficient and Autonomous Management) project in order to discuss the concept and practice of efficiency from a university perspective. It delves into system, sector and institutional efforts to foster efficiency, effectiveness and value for money in all university settings including strategic governance, operational management and academic matters. This study contains a series of key messages and recommendations for policy makers and institutional leaders on how to enhance efficiency, effectiveness and value for money of universities. These takeaways are supported by the USTREAM project findings and illustrated with several examples of good practice.

<https://www.eua.eu/downloads/publications/efficiency%20effectiveness%20and%20value%20for%20money.pdf>

ESTERMANN Thomas, KUPRIYANOVA Veronika

Efficiency, Effectiveness and Value for Money at Universities: a Ustream report

Brussels: EUA: European university association, 2019, 43 p.

This report provides a summary of key lessons, conclusions and considerations regarding efficiency, effectiveness and value for money in the university context learned from the USTREAM project. These findings are formulated in view of Europe's great diversity of higher education systems, frameworks and institutions, based on the insights and evidence collected throughout the USTREAM project between 2016 and 2019. The key challenge for policy makers lies in the development of an 'optimum context'. This encompassing framework allows universities and other higher education institutions to be more efficient and effective. Such a fundamental task involves finding the right balance between autonomy and accountability, efficiency and quality, equity and effectiveness, trust and control, change and continuity, diversity and standardisation, output and input focus, top-down and bottom-up approach.

<https://www.eua.eu/downloads/publications/efficiency%20effectiveness%20and%20value%20for%20money.pdf>

ESTERMANN Thomas, KUPRIYANOVA Veronika

Efficiency, Effectiveness and Value for Money: Insights from the UK and Other Countries

Brussels: EUA: European university association, 2018, 23 p.

This report provides a summary of the input, discussions and findings from the first USTREAM peer learning seminar on policy frameworks for efficiency and effectiveness in the higher education context, which took place on 1st and 2nd June 2017 in London. The seminar was jointly organised by Universities UK (UUK) and the European University Association (EUA) to foster the exchange of good practices and strategies pursued by higher education institutions across Europe to address efficiency-driven policy priorities and tackle the related challenges, opportunities and pitfalls.

<https://www.eua.eu/downloads/publications/ustream%20efficiency%20effectiveness%20and%20value%20for%20money%20uk%20and%20others.pdf>

EUA: European university association

University Mergers in Europe

University Briefing, 2019, 9 p.

University mergers are a widely spread phenomenon in Europe. This briefing analyses the features of close to 130 cases of university mergers and clusters (since 2000) recorded in the EUA University Merger Tool and identifies different patterns across the continent. Merger and concentration activity takes various forms and has evolved across the period; it is given renewed attention in a context of consolidation of the higher education landscape as well as in light of new modes of inter-institutional collaboration.

<https://www.eua.eu/downloads/publications/eua%20merger%20brief%202904.pdf>

EUA: European university association

Accepting university accounting practices under Horizon Europe: Strategic and practical recommendations

Brussels: EUA: European university association, 2018, 6 p.

EUA recognises improved acceptance of institutional accounting practices as a major step towards EU funding simplification. Increased trust should also be accompanied by the acknowledgment of beneficiary diversity through the provision of several options to accommodate different needs. When asked about ways to improve the acceptance of accounting practices, university practitioners expressed their clear interest in extending this acceptance to all cost types. Acceptance of the national rules for hiring, depreciation and time-recording, as well as improved procedures for certifying unit cost calculations were also seen as useful ways to simplify cost reporting and auditing.

https://www.eua.eu/images/towards_a_broader_acceptance_of_university_accounting_practices_under_horizon_europe_web.pdf

EUA: European university association

Accepting University Accounting Practices under Horizon Europe: A compendium of national and institutional cases

Brussels: EUA: European university association, 2018, 62 p.

This compendium gathers information about the national and institutional accounting systems developed in several European countries from the late 2000s to the early 2010s and provides up-to-date information about their implementation. It aims to contribute to the transparency of the discussions and promote broader acceptance of institutional practices as a major step towards simplifying EU funding. It features good practices from 12 European countries and describes different national methodologies and institutional accounting practices accepted by the national funders of competitive research programmes. These are compared to current Horizon 2020 rules so as to explore opportunities to align EU and national practices.

https://www.eua.eu/images/compendium_of_accounting_practices_web.pdf

European Commission: Directorate-General for Education, Youth, Sport and Culture, JONGBLOED Ben, MCGRATH Cécile, DE BOER Harry, DE GAYARDON Ariane

Final report of the study on the state and effectiveness of national funding systems of higher education to support the European universities initiative. Volume I

Luxembourg: Publications Office of the European Union, 2023, 62 p.

This study analyses the implementation of performance-based funding (PBF) systems in the 27 EU Member States and evaluates their impact. Furthermore, it seeks to understand how and to what extent national (PBF) funding schemes can be used to support transnational university alliances, as initiated under the European Commission's European Universities Initiative (EUI) in 2019. Recommendations are provided on how to best use performance-based funding to achieve policy objectives support European Universities alliances at national level. The types of funding mechanisms and their degree of performance orientation are compared across Member States, and contextualised information on positive and negative effects of Performance Based Funding over the period 2010-2020 is collected and analysed. In addition, information is collected on the type and extent of the Members States' financial contributions to the transnational university alliances funded as part of the European Universities Initiative. The study provides a set of conclusions on effectively implementing national and EU policy priorities through PBF in higher education

<https://op.europa.eu/en/publication-detail/-/publication/dfd61c3c-c79c-11ed-a05c-01aa75ed71a1>

European Commission: Directorate-General for Education, Youth, Sport and Culture, JONGBLOED Ben, MCGRATH Cécile, DE BOER Harry, DE GAYARDON Ariane

Technical annexes to the final report of the study on the state and effectiveness of national funding systems of higher education to support the European universities initiative. Volume II

Luxembourg: Publications Office of the European Union, 2023, 353 p.

This report offers country factsheets in the framework of the study on the state and effectiveness of national systems of higher education to support the European universities initiative. Context, funding formula, funding agreements/contracts, general information on PBF are detailed.

<https://op.europa.eu/en/publication-detail/-/publication/03d2d450-dffa-11ed-a05c-01aa75ed71a1/language-en>

ETER: European tertiary education register

How are European Higher Education Institutions funded? New evidence from ETER microdata

ETER Analytical report, 2019, 38 p.

How are European Higher Education Institutions funded? The way resources are allocated to Higher Education Institutions (HEIs) represents a key dimension of public policies in order to secure responsiveness of higher education to societal needs and in order to ensure an efficient use of resources in a period of tight public budgets. In this respect, public policies are increasingly putting emphasis on the allocation of financial means based on measurable goals and performance criteria, as well as on gaining more resources from students and from private donors. However, the extent to which this changing policy climate has an impact on the level of composition of resources of individual institutions is largely unknown, also for the lack of reliable micro-data on HEI revenues. This report, based on unique data from the European Tertiary Education Register, provides evidence on the level and composition of revenues for more than 1,300 HEIs in 20 European countries (referring to the year 2015), as well as on changes over the period 2011-2016.

https://eter-project.com/uploads/analytical-reports/ETER_AnalyticalReport_02_final.pdf

FADDA Nicoletta, MARINO Ludovico., PISCHEDDA Gianfranco, et al.

The effect of performance-oriented funding in higher education: evidence from the staff recruitment budget in Italian higher education

Higher Education, 2022, vol. 83, p. 1003-1019

This study, which aims to investigate some potential effects derived from the adoption of performance-oriented funding in the higher education system, is focused on competitive allocative mechanism to provide universities with the staff recruitment budget in the Italian Higher Education System using panel data spanning the period 2012–2018 for 58 public universities. Results show that the geographical area in which universities operate influences their capacity to increase performance and thus financial resources. Indeed, universities located in Northern areas, the wealthier part of Italy, received a higher amount of resources than those located in the rest of the country. These findings reveal the key role played by external factors, which are beyond the control of management, in universities' capacity to achieve better performance. Results also suggest that policy-makers should identify the correct trade-off between the quest for higher performance within the Italian Higher Education System and equity in resource allocation.

<https://link.springer.com/article/10.1007/s10734-021-00725-4>

HICKEY Rob

Financial sustainability in a marketised and partially autonomous environment: the case of small new public universities in England

Oxford Review of Education, 2024, vol. 50, n° 3, p. 332-348

In the context of threats to their financial sustainability, this paper uses Resource Dependency Theory to explore the challenges being faced by a sample of 10 small new public universities in England. It discusses the responses being taken and prospects for the future in this segment of the sector. It concludes that some of the most important elements of income and expenditure are also areas where institutions have amongst the lowest levels of autonomy, including tuition fees, staff salaries and pension costs. It suggests that institutions are proactively seeking ways to both adapt their strategy and influence the environment in which they operate, including the introduction of new organisational forms, models for employing staff, the diversification into new programmes and markets, and greater use of domestic and international partnerships.

<https://www.tandfonline.com/doi/full/10.1080/03054985.2023.2229246>

HROMOVENKO Kostiantyn., TYTSKA Yana

Forming the development strategy of modern HEI

Baltic Journal of Economic Studies, 2018, vol. 4, n°3, p. 42-50

The article analyses modern trends in supporting the development of financing of higher education in the European Union, namely: the evolution of financing strategies for higher education in 2010-2016, the change in the volume of financing of various systems for this period, and the criteria for the allocation of public funds in higher educational institutions. It is shown that countries, members of the EU, use different strategies for financing higher education but do not have a universal mechanism. Based on the analysis of European scholars' research, various mechanisms for financing higher education are presented, their tendencies are determined. Models of adaptive transition of HEIs to modern conditions of functioning, using accessible tools and methods were considered.

The proposed three scenarios for funding universities show that the strategy for financing HEIs in the current dynamic development conditions should shift from a traditional model of public financing (supply-side) through the transformation to financing on the basis of socio-economic mechanisms (demand-side) using different tools. The EU countries use different financing strategies for HEIs and do not have a universal mechanism. The amount of funding for higher education institutions depends both on quantitative (number of students) and qualitative (number of credits, diplomas) indicators.

There is a tendency to allocate public funds to HEIs on the basis of learning outcomes, as well as the tendency of combining different financing instruments in the context of a particular country, including the emergence of demand-side socio-economic financing mechanisms. Socio-economic financing on the basis of demand has several potential advantages. Firstly, students and firms, "consumers" of educational services, are key figures.

These mechanisms can stimulate universities to be more efficient economically, and students – to improve academic results and increase internal efficiency. Secondly, the demand scenario mechanisms can be used regardless of the source of financing. They can be applied equally for the allocation of public resources and private financing of employers or students and their families. The main disadvantage of the mechanisms for financing HEIs is that they are not interested in using funding for social and public programs and research with low economic efficiency. To apply one of the scenarios in a particular country, it is important to take into account not only national characteristics but also international trends. Competitiveness of international students, the emergence of the territory of a multinational educational platform and international ratings – all this play a significant role in the formation of strategic decisions for the HEIs' development. An effective process of resource management of HEI should be based on strategic and financial benchmarks that provide for the development and implementation of a number of activities for the current activities of HEIs aimed at achieving the normal sustainability of the funding system and enhancing the university's competitive advantages. For this purpose, a scheme for shaping the development strategy of the HEI was developed and a methodology was proposed for calculating the scientific and educational effectiveness of the university's activity, which includes three fundamental categories: the quality of the university's growth; the demand for scientific activity; scale, sustainability of scientific activity.

<http://www.baltijapublishing.lv/index.php/issue/article/view/421/pdf>

JONGBLOED Ben, VOSENSTEYN, Hans

University funding and student funding: international comparisons

Oxford Review of Economic Policy, 2016, vol. 32, n°4, p. 576-595

In this article we compare the mechanisms for funding higher education institutions across a set of OECD countries. First, some data on public and private funding levels are presented. The article then discusses two important trends: (i) the increased presence of cost sharing and (ii) the move towards performance-based funding. We show where countries differ in terms of the fees paid by students and the financial support received by students. Using the degree of output orientation and the degree of centralization as dimensions to classify the various countries' funding mechanisms, differences may be shown between countries. Reforms in funding approaches, inspired by new public management thinking, are discussed. One such reform is the introduction of performance agreements that increasingly underlie the public budget of universities. We focus on the drivers of the reforms and the question of whether these reforms actually matter for the performance of national higher education systems for instance on the issue of student completion rates.

<https://research.utwente.nl/files/6909423/576.full.pdf>

LYSIAK Luibov, KACHULA Svitlana, ZARUTSKA Olena, HRABCHUK Oksana, PETROVA Yana
Diversification of sources of financing higher education: the experience of reform in European countries

ALTA: Journal of Interdisciplinary Research, 2022, vol. 12, n°1, p. 143-147

The exacerbation of the shortage of financial resources in the current global challenges has necessitated increased efficiency in the financing of higher education institutions. Along with the increase in funding, diversification of sources and transformation of funding mechanisms for higher education systems have become topical issues. The study attempted to identify the internal structure of public funding for higher education in Europe concerning funding mechanisms. According to the results of clustering of European countries based on coverage of the population with higher education and public spending on higher education by one undergraduate, eight clusters were identified, four of which are unique and contain one country (Greece, Cyprus, Turkey, Luxembourg). Four other clusters cover countries with: incomplete public funding for higher education; state protectionism in the financing of higher education; specific forms of state funding for higher education; strategic state priority in financing higher education. The general patterns of financing higher education in European countries, the experience of expanding funding sources, efficient use of financial resources and granting autonomy to universities, which can be taken into account in the process of higher education reforms in countries with transformational economies.

https://www.magnanimitas.cz/ADALTA/120125/papers/A_24.pdf

MADEO Elena

The Role of Crowdfunding for New Funding Challenges in Public Universities: An Italian Case Study

Journal of Education for Sustainable Development, vol.15, n°2, 2021, p. 186-205

This article aims to understand how the public higher education sector is dealing with new challenges, like sustainability in services provision and delivery, which means to fulfil all the functions of a university. In order to fulfil their mission and be sustainable, the public higher education sector should start an innovation process, through which they can improve their resilience to socio-economic changes. Obviously, this involves new conditions in terms of service production, which can turn into co-production, collaboration within and outside the university's organizational borders, and, eventually, partnerships with other organizations. This research studies in deep all these topics by investigating the case study of an Italian university, which has developed its own crowdfunding platform in order to sustain its functions. The results show some of the changes within the public universities' fundraising culture. Moreover, though the results relate to the context of analysis, it would be interesting to develop this study by comparing public universities located in different countries.

MANRIQUE Sergio, GRIFELL-TATJÉ Emili

Assessing the Impact of University-Firm Collaboration on Innovation-related Financial Performance

RUNIN Working Paper Series, WORKING PAPER, 02/2020, 37 p.

Collaboration between universities and firms has boosted worldwide, due to the transition towards open business models on the industry side and the development of universities' third mission on the academia side. Such collaboration is expected to contribute positively to the improvement and development of products and practices at firms, which should lead to better corporate financial performance. We argue that these financial benefits should be the major motivation for firms to 'open' their R&D activities and interact with universities. Despite there is a broad literature on the determinants of university-firm collaboration (UFC) and its effects on R&D and innovation processes at firms, the study of its impact on corporate financial performance, especially in empirical terms, remains unexplored. This paper attempts to assess the impact of UFC on the corporate financial performance related to firm innovation efforts. To do so, we isolate the innovation-related inputs used by firms to produce radically and incrementally innovative products, and compare the innovation-related profitability of collaborating and non-collaborating firms with a benchmarking model based on Empirical Index Numbers (EINs) and Data Envelopment Analysis (DEA) efficiency measures for a sample of 1,060 observations from the chemicals industry in Spain for the period 2005-2015. Our findings show that firms that collaborate with universities have, in average, more intensive innovation efforts, evidenced in significantly higher costs of R&D labour and capital. Collaborating firms also perform higher sales of incrementally and radically innovative products, generating higher innovation-related profitability in the observed period. The profitability gain of collaborating firms over non-collaborating firms is given mainly by changes in technical efficiency and

partly by a technology gap, while it is not supported by changes in firm size/scale and price recovery. Through this paper, we contribute to the understanding of the impact of UFC on firm performance in economic terms.

https://ris.utwente.nl/ws/portalfiles/portal/173101078/02_2020_Manrique_Grifell_Tatje.pdf

OECD

Part C. Financial resources invested in education

In Education at a Glance 2024; OECD Indicators, Paris: OECD Indicators, 2024, p. 248-264

Educational expenditure indicators reveal how much is spent on education, where the resources come from and how they are directed to educational institutions.

The framework that underpins the education finance indicators contained in Part C is built around three dimensions: the location of service providers (within or outside of educational institutions, the type of goods and services (core or peripheral goods and services, The source of funds that finance the provision or purchase of these goods and services (government, private or international sources).

https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/09/education-at-a-glance-2024_5ea68448/c00cad36-en.pdf

OECD

Resourcing Higher Education in Portugal

Paris: OECD, 2022, 167 p.

The report is part of a series of publications produced by the OECD's Resourcing Higher Education Project. This project has sought to develop a shared knowledge base for OECD member and partner countries on effective policies for higher education resourcing through system-specific and comparative policy analysis. The review of resourcing in Portugal focuses on options for reform of the core public funding model for higher education institutions in Portugal, the strategic steering and funding of the future development of the public higher education system and the resourcing of policies to support widened access to higher education. Based on analysis and comparison of the current approach to higher education resourcing, the review provides recommendations to support future refinement of policies.

https://www.oecd.org/content/dam/oecd/en/publications/reports/2022/12/resourcing-higher-education-in-portugal_2c0f4072/a91a175e-en.pdf

OECD

How are higher education systems in OECD countries resourced? Evidence from an OECD Policy Survey

Paris: OECD, 2021, 71 p.

The OECD Higher Education Policy Survey (HEPS) is a new instrument developed by the OECD Higher Education Policy Team to gather comparative information on system features and characteristics of policies across OECD jurisdictions, to support policy analysis and peer learning. The first HEPS was fielded in 2020, to support the ongoing thematic project on Resourcing Higher Education. This paper presents a comparative analysis of the results of the survey, examining student support systems, institutional funding mechanisms, human resource policies and higher education resource governance across the 29 OECD jurisdictions responding to the survey.

https://www.oecd-ilibrary.org/education/how-are-higher-education-systems-in-oecd-countries-resourced_0ac1fbad-en

ORR Dominic

A comparative study on cost-sharing in higher education—using the case study approach to contribute to evidence-based policy

In CURAJ Adrian, Matei, Liviu, Pricope Remus, Salmi Jamil, Scott Peter (Eds), The European Higher Education Area, 2015, Springer, Cham, Vol. CH, p. 849-863,

As an example of a study, which aims to support the use of evidence-based policy in decision-making, the paper will present a study on cost-sharing. Commissioned by the European Union, the study had the task of reviewing the impact of changes to the balance of higher education costs between public grants and private revenues using a case-study approach (Orr, Wespel, & Usher, 2014a, b). The purpose of the study was to provide a basis for open discussions on reforms to higher education funding and their consequences.

https://link.springer.com/content/pdf/10.1007/978-3-319-20877-0_51.pdf?pdf=inline%20link

PLACEK Michal, NEMEC Juraj, JAHODA Robert, MALÝ Ivan

Performance funding of universities and its impacts on accountability: the case of the Czech Republic and Slovakia.

Public Management Review, 26(9), 2630–2652.

The authors analyse the effects of performance funding in the specific conditions of Czech and Slovak institutions of higher education, based on the assumption that the key motive for introducing performance funding is to increase accountability. The article confirms that NPM tools still co-exist with other reform trajectories and framings and provides a detailed explanation of how performance funding schemes work in financing higher education-based science in selected transition countries. Finally, they observe that the effects of performance funding on accountability differ depending on the funding parameters and context. They also identified forms of adaptation not previously reported in the literature.

TEIXEIRA Pedro, BISCAIA Ricardo, ROCHA Vera

Competition for Funding or Funding for Competition? Analysing the Dissemination of Performance-based Funding in European Higher Education and its Institutional Effects

International Journal of Public Administration, 2022, vol. 45, p. 94-106

Mass higher education has promoted the development of larger, costlier, and more heterogeneous systems. Like many public services, HE faced tight competition for funding, alongside pressures to become more efficient in their use of public funds. One major development in public funding has been the introduction of performance-based funding. In this paper, we analyse the dissemination of PBF in European HE and discuss its main institutional effects. We will start by discussing the rationales for the introduction of these financial incentives regarding the behaviour of HEIs and their organizational response to externally led stimuli. We then present the dissemination of PBF across European higher education and reflect about the main institutional effects of the dissemination of PBF. We present some concluding remarks about the management challenges created by the emphasis on competitive rationales in public HE.

<https://www.tandfonline.com/doi/full/10.1080/01900692.2021.2003812>

WESPEL Johannes, ORR Dominic, JAEGER Michael

The Implications of Excellence in Research and Teaching

International Higher Education, 2023, vol.72, p. 13–15

Stratification of higher education is currently being driven by public funding schemes, among other things. Building on a survey of excellence funding initiatives across OECD member countries based on the measurement of excellence in higher education institutions, this contribution focuses on how teaching and learning are integrated into these highly selective funding mechanisms. It turns out that teaching performance is generally much less significant than research. Possible reasons and consequences for this result are discussed.

<https://ejournals.bc.edu/index.php/ihe/article/view/6106/5349>

Experiences from other countries and regions

AMUTUHAIRE Tibelius

Financing Higher Education: Who Pays, Who Benefits, and Who Should Pay for University Education in Uganda

East African Journal of Education Studies, 2022, vol. 5, n°1, p. 182-194

This paper analyses the existing modes of financing a university education in Uganda. Different parties, including the state, the student (household), donors, and the institution itself, are financing university education in Uganda. However, students are the primary source of funds for university education. Over the years, the fees charged to university students have been increasing to the extent that they are now becoming unaffordable to many students considering the current average annual household income. While the government is involved in funding university education, the level of involvement is unsatisfactory besides being discriminative. The existing government sponsorship scheme indirectly favours students from affluent families and denies access to poor students. The existing loan scheme focuses only on STEM courses and ignores students whose potentials are in the arts sector. However, in doing all this, the state uses taxpayers' money. Indirectly, poor households finance the education of students from affluent families while students from low-income families must struggle on their own. Therefore, it is submitted in this paper that the existing funding mechanism for university education in Uganda should be revisited and made fair, sustainable, and inclusive. The paper reviews literature relevant to the topic by adopting a general literature review methodology. It highlights the involvement of different partners that finance university education in Uganda and the benefits of university education. The paper submits that a better funding model for university education should involve the student, the university, and the state should take the leading role.

<https://www.journals.eanso.org/index.php/eajes/article/view/625/773>

AYMARD Stéphane

Que valent les universités chinoises ? Etude comparative avec la situation française

HAL Open science, 2021. ffhal-03141191, [18 p.]

Les universités chinoises ont longtemps été perçues comme de qualité douteuse et les publications des chercheurs à prendre avec précaution. Mais, depuis une vingtaine d'années, la situation a profondément changé. L'Etat a investi lourdement dans les universités, les a réformées et a décidé d'en faire des leaders mondiaux. Après un examen de l'évolution récente du système d'enseignement supérieur chinois et une présentation de la gouvernance et de la stratégie des universités, l'auteur s'intéresse à leurs places dans les classements internationaux en les comparant aux universités françaises. La deuxième partie de l'article porte sur les ressources financières dans la stratégie actuelle des universités chinoises. La réforme de l'enseignement supérieur chinois a permis de mobiliser des ressources financières nouvelles (dotations des instances nationales, provinciales), le fonds public est passé à environ 60%, nettement en-dessous de nombreux pays.

<https://hal.science/hal-03141191/document>

AZAM Ashraf, AHMAD Ansar

Financing of Higher Education in India

Sarcouncil Journal of Arts Humanities and Social Sciences, 2024, vol. 3, n°12, 8 p

India has a young population and one of the world's largest higher education systems. The higher education sector in India is flourishing despite the fact that it must contend with a number of challenges; yet, these challenges are not insurmountable. A country's progress is determined by how much money it invests in its higher education system. To raise funds for higher education, which is always a challenge, it is important to follow the right steps. With its relatively low gross enrollment ratio, gender parity index, pupil-teacher ratio, and so on, the Indian higher education system continues to face challenges. In today's knowledge-based global society, financing is a big challenge for India's high-demand higher education institutions. India spends a smaller percentage of its GDP on education than most other developed countries, and when it comes to higher education, this percentage drops even more. An attempt was made to explain the various sources of financing for higher education in India while analyzing the financing process in the higher education sector. As a result, the government should devote a greater number of resources to improving the standard and quality of higher education in order to cultivate individuals who are knowledgeable, well-rounded, and reflective.

https://www.researchgate.net/publication/386651845_Financing_of_Higher_Education_in_India

CATULI Pierre, COULIBALY Soungalo, DELPECH Quentin, et al.

L'université virtuelle en Afrique : les défis à surmonter

Paris : AFD : Agence française de développement, 02/2024, 4 p., Question de développement, n° 70

De plus en plus de pays africains se dotent d'universités virtuelles, une réponse, selon les auteurs, pertinente mais partielle aux enjeux de massification. En raison des contraintes budgétaires pesant sur le supérieur, le coût de financement des infrastructures publiques est élevé. Les universités numériques permettent un accès moins coûteux et complètent l'enseignement en présentiel. Leur déploiement soulève des défis techniques, institutionnels, culturels et de qualité des ressources mobilisées : leur réussite dépend de ces prérequis techniques, institutionnels (collaboration entre institutions, rémunérations des enseignants), culturels (formation des enseignants) et de la qualité des contenus.

https://www.afd.fr/sites/afd/files/2024-02-09-39-26/QDD70_WEB.pdf

CHINYOKA Andrias, MUTAMBARA Emmanuel

The challenges of revenue generation in state universities: The case of Zimbabwe

Cogent Social Sciences, vol. 6, n°1.2020

The study examined the challenges on revenue generation among state universities in Zimbabwe. The situation at state universities is unbearable because of rising inflation, worsening economic and political challenges facing Zimbabwe for close to three decades without any sign of improvement. A case study approach was used to purposively select twelve (12) participants drawn from the two urban state universities. Two university financial directors and 10 senior members of staff from the selected universities were interviewed. An inductive approach to analysing the responses allowed themes and categories to emerge. The study established that the current legislation, macro-economic and political environment, reduction in government support and diminishing grant funding were noted as major barriers to revenue generation among state universities in Zimbabwe. On the way forward, there is need for the universities to be given the autonomy to determine their own fees and activities. University administrators need to be resolute, innovative, determined and creative.

<https://www.tandfonline.com/doi/full/10.1080/23311886.2020.1748477?src=recsys#abstract>

ÇETİNKAYA Reşit, ÇAVDAR Ertuğrul

A Comparative Perspective on Fee Policies Used in OECD Countries for Financing Higher Education

Journal of Social Sciences and Education (JOSSE), 2024, vol.7; n°1, p. 201-233

One of the biggest problems faced by countries globally is the financing of higher education. Especially in the face of increasing demand for higher education and limited public resources, countries are in need of reform in terms of financing higher education. In recent years, there has been a global trend towards the adoption of higher education financing strategies that focus on cost sharing. The purpose of this study is to examine the higher education financing policies of countries with different systems compared to Turkey, to address the financial challenges in Turkish higher education financing, to recognize alternative financing options and to suggest strategies for Türkiye to expand its financing sources. For this reason, the study is "descriptive" and the data on the countries are analyzed by using the "documentary scanning" method. A comparative perspective on higher education financing is presented by analyzing the current higher education financing policies in OECD countries and their current remuneration schemes. The study covers all OECD member countries. As a sample, the current state of financing models and fee structures in seven countries, including the United States, Australia, Germany, the United Kingdom, China, Japan, Russia, the United States, Australia, Germany, the United Kingdom, China, Japan and Russia, each with different higher education finance policies, are presented. In order to improve higher education financing in Türkiye, it is suggested that the "Income- Contingent Loan" method, which is offered to the student on an optional basis in the collection of debts in higher education financing systems, should be implemented as an alternative student borrowing method, even if it is not generally used in every country.

<https://dergipark.org.tr/en/download/article-file/3933901>

EL HARTI Youness

Les modes de financement de l'université marocaine : étude du potentiel et stratégies de mise en œuvre

Revue des Etudes Intégrées en Sciences Economiques, Juridiques, Techniques et de la Communication, 2023, vol., n°2, 17 p.

The Law 01-00 on the organization of higher education in Morocco allows public universities to acquire administrative and financial autonomy. Thus, having become responsible for their own budgets, universities are called upon to diversify their sources of financing. On the other hand, in different countries around the world, there is a culture of financing higher education that could inspire Moroccan universities. Based on the study of different funding practices, "best practices" will be explored. Thus, the study of best practices allows us to identify the opportunities they present to Moroccan universities. Based on secondary data, from official and academic documents from different countries, this article aims to analyse the potential of different financing methods in the light of what is practiced elsewhere and to try, thereafter, to present the strategic measures likely to enable the Moroccan university to take advantage of the various opportunities presented.

<https://revues.imist.ma/index.php/JISELSC/article/view/40865/20998>

EL MALLOUKI Lhoussain, SABBAR Karima

Le partenariat public-privé pour la promotion de la recherche scientifique au Maroc

Revue Internationale du Chercheur 3, 3 (Sep. 2022), p. 28-49

La valorisation de la recherche scientifique au Maroc et son impact sur le développement est un sujet de préoccupation croissante pour les pouvoirs publics et les acteurs de la sphère privée. D'un côté, les pouvoirs publics sont incités à adopter une logique plus marchande afin d'améliorer la qualité et la commercialisation des produits de la recherche scientifique, d'un autre, les entreprises sont incitées à accroître leurs investissements en recherche et développement de produits répondant aux attentes de la société. Afin de parvenir à répondre à ces objectifs, les pouvoirs publics, à travers les établissements de recherche, notamment les universités, et la sphère privée sont amenés à s'engager dans des partenariats de recherche scientifique. L'objectif de cet article est d'analyser la contribution de ce type de partenariat entre laboratoires de recherche publics et secteur privé à la promotion de la recherche scientifique.

<https://www.revuechercheur.com/index.php/home/article/view/411/302>

FABAYO Joseph. A., OLOLADE Moses B., OGBEIDE, Sunday O.

University Funding and Financial Autonomy: Issues and Challenges for Public and Private Universities in Nigeria

In Title of the Book or Report. John Archers (Publishers) Ltd, 2022, p. 75-90

The employment of strategies for funding by university administrators to drive operations cannot be over emphasised. In the light of present-day economic challenges, where institutions, government agencies, departments and the government at the three levels are struggling to pay salaries and meet up with other administrative costs, private and public universities as well as colleges of education and polytechnics whose vision is skewed towards excellence and productivity, cannot afford to completely depend on tuition fee for financing and sustainability. The cause of financial setback in most tertiary institutions is premised on relying on one source of revenue generation. For most private universities, they mainly depend on fees from students, while for public universities, government monthly subventions and student tuition fees are predominantly the sources of revenue; yet, the challenges are continually on the ascendancy. Thus, the aim of this chapter is to x-ray factors driving university self-financing (funding) in the present-day university education system in Nigeria and financial autonomy of the universities including the challenges of universities' funding and financial autonomy.

<https://repository.elizadeuniversity.edu.ng/server/api/core/bitstreams/c2a073ab-f948-4a3d-b5c8-da57524d70f6/content>

JAAFAR Johanna Abdullah, LATIFF Ahmed Razman Abdul, DAUD Zaidi Mat, OSMAN Mohammad Noor Hisham

Does revenue diversification strategy affect the financial sustainability of Malaysian Public Universities? A panel data analysis

Higher Education Policy, vol. 36, Volume 36, pages 116–143, (2023)

Financial sustainability had become a primary concern among public universities worldwide due to the declining trend of government's funding and the unceasing growth in higher education cost. Hence, public universities are forced to generate alternative income sources. Resource dependency theory asserts that revenue diversification is a prudent strategy for non-profit organizations to mitigate their financial challenges. However, studies that focused on revenue diversification strategy's potential among public universities are yet to be proven. Thus, this study examined the effect of revenue diversification on the financial sustainability of 20 Malaysian public universities using a panel data approach. Revenue

diversification is measured using the Hirschman Herfindahl Index, while financial sustainability was proxied by the Return on Assets (ROA) and Net Profit Margin. The result discovered that revenue diversification had a significant positive relationship with financial sustainability when ROA is used as a proxy. This study contributes to resource dependency theory, whereby the revenue diversification effect was tested and found to be significant in the context of public universities. It also highlighted the importance of revenue diversification to overcome the financial sustainability issue, which became a primary concern of Malaysian public universities in recent years.

JACOB Sergot

Massification et financement public de l'enseignement supérieur en Haïti : Problèmes et défis

Revue Internationale des Sciences Administratives, 86(2), 2020, p. 365-383

L'enseignement supérieur haïtien est en pleine mutation, mais est peu étudié. Cet article examine les conditions dans lesquelles la massification s'y est opérée récemment, d'une part ; et l'ampleur de l'inadéquation du financement public depuis les années 1980, d'autre part. Il met en évidence que malgré la massification, plus rapide, de l'offre pour desservir une demande sociale également en forte hausse, le maigre financement public (en moyenne : 0.33 % du produit intérieur brut (PIB) ; 1.17 % du budget de l'État) consacré au financement des universités publiques, au cours des 30 dernières années, freine leur développement. Dans les faits, malgré l'augmentation, somme toute modeste, du budget des universités publiques par rapport au budget de l'État, la massification s'est traduite in fine dans une réduction de la dépense par étudiant, ce qui n'aide pas à créer les conditions d'un enseignement de qualité acceptable et prive le secteur de sa capacité à jouer un rôle effectif dans le processus de développement socio-économique du pays en se mettant d'abord en capacité de réfléchir sur les problèmes de la société et de son évolution. Le système de quasi-gratuité des études, financé par le contribuable, a atteint ses limites, tandis que des mécanismes institutionnels de régulation de la massification sont essentiels pour protéger le consommateur et contrer la baisse de la qualité des formations. Pour mieux positionner le pays sur l'échiquier mondial et profiter des externalités positives de l'éducation supérieure, davantage de ressources publiques doivent y être investies. L'enjeu est alors triple ; car il faut trouver les modalités, nécessairement différenciées, de financement des universités et des études elles-mêmes ; et aussi de diversification de ces financements face aux ressources limitées de l'État.

<https://droit.cairn.info/revue-internationale-des-sciences-administratives-2020-2-page-365?lang=fr&tab=resume>

KOHTAMÄKI Vuokko, VON BOGUSLAWSKI Michael

Strategic ambitions of external RDI funding in Finnish universities of applied sciences

This article explores the strategic external funding goals and plans of action of Finnish universities of applied sciences (UASs) as articulated in their institutional strategies using the ecology-of-games metaphor. UASs are pressured to expand external funding sources compared to their previous student number-based funding history. The UASs' institutional strategies reveal the objectives and actions to acquire external RDI (research, development and innovation) funding and potential externalities. UASs underscore cooperation, partnerships and expanding RDI and institutional images. Few UASs set goals for specific funding sources; instead, UASs' strategies demonstrate commitment to their public RDI mission. UASs' unique internal features are not prominently reflected in external funding goals and plans of actions. This study suggests that UASs' strategies significantly align with the government's core funding formula and implemented public funding cuts. Global pressures and increased performance competition have even led to new ownership structures, where traditional universities primarily own UASs in five cases. This introduces a new dynamic to Finnish universities and UASs, with implications for both sectors. This study's main contribution is its conceptualization of multiple strategic external funding goals and plans of action in Finnish UASs' governance and funding contexts.

<https://www.tandfonline.com/doi/full/10.1080/03075079.2024.2334840#abstract>

KONATÉ Mahamoudou

L'université entrepreneuriale et la problématique de l'employabilité

Revue des Arts, Linguistique, Littérature & Civilisations, 2022, n°05 | Décembre 2022 | pp.289-306

L'une des figures marquantes de la crise des universités africaines est la question cruciale de l'employabilité, une situation qui jette le discrédit sur les offres de formation et sur la raison d'être de certaines filières jugées, à tort ou à raison, comme des « usines » de formation de chômeurs. Cette contribution propose de quêter en direction de l'université entrepreneuriale. Qu'est-ce que l'université

entrepreneuriale ? Qu'est-ce qui justifie sa convocation dans le cadre de cette réflexion ? Ce concept d'origine anglo-saxonne peut-il aider à éclairer la problématique de l'employabilité dans un contexte endogène africain ?

<https://www.ziglobitha.org/wp-content/uploads/2022/11/021-Art.-Mahamoudou-KONATE-pp.289-306.pdf>

LE Trung T., NGUYEN Thuy L., TRINH Minh T., LE Van T., PHAM Hiep-Hung

Investigating Vietnamese undergraduate students' willingness to pay for higher education under the cost-sharing context

Policy Futures in Education, 2021, vol 20, n°1, p. 19-43

Currently, Vietnam is adopting a cost-sharing policy for public higher education. A dual mechanism of tuition fees has been introduced: (i) the tuition fee covers part of the instruction cost; and (ii) the tuition fee covers the full instruction cost. Despite this, Vietnamese public universities still face a shortage of income for maintaining good quality higher education. There has been ongoing debate about measures to resolve this problem: while some suggest the current tuition fee cap predetermined by the government should be raised, in conjunction with high levels of aid, others are opposed to this idea. However, this debate lacks students' perspectives. In this paper, we examine student's willingness to pay for tuition in association with its predictors. A survey of 237 students shows that there is a high willingness to pay for higher education, evidenced by their willingness to pay for extra classes in addition to tuition fees for universities. The study also revealed that the following factors affect students' views on total payments for higher education (including tuition fees and fees for extra classes): the academic year of the student, their major, whether they are fully self-paid vs. state-subsidized, their family's economic situation and academic-related factors. Meanwhile, their willingness to pay was not influenced by gender and economic-related factors. These findings provide implications for policymakers and university administrators for the adjustment of financing policies.

<https://journals.sagepub.com/doi/10.1177/14782103211011898>

LE Thi Thu Hong

Research on financial autonomy and financial management in public higher education

International Journal of business economics and management, 2023, vol. 6, n°2, p. 112-122

This article examines financial autonomy and management in public higher education, focusing on its definition, significance, key factors, benefits, and challenges. It emphasizes the importance of institutions' control over their financial resources, with factors such as revenue diversification, efficient resource allocation, strategic partnerships, and performance-based funding contributing to financial autonomy. The article discusses the benefits of financial autonomy, including increased flexibility, entrepreneurial culture, and financial sustainability, while also addressing challenges like tuition affordability, marketization concerns, and accountability issues. It explores financial resource management through budgeting, resource allocation, cost control, transparency, and revenue generation. The methods and tools for financial management encompass financial planning, performance metrics, cost analysis, risk management, and technology utilization. The article concludes by offering recommendations for Vietnam, such as strengthening financial planning, diversifying revenue sources, enhancing accountability and transparency, adopting technology, and promoting collaboration. Overall, it provides valuable insights for policymakers and institutions to effectively manage financial resources and ensure the sustainability and quality of public higher education.

<https://sloap.org/journal/index.php/ijbem/article/view/2126/896>

MAJID Hicham, HARRIZI Driss, CHROQUI Razane

Transformation digitale des universités marocaines : l'IA comme pilier de la gouvernance financière/the digital transformation of Moroccan universities: AI as a pillar of financial governance

Language, Culture and Change, 5/2024, p. 65-90, bibliogr.

This article explores the impact of artificial intelligence (AI) on the financial governance of Moroccan universities, in the context of their transition to third generation institutions. By examining the historical evolution of university models, from medieval institutions to modern centers of research and innovation, the study highlights current challenges to financial governance, including heavy financial supervision, and over-reliance on funding public. The integration of AI is presented as a promising solution to optimize budget planning, improve public procurement management, provide accurate legal advice, and strengthen audit processes. Thanks to its advanced analysis and automation capabilities, AI can transform financial management by making processes more efficient, transparent and compliant with regulations. In

conclusion, the article proposes that the adoption of AI constitutes a strategic lever for Moroccan universities, allowing them to respond to contemporary demands and position themselves as key players in economic and social development.

MANDO Patricia NguwasenI

Composite funding strategies for effective management of public universities in Nigeria

International Journal of Education and Evaluation (IJEE), 2023, vol., n°7, p. 54-63

Despite the fact that availability of financial resources is a very influential factor for the delivery of quality education, public universities in Nigeria are still bedeviled with serious difficulties in securing adequate funding. This has undoubtedly limited them from delivering a world class education. The paper examined composite funding strategies with the aim of addressing identifiable challenges and promoting effective management within Nigerian public universities. Key concepts were discussed and properly linked with the need for adequate and sustainable finance for the institutions and the current funding situation. It highlighted the significance of composite funding strategies in ensuring improved service delivery of public universities in Nigeria. The limitations associated with public university funding were discussed, including insufficient budget allocations, limited IGR, and limited access to grants. Traditional funding sources, such as government allocations, IGR, TETFund, as well as alternative funding strategies, like public-private partnerships, philanthropic donations, etc., were discussed. It also discussed the potential for international collaborations and funding opportunities, such as the benefits of research collaborations and scholarships for Nigerian students, home and abroad. It underscored the importance of transparent budget planning, resource allocation, and accountability in achieving sustainable funds within public universities. It concluded by emphasizing the need for composite funding strategies as the practicable means of overcoming funding challenges for enhanced management of public universities in Nigeria. It recommended that diversification of funding sources, promotion of partnerships, and application of effective financial management practices are the models to ensure adequacy and sustenance of funds for university education.

<https://iardjournals.org/get/IJEE/VOL.%209%20NO.%207%202023/Composite%20Funding%20Strategies.pdf>

MBHALATI Oliver Jan

Access, equity and redress: Towards a sustainable funding framework for public universities in South Africa

Review of education, vol. 12, n°1, 2024

This article aims to understand how access, equity and redress challenges are addressed at South Africa's public universities based on their current funding frameworks. Relying on a pragmatic research approach combining desk-research literature review and secondary data analysis, government funding and tuition fees were found to be the primary sources of funding in most universities, while third stream income from universities' own commercial activities lagged far behind. Secondary data from the public universities' audited annual financial statements for the period 2015 to 2020 further revealed that investment source income superseded third-stream income in most universities. There is consensus in literature on the pivotal role of equity-based funding mechanisms such as the National Student Financial Aid Scheme (NSFAS) in providing tuition cover and living expenses for students from poor households. Based on the agency theory, government funding is used to influence public universities to pursue transformation goals. The general trends observed in various countries is the inclusion of equity-based indicators in a funding model to ensure that students are not denied the opportunity for university education solely based on their poor backgrounds. It is argued in this paper that the NSFAS remains an appropriate vehicle to achieve South Africa's transformational goals in its public universities.

MENDY Melyan

Politique de financement et gouvernance des universités publiques sénégalaises : vers un nouveau paradigme ?

JHEA/RESA, 2021, vol. 19, n° 1, pp. 141-170

À l'instar de la plupart des pays de l'OCDE dans les années 2000, le Sénégal connaît des évolutions majeures dans l'enseignement supérieur. L'État met en place un nouveau système pour renforcer et moderniser la gestion financière des universités publiques et les rendre plus responsables de leurs résultats à travers des contrats de performance pluriannuels. Pour améliorer leur situation financière, l'État les incite à s'ouvrir à la société et à attirer des bailleurs de fonds privés à travers les partenariats public-

privé. Les étudiants sont appelés à contribuer au financement de leur formation, les entreprises sont de plus en plus sollicitées. La participation de ces acteurs à la gouvernance des universités est devenue une nécessité. En quoi les nouvelles réformes dans le financement et la gouvernance des universités publiques peut-il être considéré comme un nouveau paradigme ? Quelles conséquences ces changements impliquent-ils pour le mode de gouvernance de l'enseignement supérieur public ? Quels nouveaux rôles incombent aux dirigeants des universités ? L'article analyse les pratiques de gouvernance et de financement de l'enseignement supérieur public sénégalais et identifie les éléments traduisant les évolutions apportées.

<https://www.jstor.org/stable/48645906?seq=1>

MUKORO, Akpoyovwaire Samuel (Ph.D) & AKPADAKA OGHENERUESE Grace (Ph.D)

Sources Of Funding Tertiary Education In Nigeria: A Focus On Local Source Of Income And Tertiary Education Trust Fund (TETFUND)

International Journal of Innovative Social Sciences & Humanities Research 12(2):195-202, April-June, 2024, p. 195-201

The belief that education is an engine of growth rests on the quantity and quality of education in any country. In Nigeria, the demand for popular education is so high because education is not only an investment in human capital, but also a pre-requisite as well as a correlated for economic development. This has made the demand for education to be higher than its supply. According to the National policy on Education, education is explicitly a government affair in which free education is to be provided by the government at all levels when and practicable. The government had been carrying out this responsibility. However, with increasing population and the growing demand for education in the country, the pool of funds to the sector has been greatly inadequate. Therefore, this paper examined the evolution of tertiary education in Nigeria. It equally discussed the process of funding tertiary education, the need for funding of tertiary education as well as the purpose of funding tertiary education. Furthermore, the paper examined the statutory sources of funding tertiary education in Nigeria. Moreover, the paper looked at the local source of income and Tertiary Education Trust Fund (TETFUND) as means of funding tertiary education in Nigeria.

<https://www.seahipublications.org/wp-content/uploads/2024/04/IJISSHR-J-20-2024.pdf>

NIK AHMAD Nazli, SIRAJ Siti Alawiah, ISMAIL Suhaiza

Revenue diversification in public higher learning institutions: an exploratory Malaysian study

Journal of Applied Research in Higher Education, 2019, vol 11, n°3, p. 379-397

The purpose of this paper is to explore the extent of revenue diversification of selected Malaysian public higher learning institutions (HLIs) and the perceptions of senior officers of Malaysian public HLIs on matters related to revenue diversification. The study analyses data from the HLIs' financial statements to compute the Hirschman-Herfindahl Index (HHI) for revenue diversification and a perception survey with senior officers of the Malaysian public HLIs. The results suggest that while a majority of the Malaysian public HLIs were still dependent largely on government funding, the more established and larger HLIs had a slightly more diversified revenue structure. The survey suggested that overall the senior officers were receptive to the need for revenue diversification. The study's findings provide useful baseline data upon which further work may be built, particularly in the less explored developing country context. They will also prove useful to the administrators of public HLIs in other parts of the world facing a similar financial austerity situation.

[https://www.researchgate.net/profile/Suhaiza-](https://www.researchgate.net/profile/Suhaiza-Ismail/publication/330917522_Revenue_diversification_in_public_higher_learning_institutions_an_exploratory_Malaysian_study/links/60dc4008a6fdccb745f48d15/Revenue-diversification-in-public-higher-learning-institutions-an-exploratory-Malaysian-study.pdf?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19)

[Ismail/publication/330917522 Revenue diversification in public higher learning institutions an exploratory Malaysian study/links/60dc4008a6fdccb745f48d15/Revenue-diversification-in-public-higher-learning-institutions-an-exploratory-Malaysian-study.pdf? tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19](https://www.researchgate.net/profile/Suhaiza-Ismail/publication/330917522_Revenue_diversification_in_public_higher_learning_institutions_an_exploratory_Malaysian_study/links/60dc4008a6fdccb745f48d15/Revenue-diversification-in-public-higher-learning-institutions-an-exploratory-Malaysian-study.pdf?tp=eyJjb250ZXh0Ijp7ImZpcnN0UGFnZSI6InB1YmxpY2F0aW9uIiwicGFnZSI6InB1YmxpY2F0aW9uIn19)

NGCOBO Xolani Minenhle, MARIMUTHU Ferina., STAINBANK Lesley June

Revenue sourcing for the financial sustainability of a university of technology: an exploratory study

Cogent Education, vol.11, n°1, 2024, n.p.

South African universities are facing significant financial challenges that threaten their sustainability. Factors such as reduced government funding, unpredictable tuition collection, and the need to generate

additional revenue have become major concerns for universities. This study investigates the perceptions of academic and non-academic staff regarding revenue sourcing to enhance financial sustainability at a university of technology. Quantitative data was collected using a questionnaire. The findings show that the university is using a diversified revenue structure and that revenue sourcing is a financial challenge for the university. This implies that the university's current revenue generation strategies are inadequate. The respondents perceived revenue sourcing as a financial challenge and that relying on a single source of revenue is not financially viable. Low research output was considered a barrier to financial sustainability and improving research output was identified as a means of improving financial sustainability. Respondents agreed that appointing staff members who could attract funding and improvements in the infrastructure of the university would assist in removing barriers to financial sustainability and increase income together with offering short courses. Recommendations suggested by the respondents to increase revenue included the need to diversify revenue sources and that offering new courses and using international collaborations and university segments to establish industrial partnerships would generate additional revenue.

<https://www.tandfonline.com/doi/full/10.1080/2331186X.2023.2295173?src=recsys#abstract>

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Innover dans l'enseignement supérieur grâce aux partenariats public-privé : analyse du partenariat POPAS-Université Cheikh Anta Diop de Dakar

Revue Française d'Economie et de Gestion. 4, 8 (août 2023).

Cet article examine le cas du partenariat entre la Plateforme des organisations professionnelles de l'agroalimentaire du Sénégal (POPAS) et l'Université Cheikh Anta Diop de Dakar pour analyser comment les partenariats public-privé (PPP) peuvent favoriser l'innovation pédagogique dans l'enseignement supérieur. A partir d'une étude qualitative basée sur des entretiens semi-directifs avec les principaux acteurs de ce partenariat, les résultats de cette étude montrent que le partenariat entre Popas et l'Université Cheikh Anta Diop de Dakar a permis de développer des programmes d'enseignement innovants qui répondent aux besoins du marché du travail. Les avantages du PPP incluent une plus grande pertinence des programmes d'enseignement, un accès à des ressources supplémentaires et une meilleure intégration des diplômés sur le marché du travail. Les défis identifiés comprennent le manque de ressources financières, la coordination entre les parties prenantes et la mise en place de mesures d'évaluation. Cette étude montre que les PPP peuvent être un moyen efficace de promouvoir l'innovation pédagogique dans l'enseignement supérieur, mais que leur mise en œuvre doit être gérée de manière appropriée.

<https://www.revuefreg.fr/index.php/home/article/view/1248/1029>

TILAK Jandhyala, CHOUDHURY Pradeep Kumar

Policies and Practices of Financing Higher Education in Asia-Pacific Countries

In International Handbook on Education Development in the Asia-Pacific, 2023, p.1155-1186

In the last few decades, policies and practices of financing higher education have experienced several shifts globally. Strengthening of market forces in higher education through privatization, and thereby, sharing the costs with the households and students is widely practiced worldwide. Countries in the Asia-Pacific region are no exception to this major policy shift that has led to several changes in the mechanism of funding higher education. This chapter provides a comprehensive overview of higher education financing in Asia-Pacific countries, taking into account the significant variations that exist between several countries. Backed by a significant amount of new and updated secondary data, it analyzes the current trends, policies, and practices in financing higher education in Asia-Pacific countries.

TRINH Thong Minh, NGUYEN Thi Thu Ha, PHAM Oanh, PHAM Hiep-Hung

The financial sustainability of Vietnamese higher education institutions: unveiling the hidden factors"

Asian Education and Development Studies, 2025, n.p.

Over several decades, the Vietnamese government has gradually reduced funding for public higher education and has implemented a cost-sharing system. As a result, Vietnamese universities have had to look for alternative sources of income. While there is a significant emphasis on the importance of revenue diversification in higher education in Vietnam, there is limited empirical data on financing for Vietnamese higher education. The purpose of this paper, therefore, is to estimate the degree of financial sustainability in Vietnamese universities. The authors used the Hirschman–Herfindahl Index and multiple regression

analysis to assess 134 Vietnamese universities' financial sustainability between 2013 and 2020. The results revealed that almost all universities in this study were unsustainable due to their weak financial diversity. The age, type of ownership, location, the ratio of lecturers with PhD degrees and land size can affect the financial diversification level of higher education institutions. Our study highlighted that public universities have better financial health than private universities; institutions in rural areas have higher financial diversification than in big cities. Suggestions for policymakers and university leaders that may enhance financial sustainability include the adoption of tailored strategies based on the university's characteristics and missions.

<https://www.researchgate.net/publication/389276283> The financial sustainability of Vietnamese higher education institutions unveiling the hidden factors

TUYISENGE Françoise

L'essor contrasté de l'enseignement supérieur au Burundi

Revue internationale d'éducation de Sèvres, avril 2022, n° 89, p. 19-23

La première partie de l'article porte sur la question des coûts. Malgré son offre croissante et la massification des effectifs qui s'est ensuivie, l'accès à l'université continue à se poser pour certains étudiants. Dans les années 1980, avec l'avènement des programmes d'ajustement structurel, l'université burundaise, comme les autres universités africaines, commence à affronter ses premières crises majeures. La politique de partage des coûts ne favorise pas tous les parents. Jusqu'en 2000, l'enseignement supérieur au Burundi est totalement public et gratuit. Avec l'arrivée des institutions supérieures privées en 1999, les parents commencent à payer les études. L'enseignement supérieur reste très coûteux, au regard du niveau de vie de la population, en particulier en milieu rural. Le coût de formation et les coûts de fonctionnement des universités, répercutés en totalité sur les étudiants, sont une barrière. Malgré le **prêt-bourse**, des frais demeurent (logement, déplacements, nourriture...).

<https://journals.openedition.org/ries/11965#tocto1n1>

VARGHESE N. V., PANIGRAHI Jinusha (Eds)

Financing of Higher Education. Traditional Approaches and Innovative Strategies

Singapore: Springer Singapore, 2023, 265 p.

This book reviews and analyses higher education financing and explores the innovative ways by both public higher education and private higher education institutes in the context of globalization, with India, Russia and Tanzania as a case study. It examines the diverse policy discourses which greatly influence the higher education systems based on evidence-based research. This book is arranged into four major themes. Part 1 deals with the various possible modes of financing of higher education, such as the credit market and voucher system. Part 2 deals with strategies to mobilize resources. Part 3 deals with innovative and sustainable approaches to financing private higher education institutions. Part 4 discusses the policies and limitations with external financing of higher education. It is an interesting collection of various themes in different chapters by serious researchers. It is an excellent read for students, educators and policymakers interested in alternative and innovative practices in higher education financing. It is a highly informative book for researchers providing insights on how social and political dynamics impact higher education financing.

Project

DEFINE : Designing strategies for efficient funding of higher education in Europe (2012-2015)

In a context of constraint and competition for public resources, funding efficiency and accountability of public spending are highly important. Linking public funding to institutional performance is an idea that often features in discussions on university funding policy at both the national and European level. Policy makers often see performance-based funding as a useful tool in connecting funding to measurable indicators. The DEFINE project explored strategies for efficient funding of universities in Europe, and revealed that expectations towards performance-based funding are often too high and concluded that this funding mechanism should be used with caution and considered in the wider context. In 2022, EUA updated this work, focusing on the main mechanisms used to determine block grants received by universities, including the types of indicators used by public authorities currently or in upcoming reforms. Considering the constant activity around funding models in the past years, discussions focused on funding mechanisms and tools rather than objectives, and recurring questions around the “ideal” funding model, EUA found it necessary to lay out basic principles for the design of sound funding models.

<https://www.eua.eu/our-work/projects/eu-funded-projects/define.html>