



OIDEL

The Situation of Free Higher Education in Europe

2011 Report

Introduction

This comparative study of free/private higher education in Europe, based on the analysis of seven countries, aims not so much to redefine the role and mission of higher education within our changing European societies, increasingly based on knowledge and more and more dependent on market conditions, but more to look at its current conditions. Indeed, this area is very new and still expanding, the small proportion of private universities, particularly in the countries of the former Eastern bloc, is proof in itself. But what is real potential for the creation of private higher education institutions, what about their recognition from the State, their academic and financial autonomy, and finally their survival? These issues are also relevant when we want to identify new challenges, and ensure quality and equity in higher education in general.

I. Before going into detail for each country and addressing the main focus of this study, it seems important to review existing international level standards with respect to higher education.

The International Covenant on Economic, Social and Cultural Rights states in Article 13 which recognizes the right of each individual to education, that in order to ensure the full exercise of this right, “Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education” (Paragraph 2 c). It follows clearly therefore in this article, that states have the obligation to take concrete steps to ensure free higher education.

More generally and in accordance with **General Comment 13 of the Covenant (1999)**, *higher education must meet the criteria of availability, accessibility, acceptability and adaptability which are common to education in all its forms and at all levels.* (paragraph 17). Paragraph 19 explains further that, under paragraph c) of paragraph 2 of Article 13, unlike primary and secondary education: “ *higher education is not to be “generally available”, but only available “on the basis of capacity”. The “capacity” of individuals should be assessed by reference to all their relevant expertise and experience*”.

Another point within **General Comment 13** relating to our subject, is that mentioning academic freedom and the autonomy of educational institutions. In paragraph 38, it states that « *the right to education can only be enjoyed if accompanied by the academic freedom of staff and students* » because, states the Committee, *staff and students in higher education are especially vulnerable to political and other pressures which undermine academic freedom.*

In its paragraph 39, the Committee reaffirms that : « *Members of the academic community, individually or collectively, are free to pursue, develop and transmit knowledge and ideas, through research, teaching, study, discussion, documentation, production, creation or writing. Academic freedom includes the liberty of individuals to express freely opinions about the*

institution or system in which they work, to fulfill their functions without discrimination or fear of repression by the State or any other actor, to participate in professional or representative academic bodies, and to enjoy all the internationally recognized human rights applicable to other individuals in the same jurisdiction. The enjoyment of academic freedom carries with it obligations, such as the duty to respect the academic freedom of others, to ensure the fair discussion of contrary views, and to treat all without discrimination on any of the prohibited grounds”.

In its paragraph 40, the Committee states : *“The enjoyment of academic freedom requires the autonomy of institutions of higher education. Autonomy is that degree of self-governance necessary for effective decision-making by institutions of higher education in relation to their academic work, standards, management and related activities. Self-governance, however, must be consistent with systems of public accountability, especially in respect of funding provided by the State. Given the substantial public investments made in higher education, an appropriate balance has to be struck between institutional autonomy and accountability. While there is no single model, institutional arrangements should be fair, just and equitable, and as transparent and participatory as possible”.*

If this approach is for establishments known as State universities, it appears that *“Autonomy is that degree of self-governance necessary for effective decision making by institutions of higher education regarding their academic work, standards, management and related activities consistent with systems of public accountability, especially in respect of funding provided by the state, and respect for academic freedom and human rights. However, the nature of institutional autonomy may differ according to the type of establishment involved”.* (Recommendation UNESCO concerning the Status of Teachers in Higher Education, 1997). As is stated in paragraph 19 of the same Recommendation, « Member States are under an obligation to protect higher education institutions from threats to their autonomy coming from any source ».

It is also important to note that within the framework of the European Convention for the Protection of Human Rights and the Council of Europe, the protection of academic freedom is consistently reinforced. For example, within this framework, there is an almost systematic search for all possible forms of discrimination, particularly in relation to compliance by States with religious convictions and the parent philosophies in the forms of education they choose for their children. Community law in turn, promotes the free movement of persons, and therefore students and teachers. The changes that result (mutual recognition of professional qualifications and degrees for example) are likely to progressively call into question any State monopoly on graduation and create - in the short term – a space for totally free higher education in Europe.

II. With this overview of the existing standards, we see what has been the commonly used methodology. We decided to retain a number of common elements that seemed relevant to our subject, namely those concerning the creation and recognition of private higher institutions. After an overview for each country in terms of the proportion of all higher education that is considered private and its general architecture, we focus on three criteria of relevance: first the recruitment of teachers: who they are, where they are, their working conditions and employment. Second, the funding for these institutions: where they get their revenue, the existence of public subsidies, whether or not private institutions have access, and under what conditions. Finally, their recognition as universities in the educational landscape of each country: the accreditation process that private higher education institutions must undergo and if such a procedure exists, what about the degrees? Are they recognized at the same level as those of public institutions? The seven countries studied are: Germany, Italy, Austria, France, Spain, Poland and Portugal (details to follow).

III. Finally you will find some data on higher education in Europe and a selected bibliography which allows for the expansion of this work. We thank Olivier de Monjour and Valentina Gurioni for their collaboration in the first part of the research and Pierre Derivaz for the statistical research. This research aims first and foremost to establish a starting point for thinking about private higher education institutions in Europe, which are at such a crucial point in their existence.

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Germany

1. General Overview

The proportion of private higher education compared to public remains very small in Germany but has still been a powerful and dynamic industry since the 1990s. In 2007, it accounted for 5.8% of students, who are divided into very small institutions. Although there are a variety of private institutions that use various modes of financing, there are two main types of private higher education institutions, those belonging to private individuals, and those owned by religious communities. Both are supervised by the federal regions. Since the "Länder" have sovereignty over cultural matters, each "Land" has its own law on institutions under its jurisdiction and the legal framework in which they may be created and must function. The laws of the "Länder" define for example the academic quality of public universities or "Hochschule" and they do not recognize private institutions unless if they follow the same programs and same goals. Only institutions recognized by the "Länder" may award degrees and give their qualified teachers and full-time employees the title of Professor. If the various conditions for such recognition are met, then the private institutions also have access to public funds.

2. Recruitment of Professors

A committee known as the German Scientific Council has developed guidelines that must be followed if institutions wish to be accredited. They aim to ensure that working hours are consistent with licensing programs, quality of education, and that the best tutoring services are available for students. Stakeholders must be engaged in academic research and have been active in publications. Finally, the recruitment process must be transparent and made public. It is difficult however, to compare the staff of private institutions to those of public institutions. The only thing we can say is that private higher education depends largely on the public for recruitment, but provides jobs for younger and more dynamic academic professionals.

3. Funding

Private higher education institutions are able to finance up to 80% of their needs through private sources of income. However most funding comes from tuition fees paid by students, which represent about 26% of their income. Students can receive government grants and loans if their university is recognized. Local businesses also participate in this process of funding. At the same time, the institutions themselves also have various forms of loan and financial assistance programs. Funding from the "Land" in which the establishment is located is possible, but conditional upon obtaining a recognition of quality by the State and is intended to cover only operational needs, the cost of personnel and material requirements. Joint assistance of the "Land" and the Confederation is also possible for the acquisition of major assets such as new buildings. Finally, some institutions have non-profit organization status, which classifies them in a different category with respect to financing, including tax exemption as part of State support. In principle, the institutions must publish their sources of income, including fees paid by students, autonomy is high in this respect however.

4. Accreditation/Recognition of Qualifications

The German accreditation system is divided into two types: that according to the curriculum, and that according to the institution. Accreditation according to the curriculum concerns both public and private education. In 1998, federal law opened the way for students taking undergraduate and Master's degrees in applied science courses, to obtain degrees equivalent to the international level. The Accreditation Council is an independent body comprising of 17 members representing the "Länder", the higher education institutions, students, and professionals. It assigns responsibility to agencies for the creation of new degree programs and Masters, as well as their implementation, especially with regard to the compatibility and equivalence of these curricula. The purpose of institutional accreditation is to clarify whether a private university offers educational programs that can be considered as part of higher education. This is intended to ensure quality in private universities as well as to provide transparency and comparability between the different programs offered within these institutions.

Austria

1. General Overview

The free/private university sector in Austria is very new. It was only in 2000 that the first private university was accredited. Because of this, it is not possible to find lots of information and analysis within this sector, not only due to lack of experience, but also the significant lack of figures. In fact, the Accreditation Council is a public authority, and must treat such information confidentially. We can say however, that even if this sector is marginal, it does perform through its niches of specialization and teaching methods.

2. Recruitment of Professors

The Accreditation Council has established minimum criteria, notably based on the requirement of having completed high profile research, combined with a minimum number of teaching hours. However, institutions have so far not been able to afford to hire the required full-time staff, and teachers have mainly been hired from the outside, from both public and private institutions, as well as abroad. On the other hand private universities are asked to prove that the internal recruitment process is transparent, competitive and based on quality. However, they since they do not yet have enough staff to form recruitment committees to monitor such requirements, they have again have been forced to hire members from outside the universities.

3. Funding

The law prohibits the federal government from funding private universities even if they can "buy" individual services on time, such as courses that complement those of public institutions and which are of general interest. However, it does not prevent funding by the federal provinces, which are responsible for educational policy, or by municipalities. Large companies do not invest in this sector and so far no foreign university has attempted to open a campus on Austrian soil. Students of private institutions have the same rights and the same social benefits as those of public institutions including family benefits, insurance and taxes.

4. Accreditation/Recognition of Qualifications

Accreditation is mandatory for all private universities. This is a formal and transparent review of the quality of a private institutions and its programs according to different criteria and international standards of quality. The conditions mainly concern the quality of academic staff (in terms of their potential for research and instruction), material resources and space, an adequate range of course offerings, and planning for long-term financing. Degrees issued by private institutions are only recognized if the university had been accredited.

Spain

1. General Overview

Today, private universities in Spain have become autonomous and independent entities: they organize themselves as they wish and establish their own programs. This is partly due to the fact that the responsibility for higher education has largely shifted to the regional level. This sector has grown significantly, thanks in part to the quality of its teaching methods which are similar to those employed in "Anglo-Saxon" business schools and attract many students. In addition to regional institutions, free universities may also be authorized by the ANECA, the National Agency for Quality Assessment and Accreditation, for a period of five years, renewable automatically if the institution meets the quality criteria required. It must also be said that through the ANECA, private universities have become very competitive with public universities, with a stronger focus on research and theory.

The private sector accounts for almost one third of the entire sector and includes Catholic universities that depend on the Church (of which four out of a total of seven are very old) as well as other private institutions, universities and attached private academic centers .

2. Recruitment of Professors

Professors have contracts in which terms are freely defined between the candidate and the university as long as they comply with labor law. In general, we can say that the most prestigious private universities recruit teachers with similar profiles to those of public universities, or even better in terms of teaching or research. Indeed, new accreditation requirements now require these two areas, while private universities were before more focused on quality and methods of teaching than research itself. As noted above, private higher education is much less theoretical than public education.

3. Funding

Funding comes largely from tuition fees paid by students which are about seven times higher than in the public sector, which benefits from public funding. To ensure greater equality of rights, a scholarship scheme was set up by the State, taking into account the students' social situation as well as merit. In practice, funding mechanisms depend on the legal structure of the institution and there are many types of legal status in Spain. It is difficult therefore to determine the exact situation. However we do know that most private universities are financed by public or private foundations and some are also funded by privately owned companies.

4. Accreditation/Recognition of Qualifications

Private universities must be accredited by the National Agency ANECA, in order for teachers to be able to acquire the title of Professor within a private institution. Programs of private universities must also be accredited by the Council of Universities. Three main programs of quality assessment have been established in Spain since 1990: the first PEXEC (1993) was designed to evaluate teaching, research and institutional management within the university . The European Commission later launched a pilot project, the PNECU (1995), in order to test a common methodology for assessing quality in European universities. This project was managed nationally by the Council of Universities , which evaluated almost all Spanish universities. This experience led to a diagnosis, and the initiation of the PCU in 2001. The same methodology is used, but with more weight placed on indicators in order to further improve the quality assessment of all Spanish universities.

France

1. General overview

Freedom of education was established in France on March 15, 1850 upon adoption of the Falloux Act. On July 12, 1875, the creation of private schools was authorized. However the Act of March 18, 1880 on freedom of higher education, prohibited private schools from calling themselves Universities. The laws of 1919 allowed for the creation of private institutions of higher technical and professional education (engineering and business schools). Subsequently, the Constitutional Council gave this freedom constitutional acceptance but without making changes to the laws in question.

Of the over 2.3 million students are registered in France, 14% of them enrolled in 321 private institutions of French higher education. These are mostly technical and vocational schools. Only 22,000 students are enrolled in free universities or Catholic schools for university degrees. These private schools vary a lot with respect to their goals and their modes of operation and follow the distinctive system of French education. In addition to public universities (1.4 million students), there are also fields of excellence in the schools of engineering and business.

At present, a distinction is made according to the nationality of a person wishing to establish a private institution of higher education. While French and citizens of European Union Member States are free to create such facilities (provided that they declare their opening beforehand to the Director of Education), foreigners from outside the EU must obtain a permit.

The Director of Education has several types of authority with regards to private institutions of higher education: the conditions for the enrolment of students, the course of study leading to a nationally-recognized degree, and methods of controlling knowledge. The State has the ability to monitor the education provided.

2. Recruitment of Professors

Recruitment of professors is unrestricted, but is subject to required academic qualifications. However, private institutions of higher education that are "recognized" by the state have been checked in advance on the composition and quality of their faculty. This recognition involves the ability to prepare students for national degrees (for which the State has a monopoly). The AERES (Agency for the Evaluation of Research and Higher Education) is responsible for making such assessments. These establishments may receive public school teachers by means of detachment. The appointment of the Director must also meet and satisfy a number of academic requirements.

3. Funding

Although no law regulates this issue, the State can subsidize institutions of private higher education, provided that the institution has been "recognized" or "approved" in advance by the State. This implies that they satisfy a number of quality criteria evaluated by the AERES. The criteria address the legal status of the institution (nonprofit), as well its physical status (health and safety), financial position and the organization of curricula. In granting this recognition (by order of the Minister of Higher Education and Research), the State considers that the institution provides a useful contribution to the public service

of education and provides degrees of a sufficient level. Once recognized, the institution may apply for grants. Recognition by the State also allows students to receive grants.

Today, 58 private universities are subsidized by the Ministry, or 3% of the total enrollment in higher education and a good fifth of the private sector of higher education; the average subsidy of the state is 1130 euros per student per year. However these 58 institutions have recently been subject to a new system of *contracting* with the Ministry of Education, providing them with significant additional funding. This is in order to allow the Ministry to set their goals in line with government strategy and their public service mission. After four years, the AERES will evaluate the results before re-contracting. Heads of private higher education institutions see this an opportunity to fund research (which was not previously State-funded) and to keep the tuition fees reasonable. The first contracts were signed this year in 2010. In the long-term, every school in four federations will be involved: The Union of Catholic colleges, the 20 engineering schools of the FESIC, the six institutions of the the Union des nouvelles facultés libres (UNFL) and the 20 schools of the Union des grandes écoles indépendantes (UGEI).

4. Accreditation/Recognition of Qualifications

Private higher education institutions and schools of engineering or business, are not allowed to issue their own Bachelor's, Master's or PhD qualifications. Only the preparation for these degrees is allowed by law. It is first necessary, to pass an *assessment* by the AERES on the qualification in question, which is determined by the Ministry of Higher Education and Research, or to receive an *authorization* by the commissions. This must then be cleared with the MESR or Director of Education, in order for the institution to have the right to prepare students for State-recognized degrees. Unlike schools, private universities are also required to enter into an agreement with a public university (or be subject to a specific examination board under the authority of Director of Education). Students must of both universities. Examination boards are appointed by the public university, which also has control over the courses, greatly limiting the autonomy of the private school. In the case that an agreement is not signed, the Director of Education may appoint an examination board responsible for issuing national degrees. It is the Director of Education who sends the models to the AERES for evaluation.

Italy

1. General Overview

The university system is divided into two cycles: the first of three-years (Bachelor's) and the second of two years (Master's). Degrees carry the same validity and value regardless of the university in which they were attained. Therefore, in Italy, there is no private sector as such, and private universities are very similar to public universities in terms of structure and content of education. The required standards of quality and performance are the same as those of public institutions. The difference lies mainly in the internal governance of private schools and their teaching methods (they are often better organized and have more motivated teaching staff) as well as the socio-cultural background of students, who are generally better equipped at the cultural level. Other "positive" differences for institutions within the private sector include better equipment, opportunities for international connections, and visiting professors from abroad.

2. Recruitment of Professors

The range of academic staff within the free/private university sector is similar to that of the public sector. There are full-time professors, associate professors, researchers, research assistants and doctoral students. But the most interesting profile is that of non-tenured teachers, hired to perform specific functions for a given time, such as the director of a research center or a high-level legal practitioner, who may be hired to assist with the development and teaching of specialized degrees. The tenured professors are supposed to have a good amount of university teaching experience and must dedicate most of their time to the university (as opposed to non-tenured professors). The quality of teaching in universities actually depends largely on the percentage of non-tenured teachers used. Private universities also recruit fewer professors attached to a particular institution, which is beneficial to professors and assistants coming from other public universities who work part-time. On the other hand, in Italy there is no difference between research staff and teaching staff who carry out research alongside their teaching. The system is considered as a whole and private academic staff are not considered as a separate group. However we can say that professors engaged in the private sector generally have more experience and connections.

3. Funding

Private universities are considered to offer a public service just like public universities. Funding sources may be both public (state, local or regional councils or public enterprises) and/or private (foundations, businesses or student tuition fees). While some universities regularly receive large sums of money, the department has now developed a system of distribution according to efficiency criteria. Funding for research in private universities is minimal. Although the contribution of the State has remained the same, non-state contributions have increased, reducing the share of private university funding provided by the State.

4. Accreditation/Recognition of Qualifications

Degrees awarded by private universities carry the same recognition and are valued at the same level of knowledge and competence as those of public universities. Private universities must however, comply with rules issued by the Minister of Education (excluding financial information). In 1999 a general reform of the evaluation system was put in place at both the national and university level. Sanctions, such as the restriction of funding for a period of three years, were also introduced for universities that did not comply with the necessary conditions.

Poland

1. General Overview

Since 1990, within the climate of major economic and social change, the private university sector has grown into a free market. The Law on Higher Education has in effect removed totalitarian planning in this field and eliminated restrictions on its autonomy. The number of private institutions has exploded, even in medium-sized cities, along with the range courses of study and of course, the number of students.

2. Recruitment of Professors

It is very difficult to recruit suitably qualified academic staff. Furthermore, it takes time, and private universities initially had to hire staff who had jobs elsewhere before offering them part-time contracts. On the other hand, teachers of the public sector enjoyed not only fully-guaranteed employment but also great prestige. It is in the public sector that the emulation is good, especially in terms of research and scientific development. However some public teaching staff also work in the private sector, whether in full-time employment, or just commissioned or retired.

3. Funding

Private universities have recently become eligible for state funding both from the Ministry of Education and Sports (MENiS) and the Ministry of Research (MSRIT). Funds are allocated based on specific activities related to the instruction of students (educational projects), teacher training, and financial support for students. This support may be repayable when it comes to credits or loans or non-repayable (grants allocated on the basis of academic merit or sports).

4. Accreditation/Recognition of Qualifications

There are two kinds of accreditation for non-state universities:

- "Concessioning" accreditation, which is under State-supervision and ensures that degree-granting universities meet the necessary conditions for such recognition.
- "Community" accreditation which depends on a number of entities in charge of establishing the procedure and educational standards themselves.

These entities also make decisions on whether to grant or to refuse the application for accreditation of non-state universities. This accreditation is voluntary (in the sense that it is requested by the university itself), accorded for a specific period, and "sectoral", which means it is restricted to a specific type of higher education institution.

Portugal

1. General Overview

The private sector has developed since the 1974 revolution, mainly due to high levels of unmet demand (related to both population and highly restricted public intake), legal possibility of establishing private higher education institutions (1976), persistent public disorder in the years following the revolution, and finally the growing gap between supply and demand of jobs within the difficult economic climate. The private sector can be seen as an important ideological instrument for strengthening democracy, as well as a tool for economic and social development.

The free private higher education sector has expanded rapidly up until the late 90's when this growth was reversed, but it still represents 30% of the whole sector. This growth was not without a decline in quality however. The private university system can basically be seen as a government-regulated system of education, with emerging market characteristics, undermined by numerous obstacles.

Universities guaranteed autonomy by the law, both in their creation, as well as the programs of education offered, are distinguished from public polytechnics, which have a more vocational focus, offering professional training through the transmission of both practical and theoretical scientific knowledge.

2. Recruitment of Professors

There is little information concerning the recruitment of teaching staff in private universities in Portugal. However, the government decided to reduce wages previously favorable to those with exclusively public contracts, thereby decreasing the compensation that private universities had to provide if they want to recruit part-time faculty. Recruitment of private teaching staff is done at the local level and prestige is lower than that of publicly-employed teachers.

3. Funding

The private sector, which is not directly financed by public funds, depends on tuition and other fees paid by students. It is in a difficult situation because the State has raised the minimum level for entry into higher education. Demographics also play a significant role, and the number of students has dropped sharply. Some institutions which took loans in order to build new buildings to accommodate more students are on the verge of bankruptcy. 3% of students receive public assistance (only in the form of scholarships), while the private sector accounts for 30% of all students.

4. Accreditation/Recognition of Qualifications

The private sector is highly controlled by the State in that institutions must seek permission for the opening of each new degree program, as well as for the recognition of degrees, in order to give them the same legal value as those issued by public universities.

CONCLUSIONS

We have been met with many difficulties in trying to find accurate information about the free and private higher education sectors, especially disaggregated data, and information on the different types of financing for private higher education. We must note however, that this sector is still very new.

There are a wide variety of private institutions of higher education in Europe that depend heavily on the organization of country education systems. There is a significant contrast between the systems of centralized and decentralized countries but differences also exist according to the different conceptions of higher education. It is difficult to see clearly and thus to establish typologies that would allow a true comparison. The majority of private universities are owned directly or indirectly (religious orders) by the Roman Catholic Church. We must remember that the birth and growth of the University in Europe is closely linked to the Church. In recent years, EU legislation has been very supportive of the autonomy of public Universities, a movement which probably goes hand in hand with the liberalization of the private sector.

In some countries, the sector has experienced a very high growth rate with a significant increase in the number of students in the last twenty years. For example in Germany the number rose from 11,000 in 1992/1993 to 40,000 in 2003/2004; in Poland the number increased from 16,000 in 1992/1993 to more than half a million in 2004/2005. This is due in large part to the liberalization of the sector. Before this period, the State had an almost total monopoly over higher education.

In general, teachers within private institutions must have the same qualifications as teachers of the public sector. There is however a clear trend for hiring professionals from the business sector rather than just traditional academics, more for their professional experience and connections, than academic qualities and research. The internationalization of faculty is probably also due to the ease of business involvement within the private sector.

State financial support is rare in most countries and institutions depend largely on tuition fees paid by students. In general, private education is for the economic elite. This represents a real challenge for the democratization of free higher education, which is still a marginal phenomenon in most EU countries, while in the United States the two sectors - public and private - have equal weight.

In Europe, free/private education is strictly subsidiary, and tolerated to the extent that it fulfills a function which public schools cannot necessarily fulfill. There seems to be no clear intention to promote it.

Concerning the accreditation system in all countries studied, this is in general highly dependent on the state, in terms of grades, as well as degrees and teacher profiles.

In order for free/private education to pose a real alternative, that guarantees the plurality of ideas and contributes to the quality of higher education, it is advisable that:

1. governments set clear policies on private higher education. It seems that the present obscurity is maintained for ideological reasons,
2. in the same spirit, that governments have a positive outlook on the sector, allowing it the means to prosper,
3. specifically, it is necessary that the accreditation system is independent of the government who cannot act as both "judge and party",
4. and that there is a system of adequate funding, which is clear and does not prevent the implementation of projects for proposed facilities. It must ensure that the sector is open to all students without discrimination. It should in this context, also promote the support of corporations and foundations for private education.

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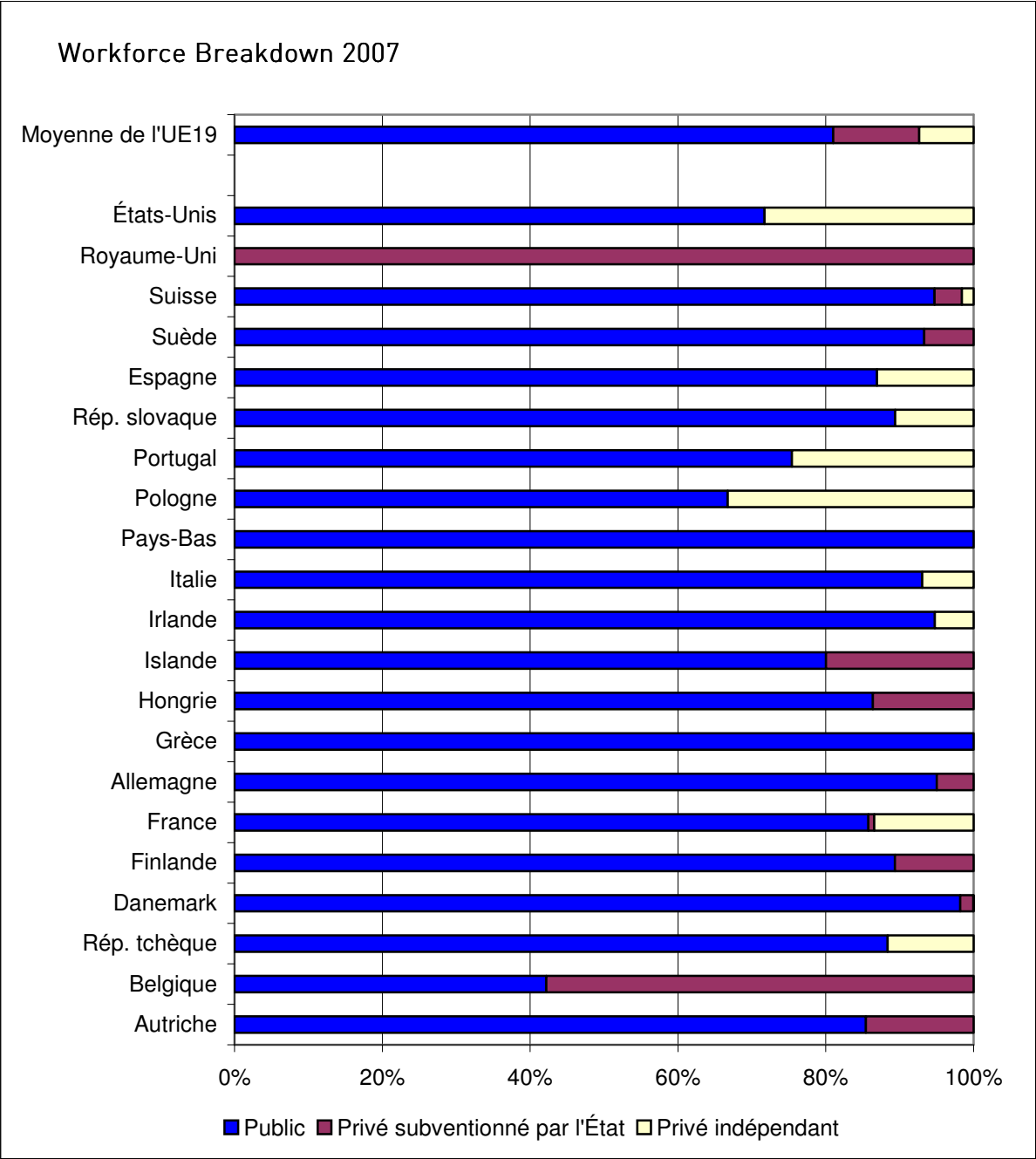
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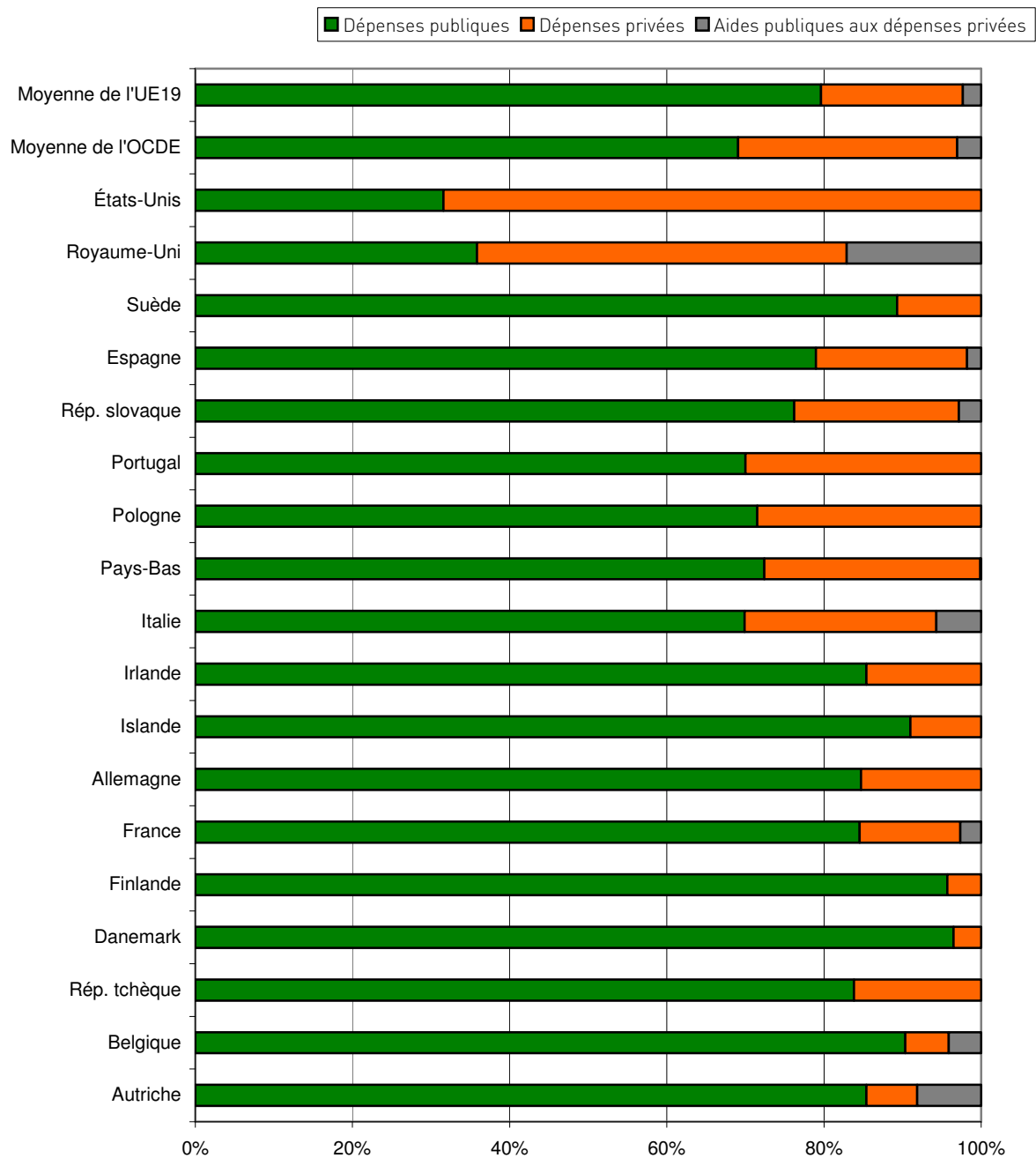
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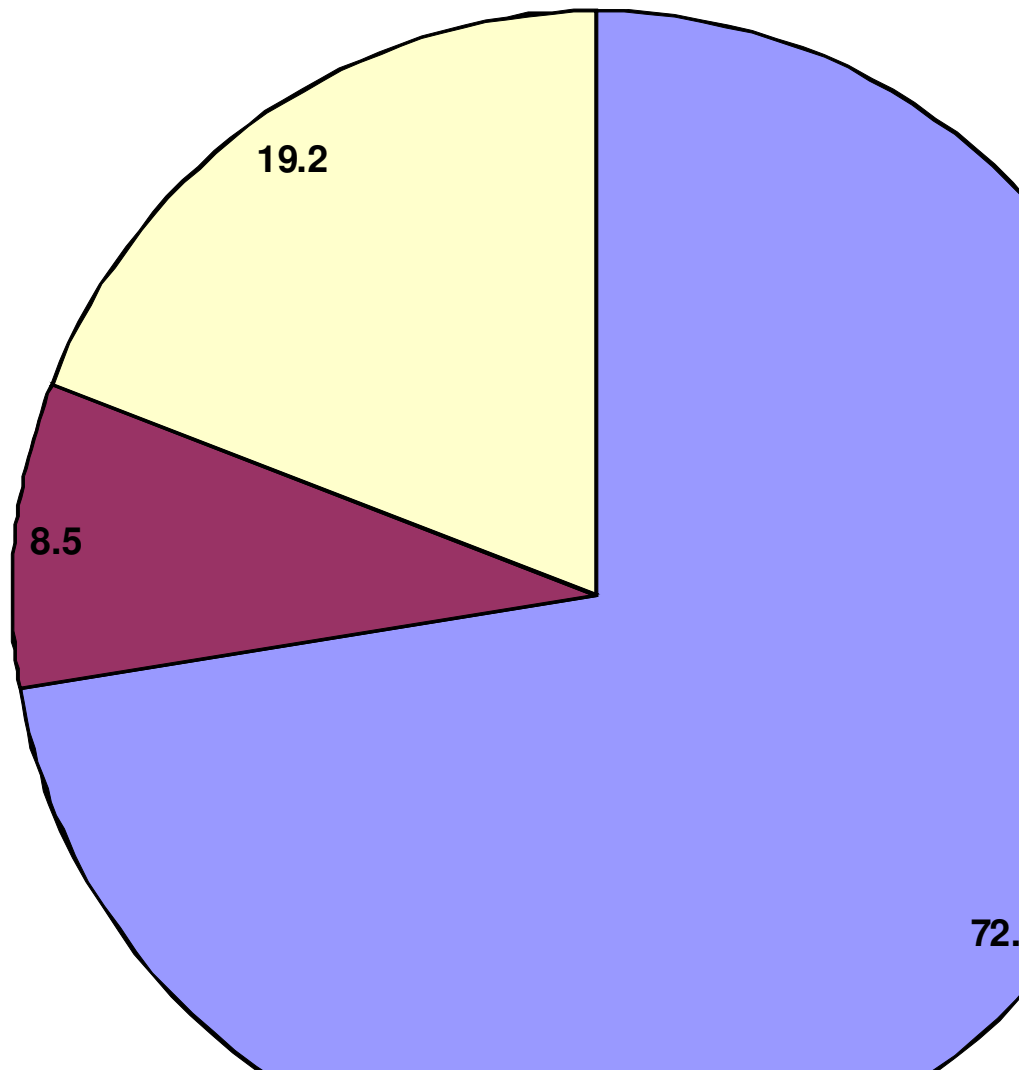
Annexes



Public and Private Spending on Tertiary Education (2007)



Average Distribution of Public Expenditure for Ec EU-19 (2007)



Questionnaires renvoyés

France

Marquer avec une croix	oui	non
1. Dans votre pays/ région existe t il la possibilité légale de créer des universités/facultés privées ?	facultés	universités
2. Quels sont les types de ces institutions ?		
Issues d'associations et fondations	X	
Confessionnelles (par exemple Eglise catholique)	X	
Institutions créées par des entreprises ou le secteur privé	X	
Autres types (s'ils existent) 1. 2.		
3. Les Universités privées reçoivent-elles un financement de l'Etat / pouvoirs publics ?		
a) Elles sont financées à égalité avec les universités publiques		X
• Pour le fonctionnement		X
• Pour l'investissement		X
b) Elles sont financées par les région à égalité avec les universités publiques		X
• Pour le fonctionnement		X
• Pour l'investissement		X
c) Elles reçoivent une allocation par élève	X	
d) Elles doivent passer un contrat avec l'Etat/pouvoirs publics pour recevoir une subvention. Ce contrat implique-t-il :	X en 2010	
• Le contrôle sur le contenu des enseignements	X	
• La nomination des enseignants par l'Etat		X
• Autres		
e) Il n'y a pas de financement public		

4. Les facultés privées délivrent-elles des diplômes propres non reconnus par l'Etat ?	X	
- Ces diplômes ont-ils la valeur européenne : L, M ou D ?	X de fait	
5. Les facultés privées peuvent-elles préparer des Diplômes d'Etat /publics ?	X	
Si oui, quel forme prend cette délivrance ?		
L'Etat délivre les diplômes préparés par les facultés privées	X	
Les facultés privées délivrent directement le diplôme d'Etat		X

	oui	non
6. Les universités privées sont-elles autonomes dans leur gouvernance vis-à-vis des pouvoirs publics notamment à l'égard de/du :		
Nomination de la direction (Recteur, président, Conseil d'administration)	X	
Nomination des professeurs	X	
Choix des élèves (numerus clausus, preuves d'admission)	X	
Choix du curriculum		X
7. Estimez-vous que les subventions publiques réduisent l'autonomie des institutions privées dans les domaines mentionnés précédemment ?		
X		
8. Si c'est le cas, dans quel(s) domaine (s) ?		
Processus de contractualisation en cours débutant en 2010 : pas de visibilité pour l'instant mais nous sommes attentifs à rester libres sur les points ci-dessus et aussi sur les programmes et contenus pour garder nos spécificités. En échange des contrats le financement public devrait augmenter. Les contrats ne modifieront pas d'une part le « monopole de la collation des grades » de l'Etat et d'autre part la nécessité d'une évaluation par l'Etat.		
6. Comment le corps enseignant est-il désigné /composé ?		
Désigné librement par l'Université	X	
Les professeurs doivent avoir une accréditation publique : concours national , être professeurs de l'Université publique, etc.	X	
Les professeurs sont assimilés aux professeurs de l'Université publique et donc soumis aux mêmes règles		X pour l'instant

Commentaires (si nécessaire)

L'avenir est incertain car les contrats sont en cours d'élaboration. Cf ci-dessus.

Attention : ce qui est dit ci-dessus concernent les filières universitaires générales en France (facultés) et pas les écoles d'ingénieur et de commerce privées donc le statut est différent.

Espagne

Marquer avec une croix	oui	non
1. Dans votre pays/ région existe t il la possibilité légale de créer des universités/facultés privées ?	facultés	universités
2. Quels sont les types de ces institutions ?		
Issues d'associations et fondations	X	
Confessionnelles (par exemple Eglise catholique)	X	
Institutions créées par des entreprises ou le secteur privé	X	
Autres types (s'ils existent) 1. 2.		
3. Les Universités privées reçoivent-elles un financement de l'Etat / pouvoirs publics ?		
a) Elles sont financées à égalité avec les universités publiques		
<ul style="list-style-type: none"> • Pour le fonctionnement • Pour l'investissement 		
b) Elles sont financées par les région à égalité avec les universités publiques		
<ul style="list-style-type: none"> • Pour le fonctionnement • Pour l'investissement 		
c) Elles reçoivent une allocation par élève		
d) Elles doivent passer un contrat avec l'Etat/pouvoirs publics pour recevoir une subvention. Ce contrat implique-t-il :		
<ul style="list-style-type: none"> • Le contrôle sur le contenu des enseignements • La nomination des enseignants par l'Etat • Autres 		
e) Il n'y a pas de financement public	X	
4. Les facultés privées délivrent-elles des diplômes propres non reconnus par l'Etat ?	X	

- Ces diplômes ont-ils la valeur européenne : L, M ou D ?		X
5. Les facultés privées peuvent-elles préparer des Diplômes d'Etat /publics ?	X	
Si oui, quel forme prend cette délivrance ?		
L'Etat délivre les diplômes préparés par les facultés privées		X
Les facultés privées délivrent directement le diplôme d'Etat	X	

	oui	non
6. Les universités privées sont-elles autonomes dans leur gouvernance vis-à-vis des pouvoirs publics notamment à l'égard de/du :		
Nomination de la direction (Recteur, président, Conseil d'administration)	X	
Nomination des professeurs	X	
Choix des élèves (numerus clausus, preuves d'admission)	X	
Choix du curriculum	X	X
7. Estimez-vous que les subventions publiques réduisent l'autonomie des institutions privées dans les domaines mentionnés précédemment ?		
8. Si c'est le cas, dans quel(s) domaine (s) ?		
6. Comment le corps enseignant est-il désigné /composé ?		
Désigné librement par l'Université	X	
Les professeurs doivent avoir une accréditation publique : concours national , être professeurs de l'Université publique, etc.	X	
Les professeurs sont assimilés aux professeurs de l'Université publique et donc soumis aux mêmes règles		X

Commentaires (si nécessaire)