



Towards Sustainable Financial Management  
of Cambodian Universities

## **Analysis of Financial Management Practices**

**D1.1.1 Report on Cambodian Financial Models**  
**D1.1.2 Needs Analysis Report on Training and IT  
infrastructure needs**

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## 1. INTRODUCTION

In the frame of Erasmus Plus Programme – KA2 – Cooperation for Innovation and The Exchange of Good Practices – Capacity Building in the field of Higher Education, the BALANCE project (Towards Sustainable Financial Management of Cambodian Universities) aims at better understanding the HE system in Cambodia giving special attention to financial issues. The first project activity consisted on an analysis of the Cambodian HE funding scheme at national level and a study of the FM practices within Cambodian HEI's at institutional level. The first part of the present report (D1.1.1) shows the results of the analysis activity. The tool chosen to collect data is an online survey whose structure is available in Attachment 1. The questionnaire has been submitted to Cambodian Universities with the collaboration of the MoYES & Ministry of Economy and Finance, which provided the EU partners with contacts and further information on not-in-the-consortium Universities. Data emerging from the survey have been analysed by using a statistical software (SPSS) and are presented as figures and/or frequency tables in the following. Here the provided figures/tables show rounded off percentage. Data have been analysed and commented in an aggregated form only. The obtained answers cannot be considered as a sample of a broader population of HEI working in the areas however, they offer interesting elements to identify existing trends and to set new working hypothesis for future researches and/or practical activities. Aim of the questionnaire was to collect information on financial and management issues as well as needs in the considered country, believing that a bottom-up approach in designing the training program can be useful to improve its value.

Each involved university was requested to answer the questionnaire (two answers for each HE: one by a decision maker/top manager, one by an FM officer) and to make it answered by 3 other Cambodian Universities not involved in the consortium.

The second part of the report (D1.1.2) shows the list of training topics to be implemented during the next project year. They have been identified by getting information both from the questionnaire results and from the sheets filled in by each partner during the study visit.

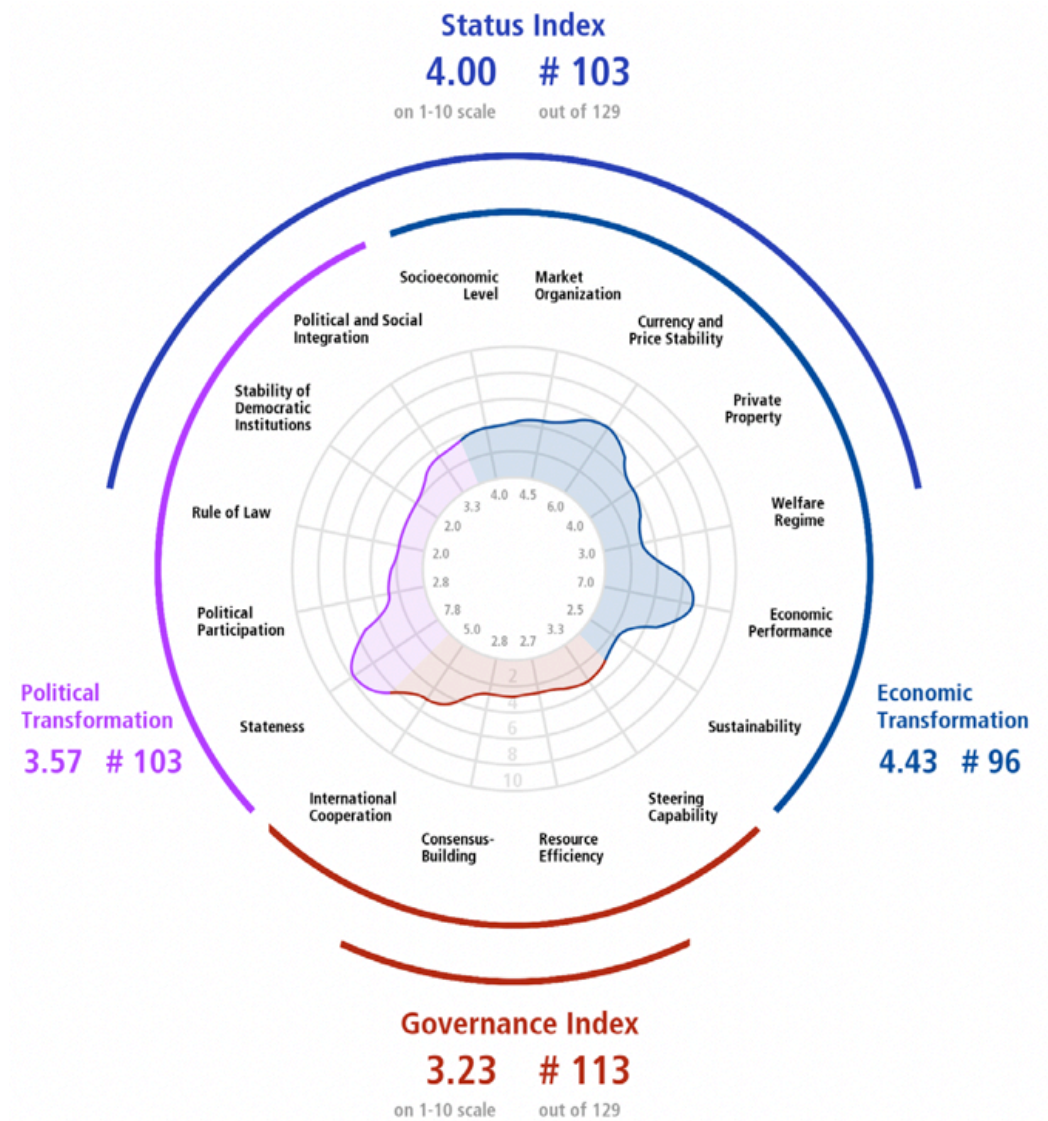
## **2. OVERVIEW OF THE CAMBODIAN UNIVERSITY SYSTEM**

The BALANCE project has the purpose of improving the HE system in Cambodia, with specific reference to public funding and financial accountability of universities. In this framework, we present a first overview of the Cambodian university system, in reference to the results of questionnaires, explained in the following pages. The final version of this overview will consider the results of focus groups and of International Conference held last November in Cambodia. Other reports are devoted to the results of benchmarking activities on European funding systems of universities and case studies analysis.

After generating extensive growth of Gross Domestic Product (GDP) for years, the government reaped the rewards of reclassification to “lower middle-income country” status by the World Bank in 2016. Despite this success and effective poverty reduction in the last two and a half decades, the overall sustainability of the economic recovery has to be questioned. Whereas the growth has been fueled by over-exploitation of Cambodia’s natural resources for many years, the pillars of the economy face more and more challenges. In particular, the rice sector came under increased pressure due to reduced competitiveness compared to neighboring countries. The risks of a real estate bubble in Phnom Penh increased, while growth in tourism declined. Impediments to further industrialization remain considerably high due to the lack of a skilled workforce, high energy costs and grave deficits in logistics. At the very least, the yearly minimum wage increases in the apparel industry have not reduced the attractiveness of Cambodia as a manufacturing base for shoes and textiles.

The process of economic liberalization has been underway since before political transformation accelerated in the late 1990s, with significant progress made in recent years. Despite a serious setback due to the effects of the global financial crisis in 2009, annual growth rates have been consistently above 5% since 1991, and have fluctuated around 7% since 2010. During the past five years, the most positive development has been the successful implementation of fiscal and monetary-policy reforms. However, massive social inequalities and the country’s large number of people living in poverty pose a serious challenge to the sustainability of economic growth. Significant reforms such as welfare-system improvements and poverty-reduction policies led to be implemented in order to increase the efficiency and sustainability of economic development.

**CHART 1. VARIABLES IN CAMBODIAN HIGHER EDUCATION**



SOURCE: BTI (BERTELSMANN STIFTUNG'S TRANSFORMATION INDEX), 2018, GUTERSLOH (D), B.S., 2019.

Cambodia's higher education institutions are made up of three main categories: the academy, an institution responsible for carrying out research. There is only one academy, the Royal Academy of Cambodia (RAC), which is under the supervision of the Council of Ministers. Although this institution is primarily assigned to conduct research, it also provides advanced courses ranging from masters to PhD programs; universities which provides the course of bachelor (4 years), master (2 years) and PhD degree (3 years) and TVET institutions (they mainly offer training in a particular field, but does not provide a wide range of research or training in multi-disciplinary subjects. As distinct from a university, an institute is specialized in a professional field, for example, in engineering, medicine, agriculture, education and so forth) institutions which are sometimes termed "institutes" or "independent schools." The formers are supervised by the Ministry of Education, Youth, and Sport (MoEYS), while the latter are supervised by the Ministry of Labor and Vocational Training (MoLVT). Besides these two main ministries, twelve other ministries and agencies oversee the work of higher education institutions in Cambodia. Within the MoEYS, the general Department of Higher Education (GDHE) supervises work on tertiary education.

The GDHE's specific department, the Department of Higher Education, develops policies and strategies for higher education, licenses higher education institutions for their operations, and assists in the development of academic programs and management tools for accreditation processes. Another department, the Department of Scientific Research (DSR), covers the master's and doctoral degree programmes.

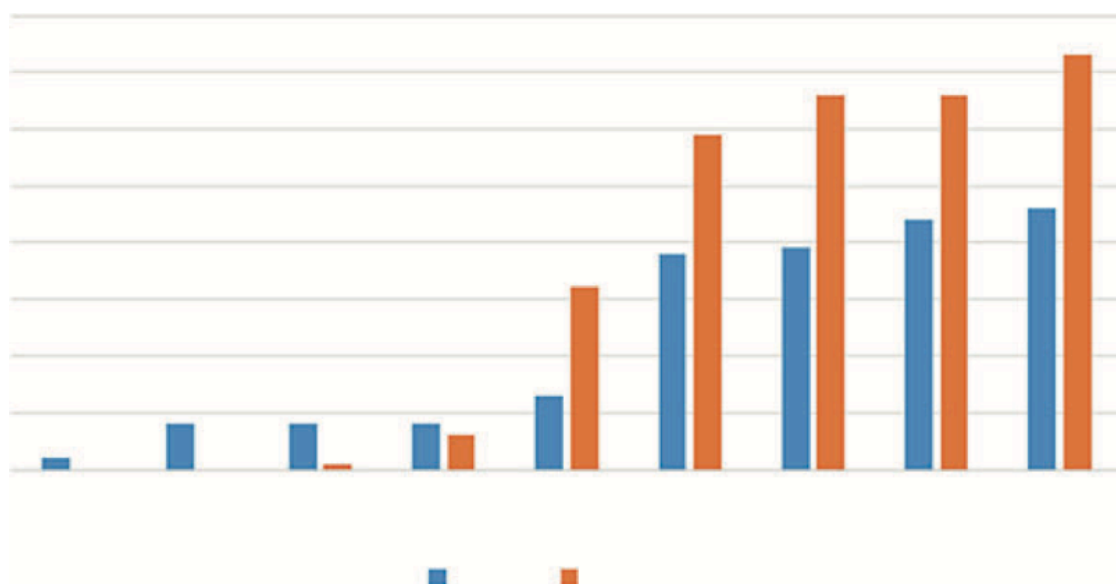
The term "Higher Education Institution" refers to those institutions offering associate degree, bachelor degree, master degree and doctor of philosophy degree under relevant government agencies concerned and the Ministry of Education, Youth and Sports (MoEYS). Public and private institutions are in many ways alike in terms of operation. Public institutions have been granted partial autonomy in curriculum design, recruiting teaching staff and charging tuition fees from students in order to significantly cover operation costs and ensure long term sustainability. The private institutions generally have greater autonomy, especially in staff recruitment and financial management.

Cambodian Education Law, which was passed in 2007, states that higher education is the education following the secondary education, that higher education shall teach learners to have complete personality and characteristic, and that higher education shall promote scientific, technical, cultural and social research in order to achieve knowledge, skills,

morality, inventive and creative ideas and entrepreneurial spirit for the development of the country.

HEIs skyrocketed from 8 in 1997 to 121, of which 73 are private (see Figure), and the gross enrollment rate increased from 1% in the early 1990s to 16% in 2014–2015 and 11% in 2016–2017.

### CHART 2. SYSTEMS AND INSTITUTIONS, CAMBODIA. NUMBER OF HEIS IN CAMBODIA



SOURCE: DEPARTMENT OF HIGHER EDUCATION, MOEYS) - RANGE FROM 0 TO 80 IN VERTICAL AXIS AND FROM 1980 TO 2018, LEFT TO RIGHT LINE (BLUE: PUBLIC; YELLOW: PRIVATE)

## 2.1. CAMBODIA. DEMOGRAPHIC DATA

- ◆ Population 2019: 16.575.469
- ◆ 12.651.770 rural; 3.923.699 urban (23,8%)
- ◆ Female: 51,18%; Male: 48,82%)
- ◆ Adult literacy 2017 (15 years and above): 9.236.437
- ◆ Persons aged 6-24 who currently attending schools: 3.651.590

- ◆ Undergraduate/graduate: 209.880 (1,3% of total population).

There are three main governmental agencies that coordinate, control and assist the work of higher education: The Department of Higher Education (DHE), the Department of Scientific Research (DSR) and the Accreditation Committee of Cambodia (ACC). The DHE coordinates and assists universities or institutes in implementing regulations and directives from the ministry of education, particularly related to undergraduate programs, namely the Associate and Bachelors' degrees. The role of the DSR is to coordinate, facilitate, and enhance the capacity of universities and institutes to undertake research activities related to the national interest, and it is responsible for post-graduate programs. The DSR has been criticized for its inability to control and supervise the postgraduate programs in universities and institutes as it lacks research capability and experience, and the DSR does not yet set any criteria for assessing post-graduate theses.

The ACC, which was established by a Royal Decree in 2003, gives accreditation to universities and institutes by examining their governance, physical facilities, equipment and academic standards. The ACC reports its work to the Council of Ministers. Under the Decree, all universities and institutes both domestic and foreign are subject to accreditation in order to be eligible for degree granting. For the time being, the ACC is mainly responsible for the Foundation Year by giving provisional accreditation to most Foundation Year programs in universities and institutes. In some cases, may be a conflict of interest between the DHE, ACC and DSR regarding the control of universities and institutes. The DHE seems to regard the work of the ACC as related to the Foundation Year only, claiming that the bachelors' degree programs are its work. The DHE regards masters and doctoral programs, which are also supervised by the DSR, as its work, too. Now there are some suggestions that the regulatory and service role of the DSR should be integrated into the DHE mandate in order to simplify and streamline the operations of the government. The work of the DSR and DHE is ultimately reported to the Ministry of Education, while the Council of Ministers is keen to see the whole higher education sector reporting to its office.

## **2.2. ENROLMENT**

In the 2010-11 academic year, 56,419 students commenced their studies in a bachelor's programme at a university in Cambodia, while in a different data set from 2012-13 on all



higher education institutions in Cambodia, it was recorded that 150,336 students were enrolled in private universities, and 105,455 were enrolled in public universities.

For the TVET sector, 6,035 students were enrolled in the 2010-11 academic year in all levels of the formal TVET institutions under the supervision of the MoEYS. In addition to universities, colleges, and formal TVET institutions, there are also non-formal TVET programmes, carried out through 22 Provincial Training Centres, 157 Community Learning Centres, NGOs, Women's Development Centres, 750 private businesses, and small businesses. The number of students who graduated from these non-formal TVET programs at the tertiary education level between 2009 and 2013, according to Cambodia Development Resource Institute (CDRI), was approximately 34,000.

### **2.3. FINANCIAL HIGHER EDUCATION IN CAMBODIA**

In 2012, the Cambodian government spent approximately 1.8% of its GDP on public higher education, with a greater percentage of the GDP being dedicated to primary education. This higher education budget is divided into two sub-budgets: The Recurrent Budget, which addresses salaries, utilities and non-salary expenditure, and the Program Budget, which covers teacher, student and institutional development.

Because of limited funding, the government allows public higher education institutions to run private classes to generate additional fees to support their operations.

Public funding for higher education has been relatively minimal. Public funding for large public HEIs in Phnom Penh accounts for some 10–20 percent of their annual expenditure, although the percentage share is much higher for smaller provincial HEIs. All public HEIs rely on tuition fees for institutional survival. Tuition revenues chiefly go towards salary top-ups for institutional administrators, teachers' wages, and new buildings. Institutional investment in research and innovation and capacity development is small. Reliance on tuition fees, absence of robust investments from government and donors, and lack of collaborative research funding from industries and communities have turned public HEIs into private teaching enterprises.

Cambodia's government expense on HE is one of the lowest in the region in any methods of measurement. In the 1990s, MoEYS spent on average 2% of its education budget on higher education, and this has increased modestly to around 4% in 2013 and 9% in 2016.

The latest expenditure on higher education was estimated to be much less than 0.1% of GDP – compared to the world average of some 1%.

- ◇ (PPS= Purchasing Power Standards)
- ◇ (GDP= Gross Domestic Product)
- ◇ GDP 2017: USD 22,158,209,503
- ◇ GDP Growth rate 2017: 7,1%
- ◇ GDP per Capita USD 1,137
- ◇ Inflation: 3% Public Education Spending (% of GDP): 1,9 (2014)

### IMAGE 1. GOVERNMENT EXPENDITURE ON EDUCATION

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Government expenditure on education										
As % of GDP		1.67	1.53	1.51	1.56	2.02	1.9			
As % of total government expenditure		8.39	7.71	7.68	7.54	9.91	9.09			
Government expenditure per student (in PPS)										
Primary education		117.03	119.27	129.43	148.12	165.84	174.38			
Secondary education										
Tertiary education		205.96	162.52	139.68						

Source: <http://uis.unesco.org/country/KH> as of 30 April 2018

## 2.4. EDUCATION EXPENDITURE IN CAMBODIA

- ◇ Public expenditure as % of GDP: 10,8%
- ◇ Public expenditure on education as % of GDP: 1,8%
- ◇ Public expenditure on education as % of government expenditure: 13,8%
- ◇ Education expenditure on tertiary education as % of total education expenditure: 4,6%
- ◇ HDI: 0,563
- ◇ HDI Rank of 188: 143
- ◇ UN Education Index: 0,493

## 2.5. STUDENTS' FEES

Student fees account for more than eighty percent of the total funding for higher education.

All public HEIs rely on tuition fees for institutional survival. Tuition revenues chiefly go towards salary top-ups for institutional administrators, teachers' wages, and new buildings.

In absolute terms, tuition fees are still relatively cheap, although they vary depending on subjects studied, and HEI. However, relative to GDP per capita, which in 2017 reached USD1,300, the average annual fee of USD300–400 is high. For virtually all public HEIs, tuition fees are the major source of revenue, with fee and non-fee revenues accounting for 80 to 90 percent of institutional expenditure for large Phnom Penh HEIs. Such heavy reliance on private funding is neither stable nor conducive to long-term institutional development and financial security.

## 2.6. FINANCIAL ASSISTANCE

Although student fees play a major role in university funding, there are no student loans offered by the Department of Higher Education or the MoEYS because of a general lack of funding. Loans are provided through banks or universities directly. Each university and bank have its own rules concerning loans. Many universities consider not only the candidate's qualifications, but also the financial standing of his or her family. Depending on the needs of the student, loans are given out over a period of four years, or by each semester. Some universities still do not have a loan program in structure because they simply do not have the funds.

Teaching personnel and their involvement in institutional management are critical for HE expansion and assurance of quality and relevancy to the society and economy. Yet the increase in teaching staff is not proportionate with the increase in students, resulting in larger class sizes, bigger staff-student and student-laboratory/library ratio, more shifts at many HEIs, and at a compromise of quality. While teaching staff increases around twofold (13,502 in 2017–2018), student number increases over five times in the past decade, and like many students who study at more than one HEI, many of them work at more than one place.

## 2.7. CONCLUSIONS AND MAIN ISSUES

Some of main issues for Cambodian university system, resulting in questionnaires and to be discussed inside focus groups:

- ◆ Lack of internal quality assurance;
- ◆ Lack of qualified leadership in university governance;
- ◆ Skills mismatch;
- ◆ Feeble infrastructures and inadequate resources;
- ◆ Lack of administrative specific requirements;
- ◆ Financial constraints.

Reforms towards more institutional autonomy and accountability need to go hand in hand with better institutional financial management and significantly more public funding for higher education to widen access and improve research and innovation to assist national development.

MoEYS (2017) has developed a national policy on higher education governance and finance which recommends some interlocking measures to improve public higher education governance and finance, five of which deal with higher education finance:

- ◆ Install reliable financial management systems and strong internal controls at public HEIs
- ◆ Increase and improve state funding for the higher education system
- ◆ Provide state funds in the form of block grants
- ◆ Allow public HEIs to vary their tuition-fees, with fee waivers available from and funded by the state
- ◆ Increase state funding of research and innovation, with funds provided on a competitive and categorical basis.

### 3. THE HEI OF THE SURVEY

55 questionnaires have been collected by Cambodian Universities that are:

- ◆ Kampong Chheuteal Institute of Technology;
- ◆ Svay Rieng University;
- ◆ NUM;
- ◆ Kampong Speu Institute of Technology;
- ◆ National University of Management;
- ◆ Mean Chey University;
- ◆ Royal University of Phnom Penh;
- ◆ University of Battambang;
- ◆ University of Heng Samrin Tboung Khmum;
- ◆ Chea Sim University of Kamchaymear;
- ◆ Royal University of Agriculture;
- ◆ University Of Heng Samrin Thbongkhmum (UHST);
- ◆ ABC University;
- ◆ Kampong Cham National School of Agriculture;
- ◆ Dewey International University;
- ◆ University of Health Sciences;
- ◆ Royal University of Fine Arts;
- ◆ University of Kratie;
- ◆ Asian Institute of Cambodia;
- ◆ Bright Hope Institute;
- ◆ Asia Euro University;
- ◆ Human Resource University;
- ◆ Setec Institute;
- ◆ PPIU;
- ◆ International University;
- ◆ CamEd Institute.

Questionnaires have been answered by the following academic and management staff: lecturer and international affair assistants to director; rectors and vice rectors; deans and vice deans; project coordinators; acting head of academic; lecturers; chief of planning and finance office; presidents and vice presidents; IQA officers; finance officers.

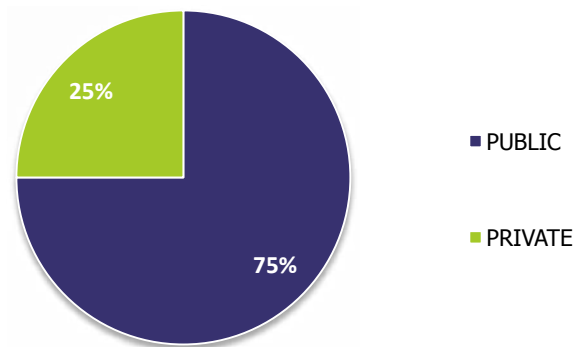
**IMAGE 2. ANSWERING UNIVERSITY TERRITORIAL DISTRIBUTION**



In accordance with the application, the involved Universities belong: 1) both to BALANCE partners members and not members; 2) to public and private HEIs; 3) to urban and rural HEIs; 4) to different scientific sectors.

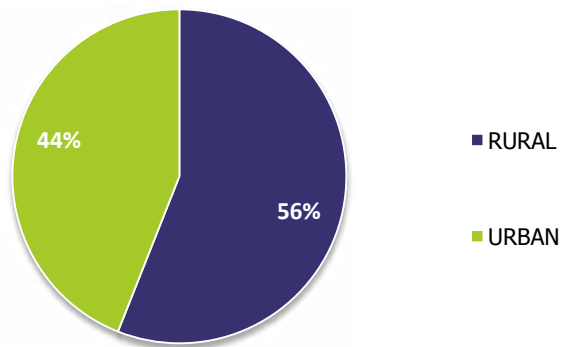
**CHART 3. TYPE OF UNIVERSITY: PUBLIC OR PRIVATE**

**TYPE OF UNIVERSITY: PUBLIC OR PRIVATE**



**CHART 4. TYPE OF UNIVERSITY: URBAN OR RURAL**

**TYPE OF UNIVERSITY: URBAN OR RURAL**



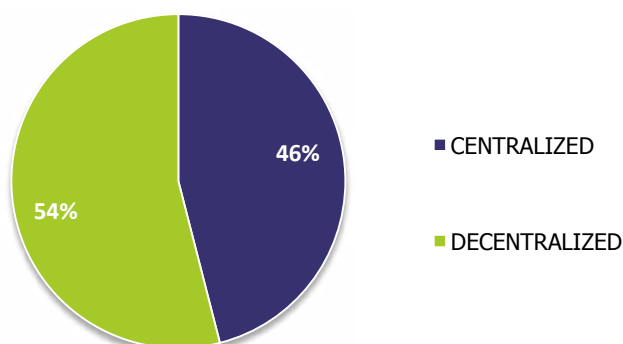
Universities can be classified by number of students using the international ranking that shows: mega Universities (over 40000 students); big Universities (between 20000 and 40000 students); medium Universities (between 10000 and 20000 students); small Universities (under 10000 students). All the Universities belong to the small class with a number of students that goes from 200 to 8000. There is just one University that quotes 11118 students belonging to the medium class and one with 20381 that can be defined - even if nearly - a big one.

As far as the number of staff is concerned, most of the involved Universities show less than 1000 units of research and teaching staff and less than 500 units of administrative staff. The first group numbers go from a minimum of 31 to a maximum of 2079 with only 3 Institutions that exceed 1000 units. The homogeneity drops away if we consider the relationship between the two categories (research-teaching staff and administrative staff): the values go from a 9% (with only 9 administrative employees out of 145 academic researchers and professors) to a 253% with 96 administrative employees and 38 teachers.

## 4. THE SURVEY: ROLES AND RESPONSABILITIES

### CHART 5. HOW CAN YOU DESCRIBE YOUR STRUCTURE (relationship between the University and the central Authority / Authorities)?

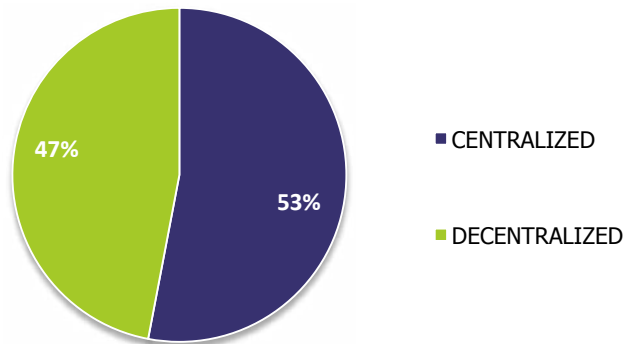
#### HOW CAN YOU DESCRIBE YOUR STRUCTURE?





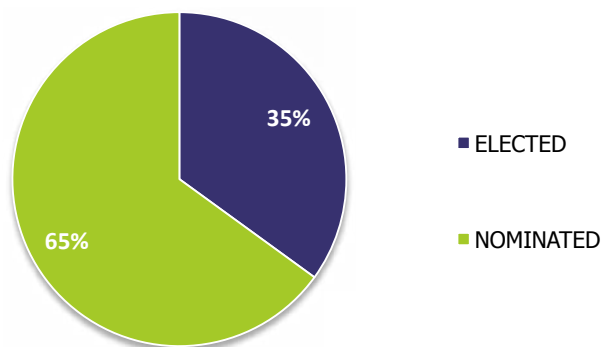
**CHART 6. HOW CAN YOU DESCRIBE YOUR STRUCTURE (relationship between academic and administrative central bodies and units such as Departments / Faculties)?**

**HOW CAN YOU DESCRIBE YOUR STRUCTURE?**



**CHART 7. HOW IS THE RECTOR SELECTED?**

**HOW IS THE RECTOR SELECTED?**



**TABLE 1. BY WHOM IS THE RECTOR ELECTED?**

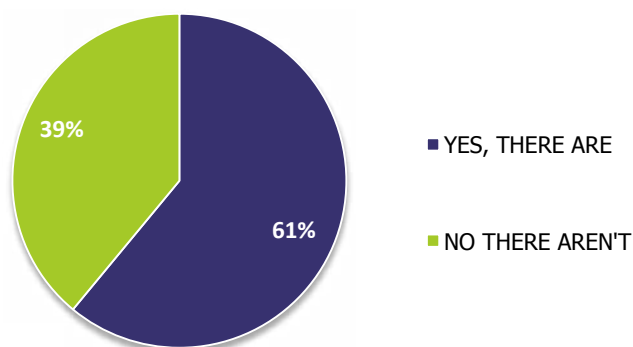
By whom is the Rector elected?	
Elected body	Response Percent
Board of Directors	33,3%
Board of Trustee	33,3%
Ministry of Education, Youth and Sport	20,1%
Other	13,3%

**TABLE 2. BY WHOM IS THE RECTOR NOMINATED?**

By whom is the Rector nominated?	
Nominated noby	Response Percent
University Board	21,4%
The King	35,7%
The Ministry	39,3%
Other	7,1%

**CHART 8. ARE THERE COLLEGIAL BODIES IN YOUR UNIVERSITIES?**

**ARE THERE COLLEGIAL BODIES IN YOUR UNIVERSITY?**

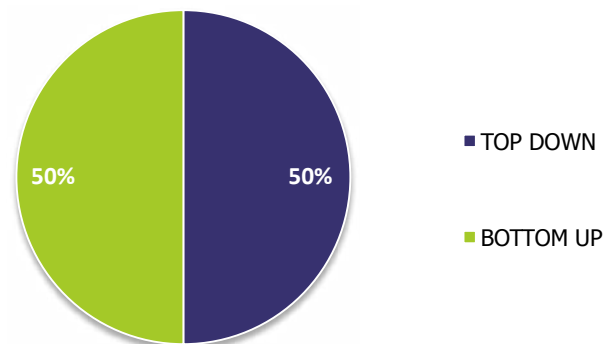


Universities which state to have collegial bodies answered that they are: the Command of Institute's Director; all related member from the Institute and Ministry of Education, Youth and Sport; but, above all, collegial bodies are Faculties (of Management, Management and Tourism, Humanities, Arts and Languages, Literature and Humanity, Agriculture, Agriculture and Food Processing, Medicine, Social Sciences and Economics, Social Science and Community Development, Engineering, Pharmacy, Information Technology, Science and Technology, Odonto-Stomatology, Law and Economics, Finance and Accounting, Law and Political Science, Education Science).

## 5. THE SURVEY: FINANCIAL ISSUES

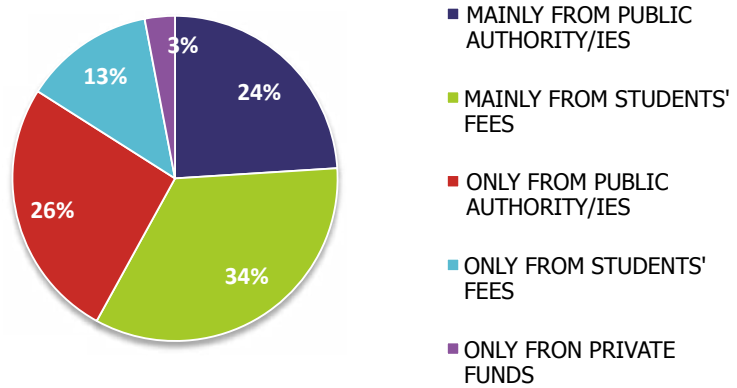
### CHART 9. HOW CAN YOU DEFINE YOUR BUDGET PROCEDURES?

#### HOW CAN YOU DEFINE YOUR BUDGET PROCEDURES?



**CHART 10. WHERE DO FINANCIAL RESOURCES COME FROM?**

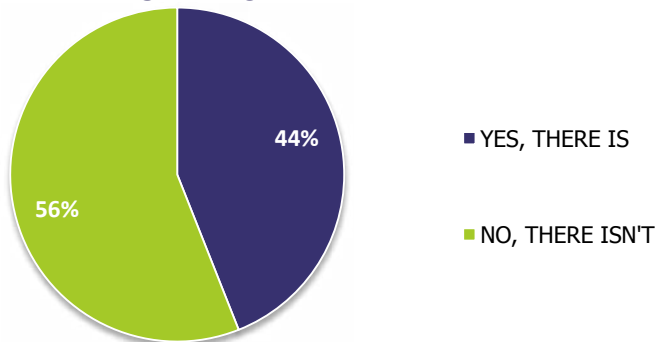
**WHERE DO FINANCIAL RESOURCES COME FROM?**



The greatest part of the institutional incomes come mainly from student's fees and public authorities (34 and 24%). The 26% say incomes come only from public authorities while the 13% says they come only from student's fees. Only the 3% state incomes come only from private funds.

**CHART 11. IS THERE A PERFORMANCE BASED COMPONENT IN THE FUNDING MECHANISM USED BY THE FINANCIAL BODY?**

**IS THERE A PERFORMANCE BASED COMPONENT  
IN THE FUNDING MECHANISM USED BY THE  
FIANCIAL BODY**

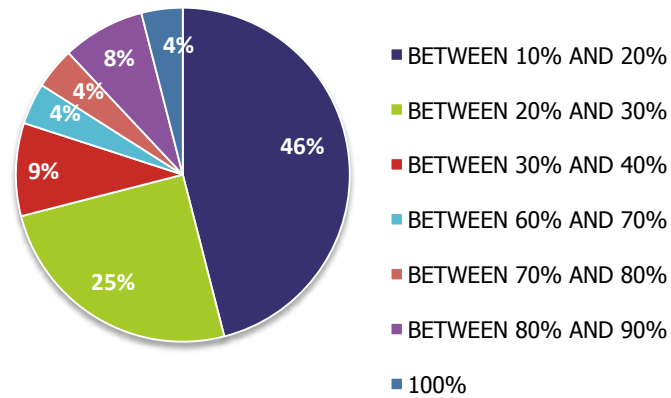


Among Universities which declare to have a performance-based component in their founding mechanism, there is a great difference in the percentage of the financial part depending on performance indicators (it goes from 20% to 90%).

50% of respondents says the performance-based mechanism is applied to research area, another 50% to teaching area but just one University has performance indicators for the third mission and none for internationalization. One University states to have performance evaluation for maintenance and infrastructure.

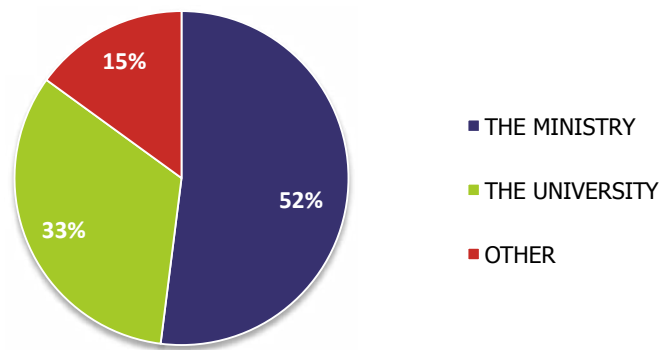
**CHART 12. WHICH SHARE OF UNIVERSITY INCOME IS PROVIDED BY COMPETITIVE SOURCES?**

**WHICH SHARE OF UNIVERSITY INCOME IS PROVIDED BY COMPETITIVE SOURCES?**



**CHART 13. WHO DECIDED ON SALARIES?**

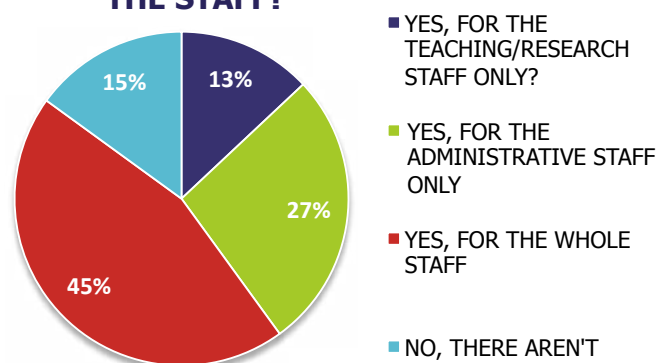
**WHO DECIDES ON SALARIES?**



The 52% of Universities says the salaries are paid by the Ministry while the 33% says they are paid by the Universities themselves. The 15% of "other" answers is composed by: salary from the Ministry and wage from the University and the Government.

**CHART 14. ARE THERE ANY POLICIES OR INCENTIVES FOR THE STAFF?**

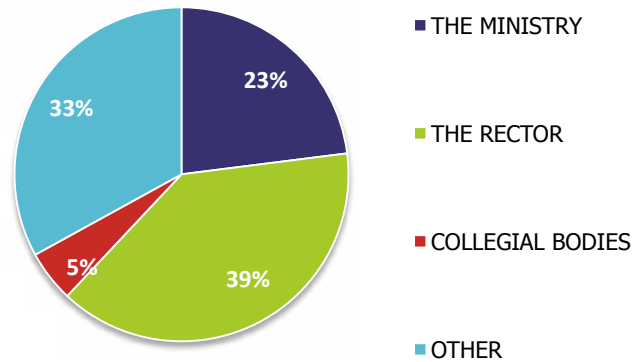
**IS THERE ANY POLICIES OR INCENTIVES FOR THE STAFF?**



The 73% of Universities states that there are policies or incentives for the staff (and the 45% provides the whole staff with incentives). Incentives depend on different elements such as: seniority; indemnity; overtime pay; number of teaching hours; research proposals; research awarding; evaluation on reached goals for the administrative staff. Many Universities say there are incentives for performance but it is not completely clear what's the performance is based on.

**CHART 15. WHO IS IN CHARGE TO DECIDE HOW FINANCIAL RESOURCES ARE ALLOCATED?**

**WHO IS IN CHARGE TO DECIDE HOW FINANCIAL RESOURCES ARE ALLOCATED?**

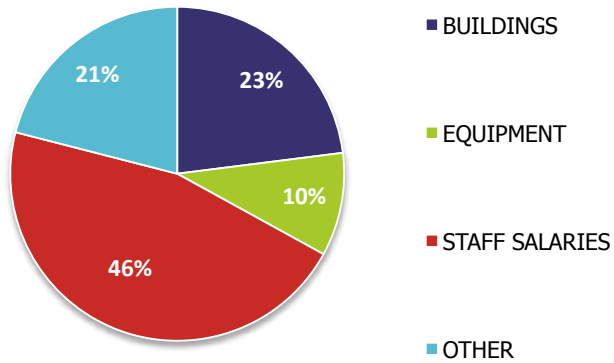


In the 5% of analysed cases, the collegial bodies are in charge of allocating financial resources; in the 23% it is the Ministry to allocate while in the 39% the Rector decide about financial resource allocation. The 33% which answered "other" is composed by institutions where the Director or a Boards of Directors make the decision and other that declare there is a negotiation between the Ministry, the Rector and the Institute Directors.



**CHART 16. WHICH IS THE MOST EXPENSIVE EXPENDITURE ITEM IN YOUR BUDGET?**

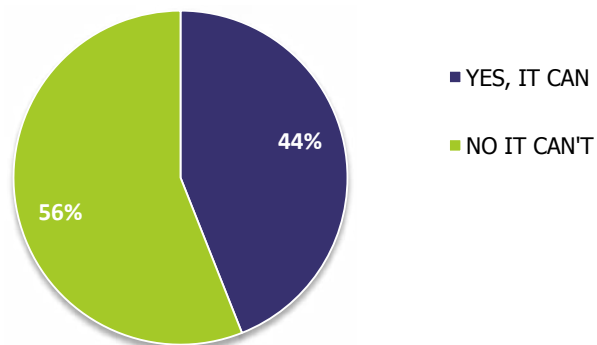
**WHICH IS THE MOST EXPENSIVE EXPENDITURE ITEM IN YOUR BUDGET?**



The most expensive expenditure items in institutional budget are staff salaries, which cover almost the 50%, buildings (23%); Equipment (10%). Other answers consist of a mix of the previous items: buildings and salaries or buildings and equipment. Two Universities answer “teaching hour wages”.

**CHART 17. CAN YOUR UNIVERSITY KEEP A SURPLUS (PLEASE REFER TO THE LAST 5 YEARS)?**

**CAN YOUR UNIVERSITY KEEP A SURPLUS?**

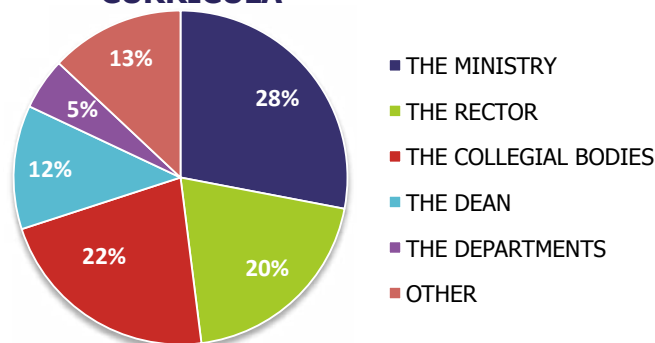


## 6. THE SURVEY: TEACHING AND RESEARCH ACTIVITIES

Twenty-one Universities out of the total number of interviewed institutions have teaching-only positions while the others offer teaching and research position as in the most of European countries.

### CHART 18. WHO TAKES THE FORMAL DECISIONS WITH REGARD TO THE DESIGN / REVISION OF CURRICULA?

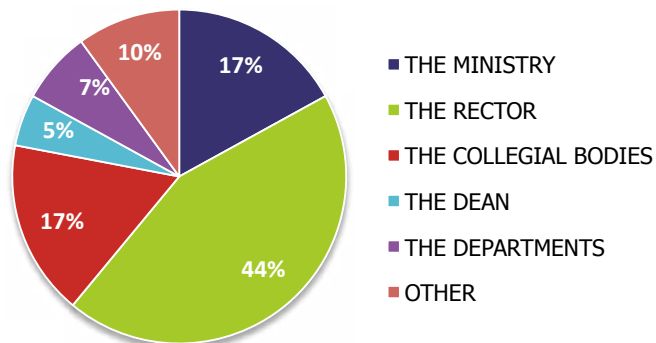
**WHO TAKES THE FORMAL DECISION WITH REGARD TO THE DESIGN / REVISION OF CURRICULA**



Formal decisions on curricula design and/or revision are mainly taken by the Ministry (28%), The Rector (20%) and the collegial bodies (22%). The 17% state that decisions are taken by Deans (12%) and Departments (5%). Other means that the decision process is implemented by different actors who cooperate to make the final choice.

**CHART 19. WHO TAKES THE FORMAL DECISIONS WITH REGARD TO THE RESEARCH ACTIVITY?**

**WHO TAKES THE FORMAL DECISION WITH REGARD TO THE RESEARCH ACTIVITY**

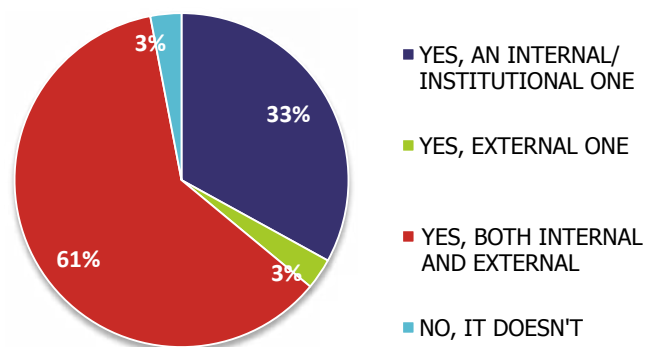


As far as decisions on research activities are concerned, the situation is a little different: 44% by the Rector; 17% by the Ministry; 12% by Deans and Department and 10% by different actors who work together. While the Ministry is the main actor in the field of curricula decisions, research activities are mainly ruled by the Rector.

## 7. EVALUATION AND PERFORMANCE MEASUREMENT

### CHART 20. DOES YOUR UNIVERSITY HAVE A QUALITY ASSURANCE SYSTEM?

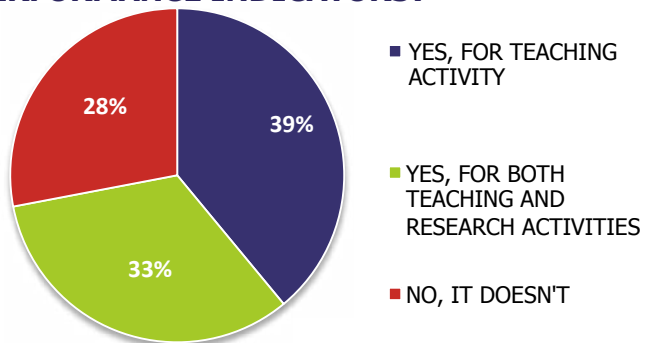
#### DOES YOUR UNIVERSITY HAVE A QUALITY ASSURANCE SYSTEM



More than the 50% of the interviewed universities (61%) declare to have both internal and external quality assurance systems; the 33% states they have an institutional one while 3% says they have an external system. The 3% does not have any quality assurance system at all.

**CHART 21. DOES YOUR UNIVERSITY HAVE A SYSTEM FOR COLLECTING DATA BASED ON KEY PERFORMANCE INDICATORS?**

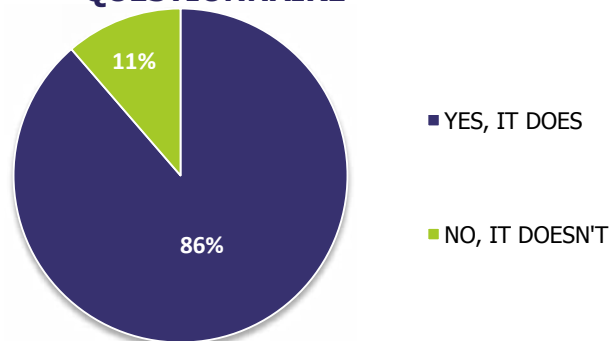
**DOES YOUR UNIVERSITY HAVE SYSTEM FOR COLLECTING DATA BASED ON KEY PERFORMANCE INDICATORS?**



The 72% declare to have a system for collecting data (the 39% on teaching activities and the 33% for teaching and research activities). The 28% does not have any system.

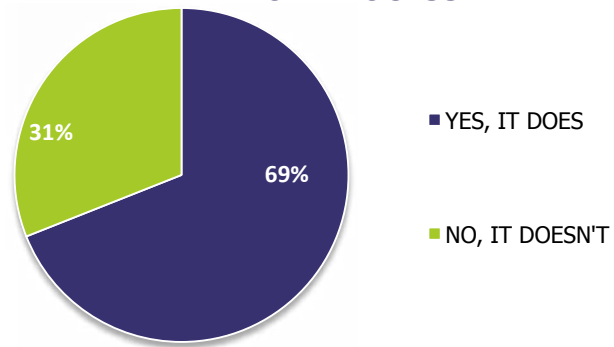
**CHART 22. DOES YOUR UNIVERSITY PROVIDE STUDENTS WITH TEACHING ACTIVITY SATISFACTION QUESTIONNAIRE?**

**DOES YOUR UNIVERSITY PROVIDE STUDENTS WITH TEACHING ACTIVITY SATISFACTION QUESTIONNAIRE**



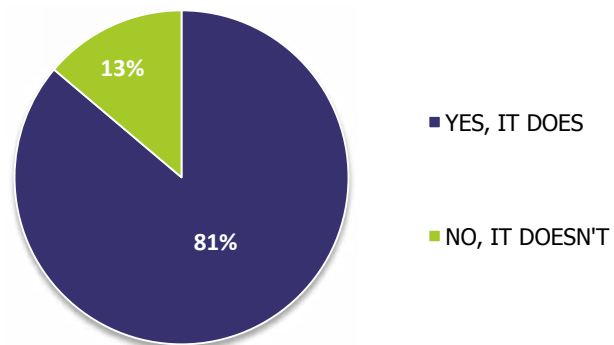
**CHART 23. DOES YOUR UNIVERSITY INVOLVE EXTERNAL STAKEHOLDERS IN THE DEFINITION OF AIMS AND IMPLEMENTATION PROCESS?**

**DOES YOUR UNIVERSITY INVOLVE EXTERNAL STAKEHOLDERS IN THE DEFINITION OF AIMS AND IMPLEMENTATION PROCESS?**



**CHART 24. DOES YOUR UNIVERSITY POSSESS WRITTEN DOCUMENTATION ABOUT THE PROCESS?**

**DOES YOUR UNIVERSITY POSSESS WRITTEN DOCUMENTATION ABOUT THE PROCESS?**



## 8. NEEDS ANALYSIS

IMAGE 3. NEEDS ANALYSIS



As shown by the figure, topics which are considered most important for training activities are linked to financial management aspects with particular reference to general financial management principles, financial management with particular reference to principles, processes and approaches as well as to practical financial procedures such as worksheet, reporting and handbook writing, revenue, expenses, assets, income statement.

Within the management issues, the involved Universities feel a need for balance training

at practical level: sheet and statement of cash flow as well as resources allocation and planning.

A second big topic that emerges refers to fund raising in the double meaning of sustainable budget models and possibility of attracting public and private funds.

Quality assurance and evaluation are topics to be considered very important within the training plan. In the frame of an equity and quality request, Universities ask for quality frames, auditing practices; result-based approaches; quality communication platforms.



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## **ANNEXES**

### **ANNEX 1: Questionnaire**



## Section A: UNIVERSITY DATA

**A1. University name**

**A2. University type**

Public

Private

**A3. University type 2**

Urban

Rural

**A4. Country**

**A5. Respondent position**

**A6. Number of students**

**A7. Number of academic staff (teaching/research staff)**

**A8. Number of administrative staff**



## Section B: ROLES AND RESPONSIBILITY

**B1. How can you describe your structure (relationship between the University and the central Authority/Authorities)?**

Centralized

Decentralized

**B2. How can you describe your internal structure (relationship between academic and administrative central bodies and units such as Departments/Faculties)**

Centralized

Decentralized

**B3. How is the Rector selected?The Rector is selected**

By whom?

**B4. How is the Rector selected?The Rector is nominated**

By whom?

**B5. Are there collegial bodies in your University?**

Yes, there are

No, there aren't

**B6. Collegial bodies are...**

**B7. And collegial bodies are composed by...**

Collegial body n.1

Comment

Collegial body n.2

Comment

Collegial body n.3

Comment



Collegial body n.4

Comment

Collegial body n.5

Comment

## Section C: FINANCIAL ISSUES

**C1. How can you define your budget procedures?**

Top down

Bottom up

**C2. Where do financial resources come from?**

Only from public authority/ies (e.g. the Ministry)

Only from private funds

Only from students' fees

Mainly from public authority/ies

Mainly from private funds

Mainly from students' fees

**C3. Is there a performance based component in the funding mechanism used by the financial body?**

Yes, there is

No, there isn't

**C4. What is the % of the performance based part**

**C5. Which are the areas to be evaluated for the performance-based share?**

Research

Teaching

Third mission

Internationalization



Other

Other

**C6. Which share of University income is provided by competitive sources?**

10%

15%

20%

25%

30%

35%

40%

45%

50%

55%

60%

65%

70%

75%

80%

85%

90%

95%

100%

Other

Other



**C7. Who decides on salaries?**

The Ministry

The University

Other

Other

**C8. Are there any policies or incentives for the staff?**

Yes, for the teaching/research staff only

Yes, for the administrative staff only

Yes, for the whole staff

No, there aren't

**C9. What the incentives depend on?**

**C10. Who is in charge to decide how financial resources are allocated?**

The Ministry

The Rector

The collegial bodies

Other

Other



**C11. Which is the most expensive expenditure item in your budget?**

- Staff salaries
- Equipment
- Buildings
- Other

Other

**C12. Can your University keep a surplus (please refer to the last 5 years)**

- Yes, it can
- No, it can't

## **Section D: TEACHING AND RESEARCH ACTIVITIES**

**D1. Are there teaching-only and/or research-only positions?**

- Are there teaching-only and/or research-only positions?
- There are teaching-only positions
- There are research-only positions
- There are none

**D2. Who takes the formal decisions with regard to the design/revision of curricula?**

- The Ministry
- The Rector
- The collegial bodies
- The Deans
- The Departments
- Other

Other





**D3. Who takes the formal decisions with regard to the research activity?**

The Ministry

The Rector

The collegial bodies

The Deans

The Departments

Other

Other

## Section E: EVALUATION AND PERFORMANCE MEASUREMENT

**E1. Does your University have a quality assurance system?**

No, it doesn't

Yes, an internal/institutional one

Yes, an external one

Yes, both internal and external systems

**E2. Who is in charge of leading the process?**

**E3. Does your University have a system for collecting data on the basis of key performance indicators?**

No, it doesn't

Yes, for teaching activities

Yes, for research activities

Yes, for both teaching and research activities

**E4. Does your University provide students with teaching activity satisfaction questionnaire?**

Yes, it does

No, it doesn't



**E5. Does your University involve external stakeholders in the definition of aims and implementation process?**

Yes, it does

No, it doesn't

**E6. Does your University possess written documentation about the process?**

Yes, it does

No, it doesn't

**Thank you for answering our questionnaire**