

Reforms in higher education and research

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15.4.2013

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Challenging and changing environment

Changing drivers of R&D&I&HEI-policies:

- Globalisation, emerging countries, emerging knowhow
- Grand societal and Environmental Challenges
- Financial crises
- Need of a broad based innovation concept and multidisciplinary approach
- National policies versus European policies? National versus regional policies? Local and organisational strategies? Lisbon Treaty

Global environment

Emerging economies, grand challenges, global networking

EUROPE

Financial crisis – coherence and quality?

EU/ ER(I)A

Joint efforts such as JTIs, ETPs, JP, ERC, Horizon2020, Bologna –process/European Higher Education Area

POLICIES

A Strategy for Smart, Sustainable and Inclusive Growth
EU2020 Strategy

Innovation Union flagship

Budget Review, Financial Regulations

Different actors and levels:
European,
national,
regional,
local,
organisational

Changing mechanisms in STI&HEI:

- Researcher careers/ Tenure track
- Research infrastructures
- Modern universities and RTOs
- Joint programmes and joint degrees
- Distribution of knowledge
- Joint pooling of funding (virtual common pots, real common pots, others)
- Joint evaluation and assessment activities
- Virtual learning

Role of HEIs in the changing world

- critical, creative thinking
- social dimension and values of the mature HEI-system
- public common good

Internationalisation strategy 2009 – 2015/ Finland:

To create a genuinely international higher education community

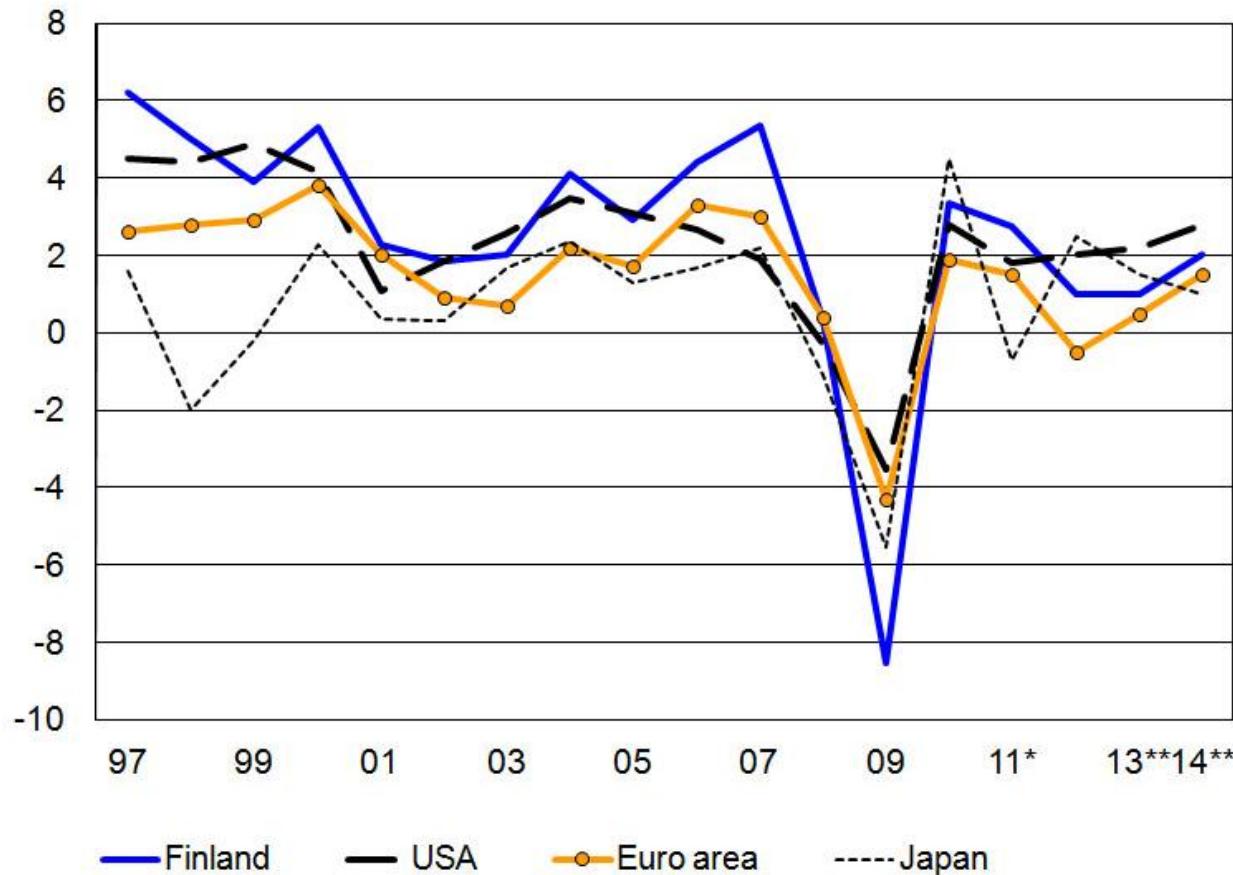
Increase in the quality and attractiveness of higher education institutions

Education and expertise export

Supporting a multicultural society

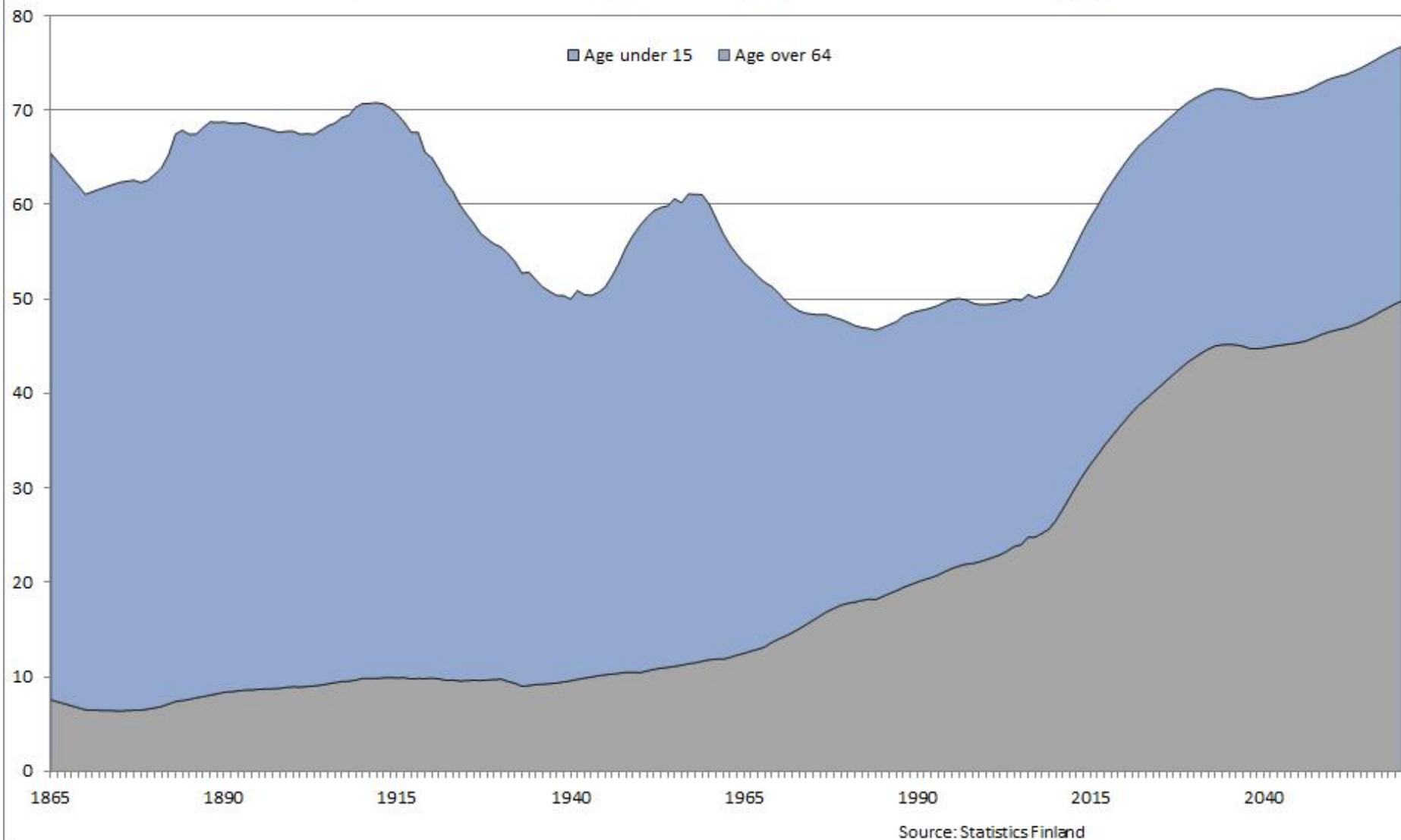
Promotion of global responsibility

GDP, change in volume, per cent

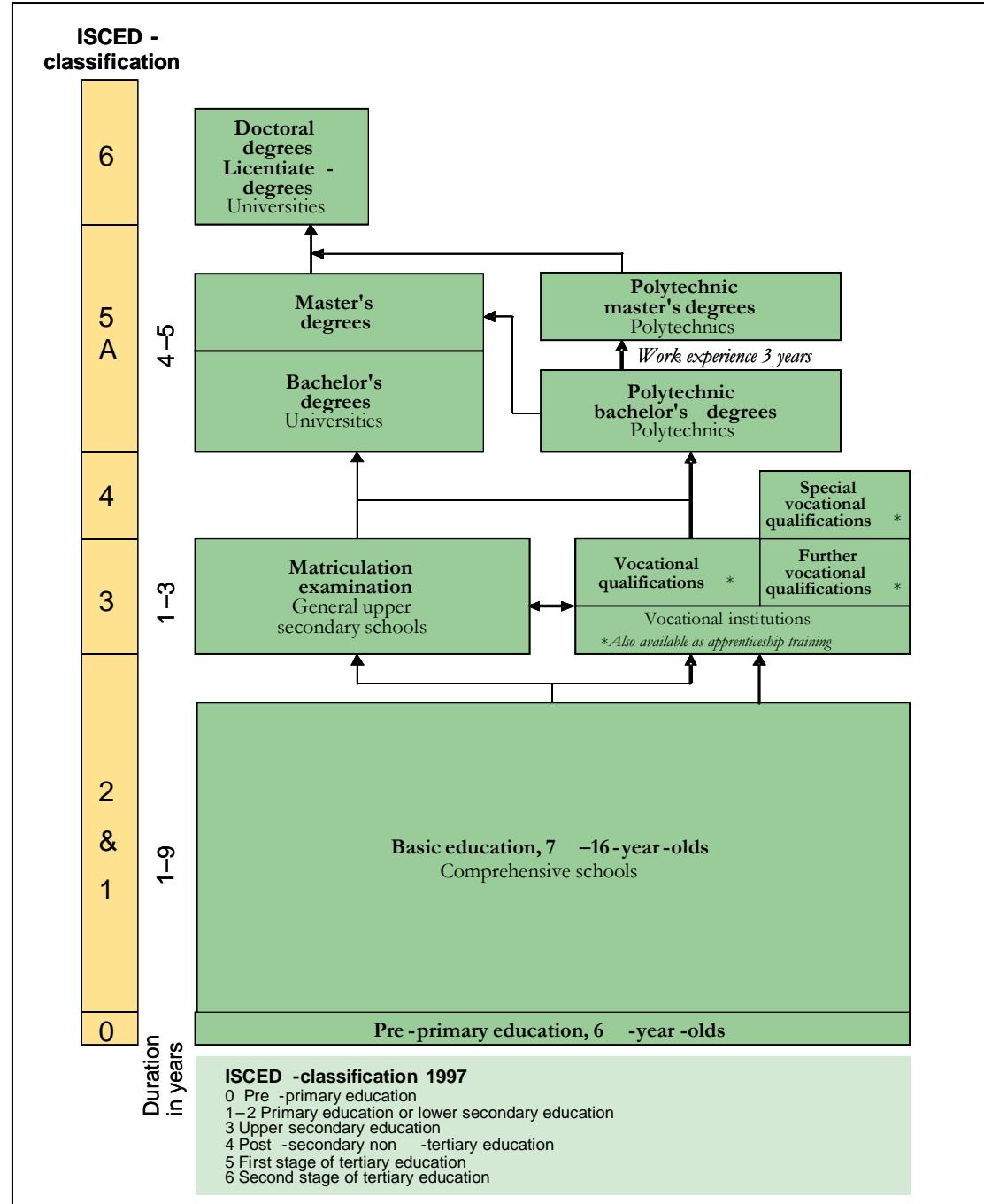


Sources: Statistics Finland, EU, OECD, MoF
6.9.2012/VM/KO/ 17047

Demographic dependency ratio 1985-2060 in Finland - youth and elderly per 100 population of working age



FORMAL EDUCATION IN FINLAND



The Finnish Higher Education System

- The Finnish higher education system comprises two parallel sectors
- University sector
 - 14 research universities
 - Student enrollment 168 000, (114 000 FTE)
 - of which 18 000 doctoral students
 - All institutions funded by the state
- Polytechnic sector [universities of applied sciences] (est. in the mid-1990s)
 - 25 institutions
 - Student enrollment 148 000, (114 000 FTE)
 - Institutions partly funded by the state, partly by municipalities
 - Regional development tasks
 - Bachelor degrees (vocational and professional degrees)
 - (Professional) Master's degrees in selected fields

Higher Education

- Higher education network is still too fragmented, structural development to be continued
 - starting in 2013, an art university was created through a merger of the Sibelius Academy, the Academy of Fine Arts and the Theatre Academy
 - to enhance the quality and efficiency of higher education, measures will be taken to promote joint use of facility services and teacher resources across institutional boundaries
- Polytechnics to be reformed
 - the steering of polytechnics based on financing and statutes will be reformed from the beginning of 2014 to expedite their structural reform and to improve the quality and impact of their operations.
 - operating licences of polytechnics will be revised from the beginning of 2014
- Quality education expedites entry into the labour market
 - the reform of higher education admissions and study structures by the end of 2015 in order to expedite entry into higher education
 - first-time applicants' chances of being admitted to be improved
- Promotion of researcher training and research careers
 - the annual target for the number of doctorates is 1,600.
 - universities will shift the focus from researcher training to the development of researcher careers (tenure tracks)
- Measures will be taken to improve conditions for basic research in universities and for innovation and product development in polytechnics
Great emphasis on internationalisation of HEIs

University reform (2010)

- The Universities Act (558/2009) includes
 - provisions on the mission, administration, operational funding and steering of universities, and matters relating to research and education, students and personnel
- 1.1.2010 universities became legal persons separate from the State, either as corporations under public law or foundations under the Foundations Act.
- Universities took the place of the State as employers
- The Ministry of Education and Culture ensures by means of steering that university activities conform to the higher education policy aims set by Parliament and the Government.
- Lighter and more strategic level performance agreement procedure between MoE and universities
- Evaluated 2012 - short term results of the evaluation indicate improvements especially in strategic, economic and internal management and in co-operation with surrounding society

University reform (2010)

Aims of the university reform

- Greater autonomy
- Stronger financial and administrative status: independent legal persons and supplied with sufficient capital.
- Greater latitude with finances: donations, income from capital and business activities
- As legal persons, the universities are better able to operate with the surrounding society.
 - Having their own capital, the universities will have more scope for operating based on their own decisions.
 - Stronger community relations – e.g. external members of the board

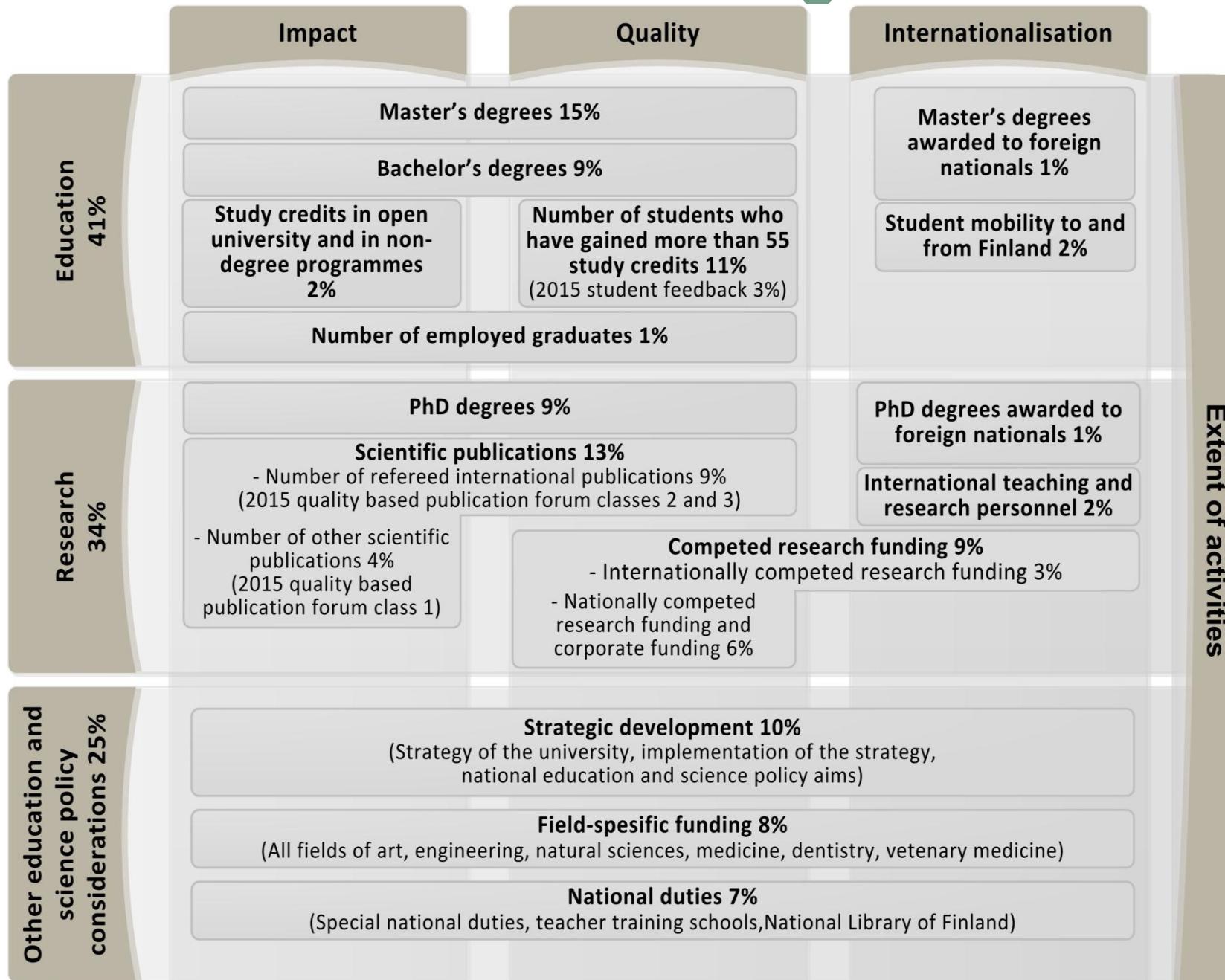
Reform did not change

- The freedom of research, art and education
- Self-government and academic decision-making
- Research and higher education remain as the main tasks of the universities
- Education leading to a degree free of charge
- The government continues to be responsible for funding the public duties of the universities

Universities' core funding formula reform 2013

- Joint working group of the Ministry and Finnish universities
 - proposal published November 2011, act passed by government April 2012
- Vision 2020 for the Finnish universities
 - Improved quality
 - Deeper internationalisation
 - Clearer profiles
 - Greater efficiency
 - Stronger impact
- New core funding formula from 2013
 - A step towards the vision
- Improved steering effect
 - Limited number of indicators
 - Enhanced transparency
- Funding allocated to universities in a lump sum

Universities core funding from 2013



Universities' core funding formula review 2015

- Review of the 2013 funding formula
 - Aim is to improve quality aspect of the model
 - Essentially the same joint working group which made proposition for 2013 funding formula
- Data from the new quality-based Publication Forum will be included to the funding formula
 - Federation of Finnish Learned Societies has completed the Publication Forum Project at the initiative of the Universities Finland (UNIFI)
- Data from new student feedback system will be included to the funding formula
 - In January 2012, Universities Finland (UNIFI) set up a working group to prepare a national student feedback survey for universities
- Funding formula revision will come into effect 2015

The polytechnic reform

Aims of the Polytechnic Reform

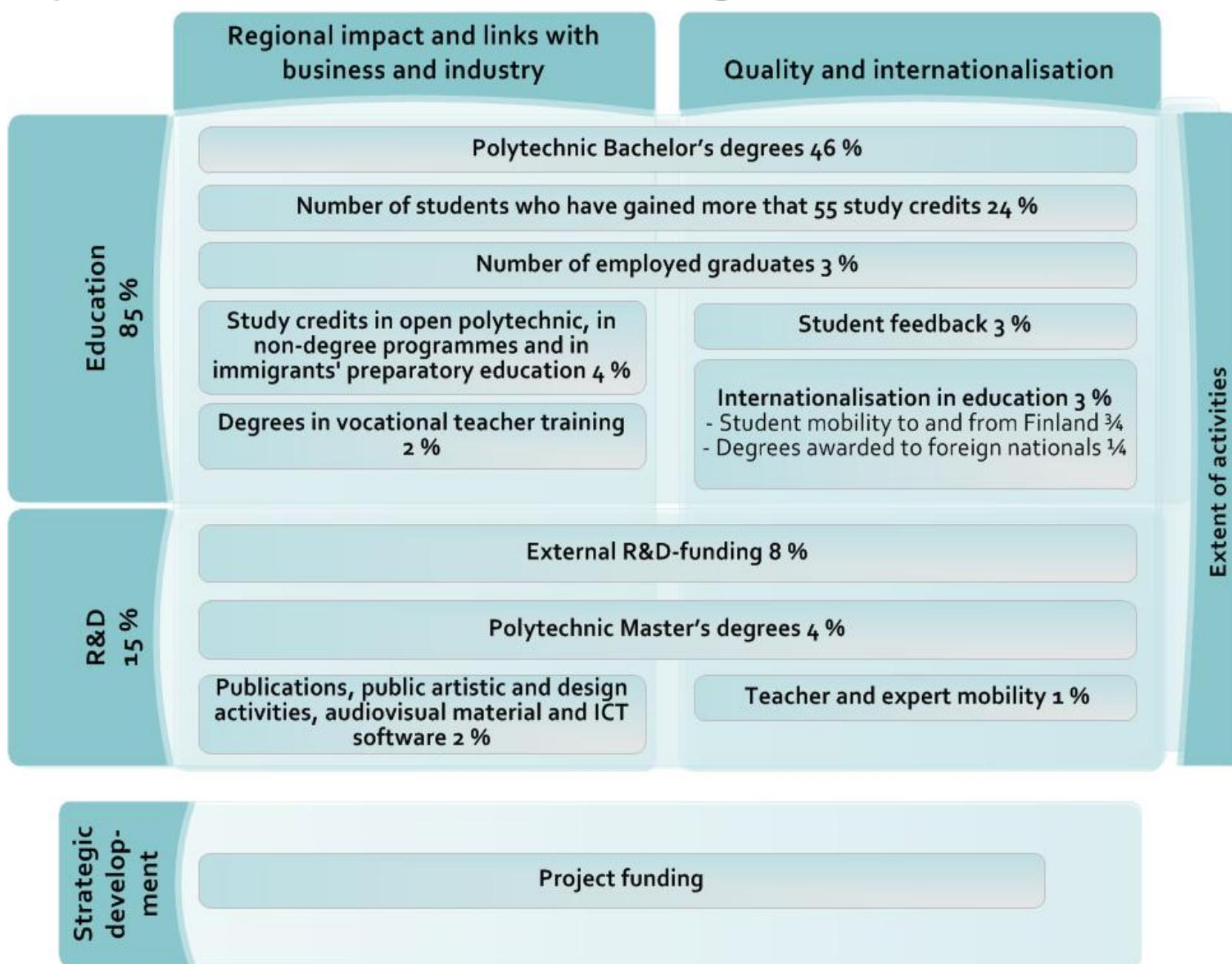
- To give the polytechnics a stronger position to meet the changes and challenges of the working life, society and regions
- As independent legal persons polytechnics will have more independent status and more flexibility to better react and response to the needs of the surrounding society
- To enhance the quality and effectiveness of teaching and RDI
- To strengthen their role within the system of innovation
- To ensure international competitiveness of the polytechnic system
- Efforts will be made to gain the commitment of other actors in society to support the polytechnics' mission

The polytechnic reform

Timetable and stages

- The 1st stage of the reform is expected to take effect on 1 January 2014 (amendments to legislation) concerning:
 - new funding model
 - new operating licenses
 - updated educational responsibilities
 - amendments currently discussed in the parliament
- In later stage:
 - transferring the polytechnic financing from local authorities to the government
 - change of the legal personality of polytechnics

Polytechnics core funding from 2014 (draft)



The reform of higher education admissions

- Changes: be prepared for time consuming decision processes
- Several surveys and working groups since 2003
- Two working groups appointed by the Ministry to launch the idea, 2008, 2010
- Government decision, 2009 (5 meuros for 2010-2013)
- Steering group, 2010
- Government programme 2011
- Education and Science 2011-2016 –development plan
- Government proposal for Parliament concerning changing Universities Act, Polytechnics Act, other legislation (registers) and changes to several Decrees (since may 2012)

Future of internet-based admission

Finding opportunities

Application

Admission

Enrollment

Current centralised systems:

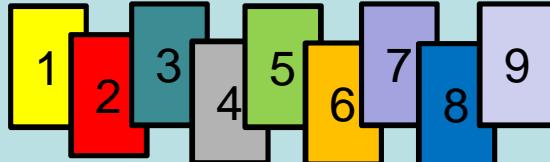
Four different services for polytechnics

Service for universities

Service for universities

Five different joint application systems

Joint application to universities

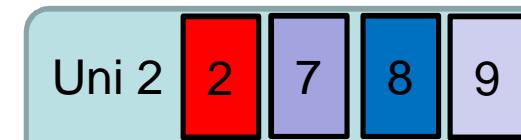
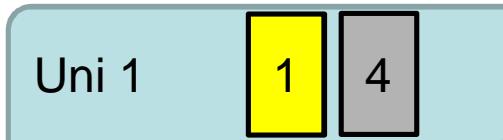


Four different joint application and admission systems to polytechnics

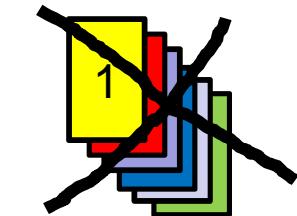
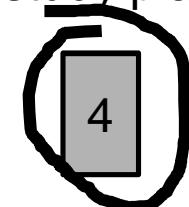


Subject or program etc.

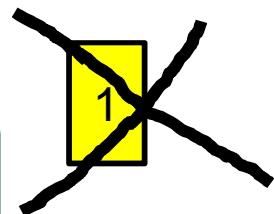
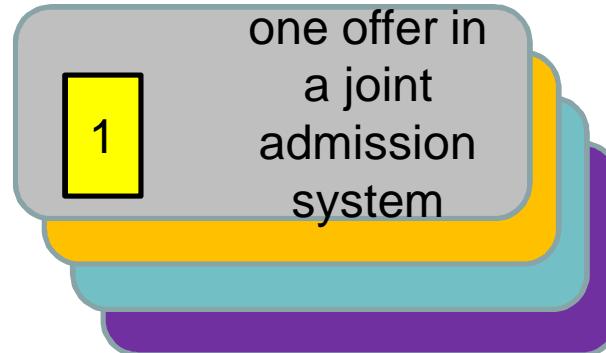
Applicant can be accepted to many programs



An applicant may accept only one study place

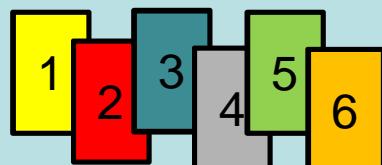


one offer in a joint admission system



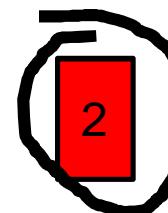
From 2014 onwards One joint application process

Joint application
and admission to
universities and
polytechnics



System will also be
used in other
application
processes

not admitted
to 1st choice



One program
will be offered

lower priorities
will be
withdrawn
automatically

