

The EuroFaculty Report 1993-2005

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Executive Summary

In Spring 2005 we can see the fulfilment of the original tasks given to EuroFaculty by the Council of Baltic Sea States (CBSS).

The purpose of this report is to describe the university transformation process in the Baltic states after they regained independence as well as the degree of fulfilment of the objectives of the EuroFaculty as stated in the EF Statutes.

In section I EuroFaculty is described as a whole: What were the forces that created EuroFaculty? How was the actual operation, its successes and shortcomings? What advice can be given to future programmes of a similar nature? Finally, the question of sustainability of the EuroFaculty results is addressed.

In sections II, III and IV we show the achievement of goals over time.

The diagrams show in detail how EuroFaculty teachers in the *transformation of core curricula* gradually, over time, worked through the study programmes in the three disciplines at the three universities and subsequently handed the reformed programs over to local teachers.

In parallel with the teaching there have been waves of study reforms. The local teachers have over time worked with foreign lecturers. At the same time, as foreign lecturers have worked through the study programmes with new textbooks, local teachers have been retrained.

The process has been systematic as well as efficient because each foreign lecturer has been assisted by 5 locals: Teaching associates (TAs), student teaching assistants (STAs) and student research assistants (SRAs) in the process of *retraining and training of local academic staff*.

The retraining was for practical purposes fulfilled at the end of 2003. This implied a shift in the focus in 2004 from existing staff to coming staff - first of all PhD students.

The initial resistance against reforms, especially of the Law studies, has disappeared.

Section V gives a short overview of the EuroFaculty libraries.

EuroFaculty has eagerly promoted the acquisition of modern western textbooks and academic literature in the *development of libraries and computer networks*.

EuroFaculty has likewise promoted use of information technology (ICT) and created video based links between the Baltic states.

Shortcomings

Research based teaching in social sciences is still almost absent in the Baltic states. Research in social sciences has low prestige and job prospects. Consequently there are problems in attracting young talents into research based academic careers.

A loss of resources/opportunities occurred repeatedly due to instability in and lack of knowledge of future funding. Contracts could not be made in all cases with an adequate time horizon for the foreign lecturers.

The one-year budget was clearly not sufficient in relation to the three year budgets repeatedly asked for by the Governing Board.



Chairperson of the EuroFaculty Governing Board Prof. Baiba Rivža

The strict earmarking of national contributions from some donors was inferior to a common pool budget supported by others. Obviously the most efficient use of resources can be obtained when all of EuroFaculty's resources are usable for all EuroFaculty purposes.

Lessons learnt

Change in society takes time – EuroFaculty was expected to develop a new generation of scholars in Social Sciences from 1993 to 2005.

Possibilities to absorb donor input has to a great extent been limited by the required co-financing of the recipient states.

The transformation was relatively rapid in Economics. The resistance was greatest in Law. The transformation was , however, fulfilled by 2005.

I. EuroFaculty

1. What is EuroFaculty?

- Mission and objectives (the political context)

The fall of the Soviet Union created the opportunity for the Baltic States to re-emerge as independent and free peoples. It also created rather urgent problems. They suddenly and quickly had to create and then operate whole new national and local governmental systems. Creating the institutions could be managed with expert assistance. Operating these systems, however, requires local civil servants with distinct sets of knowledge, skills and experiences. In the European framework the required knowledge is instilled mainly at the university level through the social sciences and law. In the Baltic States, however, fifty years of Soviet education policy had politicised the social sciences and law programmes in the main universities in each country (Vilnius University, the University of Latvia, and Tartu University). These institutions could not provide the knowledge bases needed for governance. A key piece of the “nation building” puzzle was missing.

The problem was local, but it was a local problem with regional significance. Many peoples striving to gain independence, and build nations face the same dilemma. Once the country is established, where does one find a qualified civil service? Europe has a particularly large stake in answering the question because of its proximity to troubled regions in the east. Yet, there were no project models to solve the problem available in the early 1990's. The EuroFaculty project would be among the first.

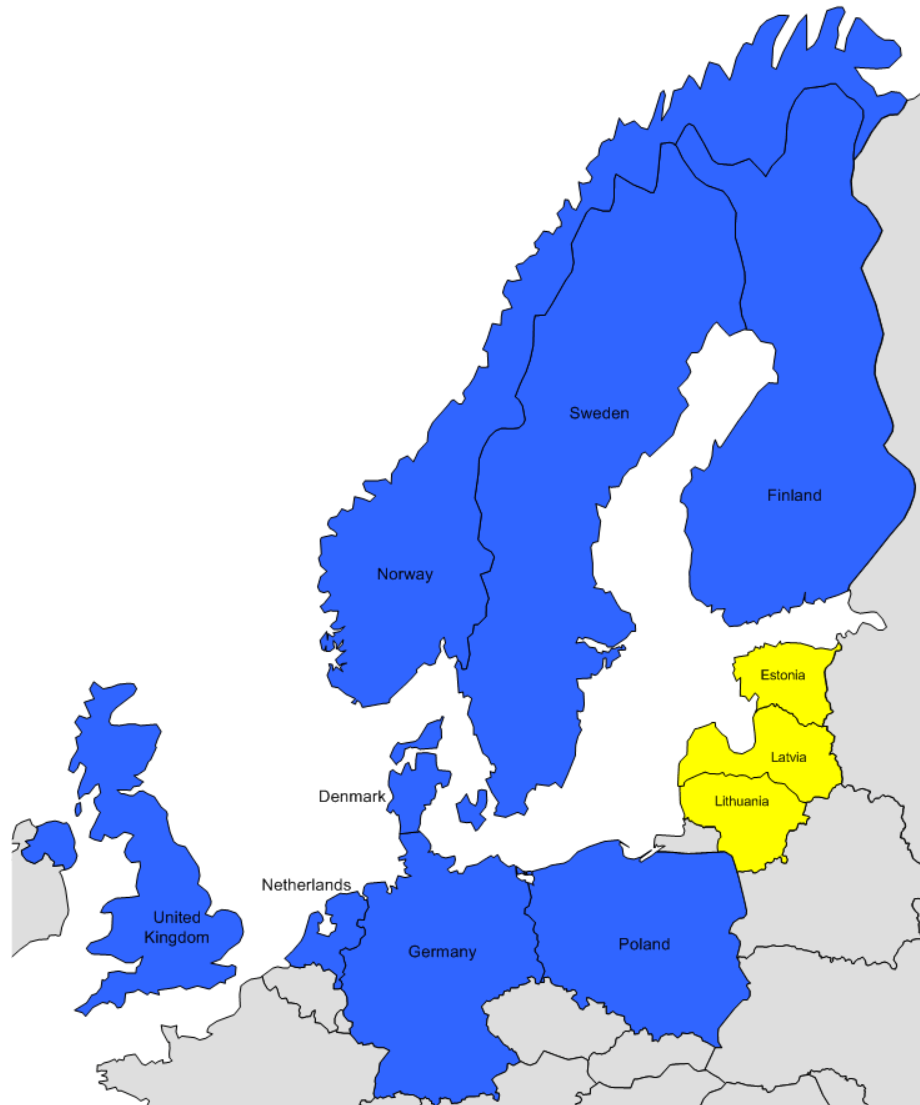
The EuroFaculty project was adopted by the Council of Baltic Sea States at its second meeting in Helsinki of 16 March 1993. The transformation was from the start assumed to be fulfilled by the year 2005.

The principal goals are established in the EuroFaculty Strategy Plan adopted by the Steering Committee in 1995, and defined in the Revised EuroFaculty Statutes, Council of the Baltic Sea States, IX ministerial session, Bergen, June 21-22, 2000.

In accordance with the EuroFaculty Statutes, in particular Article 3, the principal goals are as follows:

- a. Introduction and transformation of core curricula in each field up to and including the level of Master's degree to internationally accepted academic standards.

- b. Retraining and training of local academic staff and new professionals to ensure that the host universities have the means to sustain the new curriculum.
- c. Development of libraries and computer networks in support of teaching and research at the host universities.



The countries involved in EuroFaculty as donors (blue) or recipients (yellow)

The field for reform was **economics, law, and public administration** under the roof of the following institutions: Tartu University, Estonia, University of Latvia, Latvia, Vilnius University, Lithuania. It has been financed by grants from the CBSS member states.

Teaching in the Bachelor programmes was established from the academic year 1994-1995. The full academic program was started from the academic year 1995-96.

EuroFaculty language courses started in the autumn semester 1993. There were four elements to the 'English language Academic Preparation Courses' (APC): Reading; Writing; Listening & Note taking; and Speaking. All four skills were needed to successfully participate in the academic courses. In fact, an APC certificate was obligatory for those students who wanted to follow EuroFaculty classes. Over the course of 1995-1996 the language training was integrated into the language training departments in the three universities, and in subsequent years the APC certificate was no longer needed in order to attend EuroFaculty classes.



The start of EuroFaculty in 1993. In front to the left Prof. Juris Zaķis, Rector of University of Latvia. Lightening his pipe in the background to the left is Uffe Ellemann-Jensen, the Danish Minister of Foreign Affairs

EuroFaculty included between 1994 and 1997 a minor pilot programme at Kaliningrad State University (KSU).

The EuroFaculty project goal was to rejuvenate the social sciences and law studies in targeted state universities in Estonia, Latvia and Lithuania up through the masters level. To accomplish this, EuroFaculty would have to introduce new courses, materials, and teaching methods, as well as promote curriculum reform in each targeted faculty. The assistance had to be sustainable (so that the programmes would continue at a quality level beyond the project), and thus make a long term contribution to society.

There were no illusions that such work could be completed quickly. At the outset, universities are not easy to reform. The faculties have great autonomy, and were fully staffed with academics of reputation who might or might not resist change. Moreover,

to the extent new academic staff would be needed, it would take years to produce persons who could teach and research at a western standard. Finally, implementing an entire curriculum requires introduction and take over of a large number of courses that could only be done in stages. For example, it is not realistic to work on reforming masters level programming if undergraduate courses do not sustain that level of learning. EuroFaculty could only succeed step by step, working from a more basic to a more complex level with the trust of local actors.

- Establishment

The Council of Baltic Sea States (CBSS) sponsored the EuroFaculty project. At the same time, the CBSS could not mandate the precise relationships that would be needed to make the long term project a success. This would require developing a rather complex web of partnerships.

The project was implemented through (1) a commitment of Baltic states to contribute co-financing to secure university participation and commitment to the project, (2) establishment of EuroFaculty centres in each university that would manage the relationship between faculty and EuroFaculty academic staff and regional institutions, (3) establishment of a directorate in Riga that would manage the overall project and report back to the donor countries and oversight boards of the project, and report back to the Council of Baltic Sea States, and (4) annual commitments from Council of Baltic Sea State members to provide financing for each year of the project.

At the close of the project, it is easy to forget that none of the above institutional arrangements existed at the start of the project. It was necessary at that time to create the directorate, as well as its financial and managerial systems. It was also necessary to develop centres in each university. None of these existed either. It was also necessary to begin finding suitable lecturers who would commit to longer term commitments for teaching in a challenging setting. There were not set mechanisms for recruitment, evaluation, compensation, or oversight. Everything had to be created. Thus, one should add in the final report that the starting conditions for the project were quite demanding.

One key to making the project work was to gain the trust and acceptance of the local faculties. This meant that the EuroFaculty centres should not be seen as foreign or permanent structures. Instead the centres had to facilitate take over of courses, materials and ideas, and at the end of the project they would disappear. To make the facilitation work, the centres had to gain the trust of faculties, and be ready to use leverage as appropriate when change was moving too slowly.

Another key would be in the ability of the directorate to manage the relationships with donors, and oversee, as well as find, appropriate lecturers. This also posed complex challenges, especially in light of the instability of the budgetary arrangements, the conditions placed by the donors on use of funds, and control over appointment of EuroFaculty lecturers.

- Legal status

The legal status of EuroFaculty has been a problem from the start of the project. The CBSS itself is a political body without the capacity to create legal entities through its own power. The CBSS could only confer the same type of status that it enjoys – that of an international organization without legal status as a matter of local law. This could not be avoided, but it also has created problems for the project.

- Actors and responsibilities

To make the above reforms happen, a partnership had to be established between different sets of actors. The first set of actors were in the Baltic States themselves. The state and university had to take ownership of the project. The second set of actors were academics from Europe who would provide the expertise needed to revitalise faculty courses, teaching methods, etc. The third set of actors would be the managers who kept the project moving at the local and regional level. The fourth set of actors were the donor countries who provided the funding for the project. The fifth set of actors were in the sponsoring agency, the Council of Baltic Sea States. Taking this into account, not only was the mission of EuroFaculty difficult, and long term, but the institutional arrangements needed for EuroFaculty to succeed would be complex.

The keys to making the above system work were (1) the ability of the EuroFaculty system to attract the types of academics needed for local conditions in a reliable manner, (2) the willingness and ability of the local faculties to accept the visiting lecturers brought in from the directorate through the centres, and respond to recommendations for change, and (3) the ability of the EuroFaculty management to respond to changing local conditions, and (4) the overall financial and managerial stability of the system. As set forth below, these would all be tested in the course of the project.

- Funding

The funding for the project has also been complex, adding another layer of difficulty for the project. The CBSS framework provided a way for donors to contract directly with the EuroFaculty directorate to fund aspects of the teaching. This required the director to negotiate each year with each donor in order to obtain the needed resources. Moreover, it provided an opportunity for donors to impose conditions on the use of funds that were donor country oriented rather than project oriented. Also, no donor had a legal obligation to fund the project for its entire duration. Thus, any donor could opt out of the project, or modify its terms of assistance each year. Several donors did opt out, and many changed the terms of their contributions. This added to the difficulties of managing the project.

- Organization

The Board

EuroFaculty's first Board was the Steering Committee (June 1993) composed by two representatives from each of the donor and recipient countries one representing the universities and one representing the national government. The European Commission, the EC TEMPUS office and the contractor(s) of the TEMPUS projects

were also be represented in the Committee on a temporary basis. In total 24 members. Chair and Vice-chair were selected after a rotation principle.

The Steering Committee was responsible for academic strategy and decision making as well the EuroFaculty finance and legal status. The Steering Committee appointed the EuroFaculty Director.

From autumn 1996 the Academic Advisory Board (Established by the Steering Committee 29 April 1996) cooperated with the EuroFaculty Executive Committee.



The leadership of EuroFaculty autumn 2001. From left: Vice-director Linas Cekanavicius, Lithuania, Vice-chairman of the Governing Board Juhani Dammert, Finland, Vice-director Biruta Sloka, Latvia, Chairperson of the Governing Board Baiba Rivža, former Director of EuroFaculty Arild Saether, Norway, Director Gustav Kristensen, Denmark, Vice-director Michael Gallagher, Estonia.

A need for a streamlining the organization to obtain greater efficiency in its function resulted in the autumn in idea for a new structure of the leadership of EuroFaculty.

In June 2000 revised EuroFaculty statutes were accepted on the Ministerial session of the Council of Baltic Sea States in Bergen.

The Steering Committee was replaced by the Governing Board (GB) and the Academic Board (AB). The Academic Board makes proposals for academic implementation plans and to revise and adopt the academic plans according to the decisions of the Government Board on available funding. The Executive Committee (the chairman and vice chairman of the GB, the chairman of the AB, and the Director) was in principle continued.

In the latest years more efficient was found to hold AB&GB meetings together, so the boards were cooperating more closely and “de facto” became one Board again.

The Administration

The daily management of EuroFaculty is performed by the executive group which includes the director, the three local vice-directors and two officers.

The Directorate has the overall budget control. The director is committed in his contract annually to make 3-year rolling budget to match the academic plans. In the daily functions the quality control of the academic programmes are made by the three program coordinators who are foreign lecturers.

Three centres each with a national vice-director are responsible for the contact with the local universities, and daily organization of centres activities..

The structure secures international independent cross country quality control on the one side and integration in the local environment on the other side.

2. Actual operations

- Long-term development of trust
- Establishment of separate centres with a view to leverage
- The “Switch idea” - going from using foreign to using local teachers
- Local teachers: TA, STA, SRA
- Shift in teaching philosophy towards active student participation

The operations of EuroFaculty evolved over time, and it is this evolution that has been one of the strengths of the project. In the early years, the main preoccupation was to develop and then maintain the system of providing European experts as needed in the local faculties, and to ensure that the faculties accepted the courses that were offered. It was not automatic, for example, that a university would give academic credit for a course taught by a foreign lecturer in English or German, and allow such a course to satisfy degree requirements. This requires trust, and trust can only be build over time.

During this period, the value of having a EuroFaculty centre in each university became more clear. The centres became the focal point for communication between the European and local groups. This allowed for a more open dialogue with faculties about the wide range of issues critical to the success of the project. This included discussing problems with foreign and local lecturers, identifying promising new teaching talent, and discussing strategy. From the side of the directorate, the centres were important to allow for increased leverage to address barriers in course take over and curriculum reform.

At the same time, the goal of the EuroFaculty project was not to create centres, but to support the local faculties. This meant that the centres would be temporary, and local facilitators to help European lecturers integrate into the faculties rather than running parallel programmes. The take over goal worked as follows. The EuroFaculty lecturer

provided a course with the support of a teaching assistant (TA) who was selected as the best possible candidate to take over course teaching. The EuroFaculty lecturer then provided the TA with the course materials, and mentoring in how the course should be taught. Additional logistical support to the European lecturer was provided by Student Teaching Assistants (STAs). Student Research Assistants (SRAs) were used to support research projects. Experience showed that providing grants to students and young faculty were crucial to assist these persons to stay in the university orbit without taking on non-university employment. Thus, each centre used a variety of grant mechanisms targeted to the most promising young academics as potential next generation faculty. The system

- Real process (context)
 - Political leverage
 - Societal/universities
 - Collapse of Soviet Union – new understanding of professions
 - Obstacles/success factors
 - Change managers/process cultural
 - Institutional ownership -> sustainability
 - Difference in supportive attitude/readiness for reform

The above system evolved over time in light of local circumstances. One can view the EuroFaculty project, therefore, as a learning experience for both the recipients and experts. On the expert side, each faculty and each university had (and continues to have) different strengths and weaknesses, and each required a separate approach so that the course take over and curriculum reform processes would move forward. The situation in the Tartu Economics Faculty was not the same as that in Vilnius, and neither were remotely similar to the situation in the law faculties.

At the same time, certain factors, however, were relatively constant. One was the need to develop trust among local faculty and students as a condition of having an impact. This trust building requires a certain stability in the placement of effective academic staff, as well as a willingness to make changes in EuroFaculty staff as needed. It also required a stable level of financing and activities. The key was for the EuroFaculty lecturers to earn this trust, so that working with EuroFaculty would be seen as a secure route to success (academic or otherwise). One example provides a glimpse of this. EuroFaculty courses were often more difficult than local courses (because of the use of a foreign language and introduction of new ideas), and sometimes had a higher failure rate. Students would not take on the additional burden of these courses, nor would the faculties accept the failure rate unless they trusted that it was a necessary part of the process of adjusting to a higher level of teaching and learning.

Another factor was the need for the local faculty to take ownership of the process. There is always a temptation to take for granted resources that are provided on a long term basis. So too, with EuroFaculty. For EuroFaculty to have a sustainable impact, the local faculty had not just to accept the courses offered as part of the curriculum. They also had to take them over with local staff, and to provide permanent positions for the academics teaching these new courses. Inevitably, the degree of such “ownership” was not the same in different academic disciplines and centres. Nor was it the same over time. It was true that the ownership tended to grow over time as

experiences showed the value of new methods, ideas, and personnel. Overall, however, those disciplines and centres that had a higher sense of ownership developed faster, and with more sustainable results.

In this regard, one should keep in mind that the faculty structures often do not make reform easy. Tenure systems are a barrier to changing academic staff. Setting that aside, there is no guarantee that local academic staff are able to take over courses effectively. These factors posed risks for the project. A certain amount of judgment was required in deciding when a faculty was ready to take a next step on course take over, in proceeding with curriculum reform, and in selecting young persons to take over courses.

In this context, working in more than one university was a help. Thus, where curriculum reform occurs first in one location, EuroFaculty was in a position to inform the other faculties, and use the result as a model. This increased leverage within the EuroFaculty system. Moreover, a larger number of cooperating centres produced a larger number of ideas.

3. Successes - concluding, focus on output

- Objectives achieved with a view to sustainability
 - Transformation of core curricula (in accordance with statutes)
 - Contribution of a totally new curriculum for Political Science
 - Inspiration for curriculum reform
 - Participation/contribution in curriculum reform
 - Implementation of curriculum reform through the use of foreign teachers
 - Active involvement in faculty discussions on curriculum update
 - Introducing inter-active teaching methods
 - Retraining and training of local staff
 - Increased optimism in relation to a positive future for academic staff
 - The TA concept has proven successful
 - Positive impact on language teaching
 - 2nd generation influence on staff development
 - Development of libraries and computer facilities
 - increased use of library functions in general
 - better supply of foreign academic literature (especially English literature)
 - increased ICT literacy
 - made EF visible; a good example for others at the universities
 - positive impact on teaching methodologies

EuroFaculty enjoyed many successes in the above work. At the outset, it facilitated the reform of the core undergraduate and masters level curricula in each of the faculties where it worked. In the field of Political Science, this was an entirely new

curriculum (as there had been no comparable area of study in the Soviet times). In economics, this meant introducing more rigorous theory and quantitative methods. In other faculties, EuroFaculty facilitated the reforms that had been planned and provided key additional information and expertise. EuroFaculty was also instrumental in moving faculties away from long standing habits of teaching by lecture alone. EuroFaculty teachers provided a far more inter-active approach that over time became more the norm. Further, EuroFaculty has proved to be highly effective in assisting the development of next generation academics up through to the PhD level. A main reason is that working with a local partner to teach a course provides extended opportunities for mentoring and advising. Going further, EuroFaculty also increased the fluency of local faculties in European languages (especially English and German), in increasing ICT literacy, and in improving access to western library resources. From all of the above, there are good reasons to conclude that the EuroFaculty model was an appropriate tool for promoting the changes that were needed, and could be developed further in regions with similar challenges.



From the left Director Gustav Kristensen, Ambassador Eckart Herold, Germany and EuroFaculty lecturer Hans Wildberg, Germany.

- Extra value added
 - The attitude of faculties to reforming society/university has changed in a positive direction
 - Established practical cooperation between universities
 - Administrative capacity building at host universities
 - EF former students are considered of high quality

- EF former students are in a lot of leading positions in the individual countries, and are thus successful
- EF has been preparing the process of later “break through” in curriculum development
- Propelled the involvement in the Bologna process
- Influence in national politics through EF students
- Cross-Baltic EF-based cooperation in teaching & research development
- The only social-science Cross-Baltic cooperation programme
- Establishment of the Baltic Journal of Economics
- EF an “Agency for International Mobility”
- Integration of other types of teaching resources (i.e. Fulbright professors, civic education projects (CEP))
- Accreditation of all economics course in 2 countries (3rd in the pipeline)



Executive officer Zane Leduskrasta showing copies of Baltic Journal of Economics sponsored by EuroFaculty, the Bank of Latvia, and the Bank of Estonia.

In addition to the immediate and direct impact that EuroFaculty has had, there were indirect effects as well that should be considered. At the outset, EuroFaculty has had a positive impact in promoting the reform agenda in general in the university and in society. Indeed, as EuroFaculty students graduated, they often were propelled quickly into policy making positions, where they had immediate use of their improved

academic background. Having experts in place over time, also provided an opportunity for an extended dialogue on how the university should function, and how academia relates to society. This was especially important in introducing the Bologna process to local universities, and arguing for its implementation. EuroFaculty also was effective in establishing linkages between faculties at the three universities in research. For example, The Baltic Journal of Economics was a product of EuroFaculty. Indeed, the EuroFaculty project was one of the only institutions that could promote this cooperation. This assisted also in opening up the faculties to more broad collaboration with western programmes (for example the Fulbright Programme). EuroFaculty also assisted each university in building its own administrative capacity. In Tartu, for example, EuroFaculty evolved into a permanent college (EuroCollege) that created the local capacity to develop and operate an entirely local interdisciplinary programme in European Affairs.

4. Shortcomings

- no commitment to project financing in the long term which led to:
 - delays in annual contributions
 - lack of flexibility in use of funds for different purposes due to lax financial management in the beginning of the project
 - difficulties in recruiting adequate staff in time due to restrictions in long term planning possibilities (too input driven)
 - lack of project planning and guidance in early stage of the project (at programmatic level)
 - lack of institutional base (EF is still on the borders of legality!). An institutional base should have been created before the start.

At the same time, the project could have been more effective. One reason was the difficulty in maintaining a long term approach to financing. The donor countries to the project could only commit their financing for one year at a time. Moreover, the ministries responsible for allocation often experienced delays in transmitting funds. Finally, this bilateral aspect of the project made it impossible to set a single standard for selecting EuroFaculty lecturers. Donors often imposed conditions for use of their funds. This made it more difficult to recruit adequate staff to meet local needs. It also made the project much more difficult to administer, and to track changes.

A second reason was the rather difficult start up process. In the early phases of the project, it was important to make rapid progress. At the same time, none of the institutional framework was in place yet. Moreover, there was a huge amount of work to do. This led to an unacceptable level of confusion over the standards to be applied to the EuroFaculty lecturers, and insufficient strategic planning. As set forth above, this planning evolved as the project went forward.

The legal status of EuroFaculty was also a problem. CBSS could not confer legal status, except to give political support. At the same time, creating a separate legal entity from CBSS would have been impossible given the complexity of the interests at

stake, and the need to insure that EuroFaculty was temporary rather than permanent. This caused difficulties for the administration of the project (for example in how it should create financial reports), as well as for lecturers (especially with respect to taxes and insurance).

5. Advice to future programmes of similar nature

- bottom-up process in project formulation is to be preferred
- secure long-term commitment towards pool funding
- secure legal and institutional base
- secure institutional embedding (the name EuroFaculty was never a good one as it implied an add-on or separate faculty!)
- close financial monitoring on a day-to-day basis by project management is crucial
- strong political motivation on the part of donors
- a long-term project is preferable to a short-term project especially in a (human) development project like EF
- need for a coherent library strategy from the beginning to be included in the project plan
- mentoring aspect in staff development is a key element in securing sustainable results

With the above in mind, EuroFaculty provides an interesting model to consider in structuring future projects of a similar nature. There are lessons to be learned. At the outset, the EuroFaculty experience confirms that a long term, “bottom up” approach works best. The local faculty must have incentives to “buy in” and move reforms forward, and one should not assume that such “buy in” will be automatic even with excellent expertise provided. But without the acceptance of the local faculties, there will be problems of sustainability. This “buy in” takes place over time, and cannot be rushed. Thus, such assistance projects should be viewed as steady and relatively slow moving efforts, rather than “Quick in and Quick out” affairs. This, in turn, requires a rather strong political commitment on the part of donors.

In addition, future projects would do well to prepare an alternative to EuroFaculty’s financing arrangement. Pooling resources, rather than maintaining bi-lateral relations, would allow such a project to exert more leverage, and more effectively recruit lecturers.

Further, the project should start from a more stable legal basis. This means formalizing the relationships between donors, project administration, and universities in some sort of agreement or institution. Such an institution should be formed carefully in order to insure that the institution does not take on a permanent identity. It also requires strong project management. In this regard, the project should strive to be “embedded” in the local institutions rather than separate. Here, one might consider that the project name “EuroFaculty” was not optimal as it implies that the project was a separate “faculty” when in fact it was not.

Further, the project might consider carefully at the outset its library and technical support strategy. The EuroFaculty library project provided valuable resources to each university. But it could not assist the universities in the broader --- and urgent problem --- of developing its own library strategy. Thus, the main libraries tended to work in

parallel. In Tartu the EuroFaculty books were listed in the main university data bases, but acquisition policy, and development strategy was beyond the scope of the current project. Similarly, the ICT needs of the university should be considered in the project planning stage. As time goes by, this ICT component will grow in importance, with the possibility of using regional classes, distance learning, and distance mentoring becoming more and more practical.



Books published at University of Latvia in cooperation between EuroFaculty lecturers and Latvians.

While libraries and technology are important, the final and perhaps most important lesson to be learned from the EuroFaculty project is the crucial importance of mentoring to produce change. This means that the teaching experts not just provide lectures, but also get to know students and faculty over time, and help build an environment where development, rather than stagnation, become the norm and culture.

6. The future

It has been emphasized that the success of EuroFaculty should be judged on whether the project has produced sustainable results. Several of these results are plain to see. There are in place new curricula with a host of courses taken over in each faculty in each centre. These curricula are perhaps the most evident expression of the strength of the project, and are described more below. Equally important is the change in attitude that curriculum reform is not a “one time” affair, but a continuing process in itself.

In addition, EuroFaculty has produced sustainable institutional changes. In Tartu University, for example, it has produced a permanent college (EuroCollege) with an agenda for creating interdisciplinary teaching and research. But aside from the new institutions that have arisen, EuroFaculty has produced irreversible changes in the faculties themselves. This is best expressed in the idea of being more accountable to the students, and to the social context. The commitment of all three universities to the Bologna process will move this forward further still.

Finally, EuroFaculty can point with great pride to the fact that it has changed the lives of a large number of persons in each of the three countries in which it has worked. Some of these will be the next generation of academics in the universities, and further EuroFaculty's work. All have a greater capacity to influence society policy for the better. This “humanistic” result should be one of the strengths of the European experience.

II. The EuroFaculty Economics Programs in Riga, Tartu, and Vilnius 1993-2005

Status Report on *Curriculum Building*

In each of its three centres, Riga, Tartu, and Vilnius, EF has, in cooperation with the local faculties, established economics programs, at the bachelor and masters level that compare well with economics programs in Western Europe and North America. Students are graduating from these programs with bachelor degrees and/or masters degrees, and proceed toward further postgraduate studies abroad, or take on positions - frequently positions of considerable responsibility - in their home countries. The success of our graduates in obtaining post-graduate degrees in Western Europe and North America is a good indicator that the EuroFaculty economics curricula meet internationally accepted academic standards.



Vita King, Germany. Discipline coordinator in Economics – Tartu - Riga-Vilnius

Currently we have EuroFaculty economics graduates enrolled in graduate and post-graduate programs at, for example, Stanford University, London School of Economics, University of Twente, Aarhus University, Kiel University, Nürnberg University, Oslo University, Helsinki University, Central European University, University of Marseilles, Boston University, to name only a few.

In Tartu (2002) and Riga (2004) the EF-designed economics curricula have recently undergone renewed restructuring, in order to render them compliant with the Bologna declaration, and to ease their entry into the new European higher education space. The new curricula provide for three years of study at the bachelor level, and two years of study at the masters level. During the year 2004 the new economics curricula have been evaluated by international evaluation commissions and have received accreditation at the national level. In Vilnius a review of the economics curricula is in progress.



Lecturer Morten Hansen, Denmark, generally recognised as an outstanding EuroFaculty lecturer.

Table 1 – Development of the EuroFaculty Economics Programme: 1994-2005

	Phase 1: 1994-2000	Phase 2: 2000-2005
Curricula Reform	Bachelor's	Master's
Teaching Focus	(i) Core Courses (ii) Specializations	(i) Advanced Methodology (ii) Advanced Applications to Monetary and Financial Topics
Training Focus	Faculty	Doctoral Students, Masters Students Bachelor Students
Research	Student Research Assistants (Bachelor Students)	Doctoral Students and Masters Students (research grants) <i>Baltic Journal of Economics</i>

Table 1 gives a visual overview of EuroFaculty activities in the field of Economics from 1994 to 2005. EF economics activities have been carried out at three locations: (i) The Department of Economics at the University of Tartu; (ii) The Department of Economics at the University of Latvia; (iii) The Department of Economics at the University of Vilnius.

Status Report on *Libraries and Computer Facilities*

EuroFaculty has established libraries in its three centres: Tartu, Riga, Vilnius, consisting of open access shelves and reading areas. Electronic library catalogues are in place. Our library staff assists customers with locating books and with handling the electronic catalogue. New books are ordered every semester in accordance with course needs and research needs. The EF libraries are frequented not only by students and faculty (the principal target group), but also by the public.

A library, of course, is never finished. Ongoing acquisitions have to be made and obsolete items need to be removed. One current weakness in the EF library network is the scarcity of academic journals. This issue will be addressed in the proposed EuroBaltic Centres of Excellence, with particular attention to electronic journals.

When EuroFaculty started up more than 10 years ago, it furnished its offices, as well as student research rooms, with computing and printing equipment that, at the time, was exemplary and innovative. Meanwhile, we can report, that the computing

facilities in the economics faculties at the EF host universities have developed dramatically, are accessible to faculty and students, and often exceed the quality of the computing infrastructure of EuroFaculty offices.

Recently, however, EuroFaculty has been instrumental in a further innovation: the acquisition of modern video-conferencing equipment in connection with the EuroClass Project.

EF Assistantships and Apprenticeships (TA, STA, SRA)

To illustrate the process of developing academic assistants and associates a few examples shall be given:

A Teaching Associate (TA) participated in delivering the course “Public Finance”, while she was a doctoral student at the University of Latvia. She now has earned a doctorate in economics, and has taken full responsibility for the course “Public Finance”. A TA for the course “Money and Banking” is currently a doctoral student at the University of Latvia, and has taken full responsibility for teaching this course. An associate professor of economics at the University of Latvia was TA for the courses “Microeconomic Theory”, as well as “Labour Economics”. He is now teaching both courses at the University of Latvia. An associate professor who was Teaching Associate for the course Game Theory, has now the full responsibility for that course.

However, not always did such a smooth transfer of courses take place. A TA for the course “Models of Monetary Theory” opted for a career at the central bank, and did not take over the responsibility for the course. Currently there are two TAs, both central bankers, attached to the course “Models of Monetary Theory”. The strategy is to have each of the three teaching associates specialize on a particular module of the course, so that in the future they can deliver this course as a team. This allows them to present teaching material in which, as central bankers, they have a strong interest, without too much time commitment, and while pursuing their career as central bankers.

The positions of “Student Teaching Assistant (STA)” are typically given to younger students. Here we have observed that some of them, later serve as TAs, demonstrating their interest in an academic career, while pursuing advanced degrees at the University of Latvia. Others go abroad for graduate studies. One of the first STAs, after graduating from the University of Latvia with a bachelor degree, moved to the London School of Economics to obtain a masters degree. He is currently a doctoral student at Stanford University.

Another former STA is currently pursuing doctoral studies at Clark University, and more examples could be mentioned.

Here, again, not all assistants remained in the academic environment. Some left to pursue careers in private industry, following their interests and/or attracted by higher salaries.

Our Student Research Assistants (SRAs) typically are advanced bachelor students, who receive their first exposure to participating in research projects. The annual

EuroFaculty conferences have served as a platform for student research presentations. This early research experience has typically resulted in high quality bachelor theses. Most of our young researchers have moved on to Masters and/or doctoral programs at the University of Latvia or abroad.



EuroFaculty students Oleg Tkacev and Natalja Skorohod in the Riga Centre Library

Analogous stories could be reported about assistants co-operating with my colleagues from the EF economics group in Tartu, Riga, and Vilnius. This process has been crucial for the sustainability of the EF-built curricula and for the development of a sense of ownership on the part of the economics faculties at the host universities.

Organization of Economics Research Conferences

A number of recent activities and events bear witness that the new emphasis on research at the EuroFaculty Economics group has begun.

EuroFaculty- linked doctoral studies: The purpose of this EuroFaculty program is to assist the Baltic universities in modernizing and rejuvenating their academic staff. Doctoral students of the Baltic universities are given the opportunity of having, in addition to their local academic advisor, a second formal advisor at a foreign university – typically West European. Students will spend part of their time as doctoral students at the foreign university.

In December 2004 EuroFaculty called together young Baltic researchers for its Social Science Winter Workshop, focusing on research contributions from the fields of economics, law, and political science. The workshop was well attended, and resulted in good research presentations, lively discussions, and networking.



From the left: Professor Jørgen Drud Hansen, Denmark, and Vice-dean Algirdas Miskinis, Lithuania, with the congress book: *The Changing Focus in European Studies*. The Vilnius Centre library.

In fall of 2002 the EuroFaculty economics group launched its Baltic Economic Research Conference series. There is a link to the doctoral program: In an informal resort setting in a small town in Lithuania, EuroFaculty visiting lecturers and doctoral students from Lithuania, Estonia and Latvia met to present their current research. The second research conference in this series, which attracted a substantial number of foreign academics, took place in the spring semester 2004.

Also, in the fall of 2002, a week-long workshop on Computable General Equilibrium Models was well attended. Foreign Experts presented state-of-the-art forecasting tools for the macro-economy. Representatives from the central banks of the three Baltic countries and from the ministries, as well as PhD students participated.

In September 2003 EuroFaculty organized an international conference on taxation issues in Riga.

The Baltic Journal of Economics has been re-organized by EuroFaculty staff, and provides a suitable outlet for research results by economists interested in and/or residing in the Baltic area.

This is not meant to be an exhaustive list of research and conference activities of the EF economics group. But it serves to show that research is well under way at the EF economics group.

Status Report on *Sustainability*

The EuroFaculty economics curricula are constructed to be sustainable.

Implementation of the EuroFaculty economics programs has proceeded as follows: First EuroFaculty lecturers taught fundamental courses, which students typically take in their first and second year of university studies, such as microeconomics, macroeconomics and econometrics. Subsequently these foundation courses were handed over to teaching associates (TA) from the faculty of the host universities. (See Diagrams 1-3). Academics from the host universities received EF contracts for teaching associate positions, which included team-teaching with visiting EF lecturers. Subsequently EuroFaculty visiting lecturers delivered the next layer of courses. This step brings application of the fundamentals to specialized sub-fields of economics, such as 'International Economics', 'Money and Banking', 'Labour Economics' etc. As gradually these courses were handed over to faculty of the host universities, EuroFaculty lecturers moved into advanced theory courses, such as 'Economic Policy', 'Methodology of Economic Research', 'Game Theory', Advanced Econometrics etc. Each layer of courses builds upon the previous layer. (See Diagrams 4-6).

Once a modern economics bachelor degree program had been established, EuroFaculty began to build a masters program. This typically is a two-year masters degree program, which builds upon the undergraduate program.

This method of curriculum building has been quite demanding of the EF visiting lecturers, as it requires frequent preparation of new course materials. However, it has produced good results with regard to sustainability. Today the large majority of bachelor and masters courses in the EF programs are taught by permanent faculty members of the host universities. The courses that are, at present, still taught by EF visiting lecturers have host-university teaching associates, and are eligible to be taken over by local faculty.

As time has permitted, EF visiting lecturers have also commenced teaching and advising at the doctoral level. The administration of the EF economics curricula, which originally was managed by EF, is now fully in the hands of the economics faculties of the respective host universities. Courses of EF visiting lecturers are listed in the university course catalogues. Student registration, grade recording and examinations are administered by the respective faculties and registration centres.

In short: EF economics programs are well integrated into the host universities – in fact the host universities have “taken ownership” of them.

The EF Economics Group in the Wider Context of the Baltic Host Universities

When the EuroFaculty was established in 1993 in Riga, Tartu and Vilnius, it was organized in a top-down fashion. A EF directorate was established in Riga, Latvia, and three EF operations centres, respectively in Riga, Tartu, and Vilnius, carried out the daily activities. While these EF administrative and operations structures were resident under the roof of University of Latvia in Riga, University of Tartu, and University of Vilnius, they had significant autonomy in matters of personnel, academic standards, curriculum design, and administration. As a consequence, the first EF economics courses that were offered, stood outside of the official curriculum at the host universities.

There were good reasons for this top-down approach, which, in effect, bypassed the decision process of the relevant faculties of the host universities. The Baltic countries, together with other countries in Central and Eastern Europe had just experienced a severe systems change. Conditions at the universities, as elsewhere in the Baltic countries, were chaotic. Curricula were supply driven rather than demand driven and were lacking in transparent objectives. Academic standards were in a state of flux, and often simply depended on individual decisions. The perceived trend of economics curricula in the faculties of the host universities moved towards “soft science” anecdotal approaches, contrary to the trend in Western Europe and North America, which increasingly focused on mathematical models of economic processes. In this situation a strong external structure that allowed academic activities independent from the constraints of relatively chaotic faculties was correctly perceived as an important first step.

In this environment of relative autonomy, EF visiting lecturers built economics programs that featured analysis via mathematical models of economic processes, first at the bachelor level, and then at the masters level.

The next big challenge was the integration of the de novo EF economics programs (called “study directions”) into the economics faculties of the host universities. This was important, as it secured the respective universities’ degrees of bachelor and master for the students that had enrolled in the EF course programs. It required intensive negotiation and eventual approval by the university senates of the host universities. This was a crucial step – necessary for long-term sustainability. It required a re-definition of the relations between EF visiting lecturers & administrators and academic and administrative staff of the host universities from a supplier – recipient relation to a partnership relation. A partnership relation requires trust. Trust was slowly built up through cooperation between EF visiting staff and academic staff of the host universities. It worked best when EF visiting academic staff stayed for multi-year work assignments. Eventually the faculties of the host universities took ownership of the economics programs, which manifested itself in a number of ways: Takeover of the administration of student enrolment, examination, grade reporting and graduation, takeover of most of the course teaching. The taking of ownership also manifested itself through language: Instead of “their students” and “their programs” it now became “our students” and “our programs”. There are further indicators of well functioning partnerships. For example EF visiting lecturers have been invited to chair State Examinations and Bachelor Defence Committees at the host universities, and also have been invited to participate in grant proposal writing and in preparation of

international conferences. In this context the award of Doctor honoris causa to a long-time EuroFaculty lecturer, Professor Horst Todt, by the University of Tartu deserves special mention. At the University of Latvia EF lecturers were invited to participate in the difficult negotiations preceding the implementation of the Bologna-compliant 3+2 economics curriculum. The negotiations were difficult because it was known that, due to the shortening of the bachelor program by one year, some of the academic staff would lose teaching hours. Besides academic issues, delicate distributional issues had to be considered. Invited EF participation in this process was a strong indicator that a trust relationship between the host university faculty and EF had been established.



Professor Arild Saether, Norway discuss the Baltic performance in the PhD field with Vice-Rector of the University of Latvia Prof. Juris Krūmiņš and Vice-director of EuroFaculty Prof. Biruta Sloka.

The EF curriculum-building process moved at different speeds in the three EF centres. Progress was fastest in Tartu, with Riga and then Vilnius following suit. There are a number of reasons for this differential development, ranging from uneven distribution in the number of EF visiting lecturers, over differences in the size of faculty and student body, to differences in the host universities' readiness for reform. The varying speed of reform provided an opportunity for the transfer of know-how from the faster moving to the slower moving local. In this way EF was able to avoid "re-inventing the wheel" in each of its three centres.

Impediments to Curriculum Reform

This report would not be complete without mentioning the obstacles encountered in the EF academic development process. First and foremost EF was plagued by financial instability and severe cash-flow problems. This, at times, inflicted noticeable damage to the image of the EuroFaculty. It also impaired the level of confidence with which EF staff negotiated with the faculties of the host universities. As mentioned in other sections of the EF final report the mismatch of having a longer-term academic development project financed by a sequence of short-term “voluntary contributions” of a number of donor countries created a number of deplorable discontinuities – which could have been avoided through a more suitable and more secure and predictable financing architecture. In addition, a large part of the EF funds were dedicated funds, which inhibited budgetary flexibility. In effect the essentially multilateral operation of EF had a collection of strongly bilateral features, which at times worsened the cash-flow problems, and provided some unwelcome challenges to the academic tasks. The lessons to be learned from this are that the financing arrangements should be better tailored to maintain continuity and proper sequencing of the organization’s core tasks. In addition, and connected to the financing problem, experience has taught us that more attention should be paid to staff recruiting and staff development.

Multiplier Effects and Spillovers

In addition to the building of de novo study directions in economics, EF has exerted significant influence on the culture of teaching and learning at the faculties of the host universities. In part through its academic assistantship programs, as detailed above, and in part through association and dialogue between EF academic staff and host university academic staff, the practice of interactive classroom teaching, and strong student participation has spread through the host university faculties. The EF academic assistants, in turn, have carried new teaching methods and new teaching contents into the host university faculties, so that we can speak of a multiplier effect that went far beyond the direct contacts that EF visiting lecturers had with local faculties. In addition student groups exposed to EF teaching and learning started to expect and demand modern course content and teaching methods, thereby putting beneficial pressure on the system. EF visiting lecturers have frequently been consulted in matters of course syllabus and reading lists. In this context the EF library has been extremely valuable.

EF has also been influential in curriculum reform at institutions of higher education other than the EF host universities. For example in Riga EF lecturers have been engaged as international experts in the evaluation of study programs at a number of higher education establishments under the auspices of the Latvian Higher Education Quality Evaluation Centre. The resulting reports form a basis for decision-making for the Latvian Higher Education Accreditation Commission.

The EuroFaculty Model and Education Reform in Other Countries

In concluding, the EuroFaculty model of higher education reform, with its staging from a top-down to a partnership relation, its collaborative approach involving local

faculty and senior students in staff development, and its multiplier and spill-over effects is a model that can and should be copied. There are plenty of countries, some of them to the east and southeast of the Baltic States, whose higher education systems are currently in a state similar to that of the Baltic states at the beginning of the EF project. The EF project, quite unique in its conception and program length appears highly appropriate as a pilot project that could be transferred to other countries. Especially with the modifications suggested by the lessons learned and experiences gained over the past 12 years the EuroFaculty model is a suitable vehicle for sustainable higher education reform at moderate cost that is applicable to other countries and regions.

DIAGRAM 1. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Latvia in Economics, 1993-2005.

EF Riga ECONOMICS	1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
Bachelor Program	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
English Language	*	EF	EF	EF	EF	EF	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
German Language	*	*	*	EF	EF	EF	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Microeconomics. I	*	*	*	EF	-	EF	-	EF	-	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Microeconomics II	*	*	*	-	EF	-	EF	-	EF	-	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Macroeconomics I	*	*	*	EF	-	EF	-	EF	-	EF	-	EF	L	L	L	L	L	L	L	L	L	L	L	L	L
Macroeconomics II	*	*	*	-	EF	-	EF	-	EF	-	EF	-	L	L	L	L	L	L	L	L	L	L	L	L	L
Econometrics I	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-
Mathematical.Econ.	*	*	*	*	*	*	*	*	*	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L
Environ.Econ.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	L	-	L	-	L	-	L	-	L	-	L
Game Theory	*	*	*	*	*	*	*	*	*	*	*	*	*	*	L	L	-	L	-	L	-	L	-	L	-
Econometrics II	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L
Labor Economics	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-
Research Methods	*	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	L	-	L	-	L	-	L	-	L	-
Public Finance	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	L	-	L	-	L	-	L	-
Advanced Econometrics	*	*	*	*	*	*	*	*	*	*	*	*	EF	EF	-	EF	-	L	-	L	-	L	-	L	-
Economic History	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	-	L	-	L	-	L	-	L	-
Money and Banking	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	-	L	-	L	-	L	-	L
International Trade	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	-	EF	-	EF	-	EF	-	L	-	L	-
EU Integration	*	*	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF
Economics ofTransition	*	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-
International Monetary.Economics	*	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-
Economic Policy	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-	EF	-	EF	EF	-

Key: “L” = Faculty of Economics of the Host University; “EF” = EuroFaculty lecturer in residence; “ * ” = not yet offered
“-” = not offered this semester;

▪ First Bachelor Graduates

DIAGRAM 2. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Tartu in Economics, 1993-2005.

EF Tartu ECONOMICS	1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
Bachelor Program	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
Intermediate Microeconomics	*	EF	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Intermediate Macroeconomics	*	*	*	EF	-	EF	-	EF	-	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Econometrics	*	*	*	-	EF	-	EF	-	EF	-	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Industrial Organization	*	*	*	EF	-	EF	-	EF	-	EF	-	EF	L	L	L	L	L	L	L	L	L	L	L	L	L
Labor Economics	*	*	*	-	EF	-	EF	-	EF	-	EF	-	L	L	L	L	L	L	L	L	L	L	L	L	L
Public Finance	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-
EU Integration	*	*	*	*	*	*	*	*	*	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L

Key: “L” = Faculty of Economics of the Host University; “EF” = EuroFaculty lecturer in residence; “* “ = not yet offered
 “ - “= not offered this semester;

- First Bachelor Graduates

DIAGRAM 3. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Vilnius in Economics, 1993-2005.

EF Vilnius ECONOMICS	1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
Bachelor Program	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
Environ..Econ.	*	*	L		L		L		L		L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Microeconomics	*	*	EF	EF	EF	EF	EF	EF	EF	EF	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
Statist. for Econ.	*	*	-	EF	-	EF	-	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	L
Macroeconomics	*	*	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	L	L	L	L	L	L	L	L	L	L	L	L	L
Econometrics I	*	*	EF	-	EF	-	EF	-	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Industr. Organ.	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	L	-	L	-	L	-	L	-	-
Micro Analysis	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L
Optimizat. Meth.	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L
Int'l Economics	*	*	*	*	*	*	*	*	*	*	EF	-	-	-	L	-	L	-	L	-	L	-	L	-	-
Econometrics II	*	*	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-	L	-	L	-	L	-	L	L
Public Finance	*	*	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-	L	-	L	-	L	-	-
Advanc..Econmet	*	*	*	*	*	*	*	*	*	*	EF	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-
Mon. Theor&Pol.	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-	L	-	-
Int'l Finance	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-	L	-
																	■								

Key: “L” = Faculty of Economics of the Host University; “EF” = EuroFaculty lecturer in residence; “* “ = not yet offered
“- “= not offered this semester;

■ First Bachelor Graduates

DIAGRAM 4. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Latvia in Economics (Master program), 1993-2005.

EF Riga ECONOMICS	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
Master Program	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
Optimization Theory	*	*	*	*	*	*	*	*	*	L	-	L	-	L	-	L	-	L	L
Multivariate Analysis	*	*	*	*	*	*	*	*	*	L	-	L	-	L	-	L	-	L	L
Micro Theory I	*	*	*	*	*	*	*	*	*	L	-	L	-	L	-	L	-	L	-
Risk & Uncertainty	*	*	*	*	*	*	*	*	*	-	L	-	L	-	L	-	L	-	L
Econometrics	*	*	*	*	*	*	*	*	*	-	L	-	L	-	L	-	L	-	L
Investmt, Portfol. Analysis. I	*	*	*	*	*	*	*	*	*	-	L	-	L	-	L	-	L	-	-
Investmt. Portfol Analysis. II	*	*	*	*	*	*	*	*	*	-	-	L	-	L	-	L	-	L	L
Micro Theory II	*	*	*	*	*	*	*	*	*	-	L	-	L	-	L	-	L	-	L
Game Theory	*	*	*	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	L
Game Theory Modelling	*	*	*	*	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L
Macro. Theory I	*	*	*	*	*	*	*	*	*	*	*	EF		EF	-	L	-	L	-
Financial Economics	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	-	L	-
Macro Theory II	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	L	L	-	L
International Monetary Econ.	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	L	-
Monetary Theory	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-	EF
													■						

Key: “L” = Faculty of Economics of the Host University; “EF” = EuroFaculty lecturer in residence; “ * “ = not yet offered

“ - “= not offered this semester; ■ First Master Graduates

DIAGRAM 5. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Tartu in Economics (Master program), 1996-2005.

EF Tartu ECONOMICS	1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
Master Program	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
Advanced Microeconomics	*	*	*	*	*	EF	-	EF	-	EF	-	-	L	-	-	L	-	L	-
Dynamic Math Methods	*	*	*	EF	-	EF	-	EF	-	EF	-	L	-	-	-	L	-	L	-
Advanced Econometrics	*	*	-	EF	EF	-	EF	-	EF	-	EF	-	L	L	L	-	L	-	L
International Macro	*	*	*	*	EF	-	EF	-	EF	-	EF	-	EF	-	-	L	-	L	-
International Finance	*	*	*	*	*	*	*	*	*	EF	-	-	EF	-	EF	-	L	-	L
History of Econ Thought	*	*	*	EF	-	-	EF	-	EF	-	EF	-	EF	-	EF	-	L	-	L
Development Economics	*	*	*	*	*	EF	-	EF	-	-	EF	-	-	-	-	EF	-	L	-
Game Theory	*	*	*	*	EF	EF	-	EF	-	EF	-	EF	-	-	-	EF	-	L	-
Advanced Macro I	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L
Public Finance	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-
Advanced Macro II	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-
Adv. Industrial Organization																			EF
					■														

Key: “L” = Faculty of Economics of the Host University; “EF” = EuroFaculty lecturer in residence; “* “ = not yet offered

“ - “= not offered this semester; ■ First Master Graduates

DIAGRAM 6. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Vilnius in Economics (Master program), 1993-2005.

EF Vilnius ECONOMICS	1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005	
Master Program	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	
Optimization Theory	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	-
Adv. Economet.	*	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	
Game Theory	*	*	*	*	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	-
Microeconomic Theory	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	L	-	L	-	-
Macroeconomic Theory	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-	EF	-	L
EU Integration	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-	L	-
Macroeconomic Policy	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	L
Development Economics	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	
Public Finance	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	
Financial Economics	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-	
Adv.International Economics	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	
																					■					

Key: “L” = Faculty of Economics of the Host University; “EF” = EuroFaculty lecturer in residence; “* “ = not yet offered
 “ - “= not offered this semester; "Trsf" = in transfer (to local faculty, or phased out due to Bologna Process curriculum alignment)

■ First Master Graduates

III. EuroFaculty Public Administration / Political Science Programme in Tartu, Riga and Vilnius: 1994 – 2005

The EuroFaculty activities in the field of public administration and political science between 1994 and 2005 are shown in Table 2. There is no systematic data available for the courses taught in PA/PS between 1994 and 1997, as the teaching was initially on a rather *ad hoc* basis. However, the courses taught in all three centres were of an introductory nature: introduction to comparative politics; introduction to public administration; introduction to international politics and so on. More advanced courses only began to be developed after 1997.

There have been four locations for these activities: (i) the Department of Political Science at the University of Tartu; (ii) the Department of Public Administration at the University of Tartu; (iii) the Department of Political Science at the University of Latvia; and (iv) the Institute of International Relations and Political Science (IIRPS) at the University of Vilnius. However, the following report will focus on analyzing how far the goals outlined above have been reached

Table 2 – Development of the EuroFaculty PA/PS Programme: 1994-2005

	Phase 1: 1994-1998	Phase 2: 1998-2005
Curricula Reform	Bachelor's	Master's
Teaching Focus	Core Courses in political science	(i) Public Administration (ii) European Integration (iii) Methodology
Training Focus	Civil Servants / Faculty / undergraduates	Ph.D. Students Masters Students Bachelor Students
Research	-	Methodology

Status Report on *Curriculum Building*

In contrast to the law and economics programmes, there had been no public administration or political science courses or programmes in the Soviet era. As a result, these programmes had been created *tabula rasa* in all three host universities post-1991, and before the establishment of EuroFaculty. The curricula were constructed according to west European standards, although there were constraints on the types of courses taught because of obvious restrictions in teaching personnel. For example, all three universities had a number of well-qualified courses on Political Philosophy and Political Theory, but had a shortage of applied courses. In any case, this meant that in contrast to law and economics, curricula *reform* was never a contentious issue. Rather, the curricula were fine-tuned as new courses were developed.

The exception lies in the creation of *Masters in European Public Administration* programmes in the Department of Political Science at the University of Latvia, and the Institute of International Relations at the University of Vilnius. EuroFaculty staff played a key role in the construction of these curricula, and in the case of Latvia, also secured additional funding from the Danish Ministry of Foreign Affairs.

Both undergraduate and graduate programmes have been fully accredited by international evaluation committees. The undergraduate programmes are currently undergoing further revision in order to comply with the requirement of the *Bologna Process*.

Status Report on *Sustainability*

The long-term sustainability of EuroFaculty activities in public administration / political science are ensured by three factors:

- the EuroFaculty Teaching Associate programme
- the course curricula principle
- research-oriented activities

The most important aspect of ensuring the sustainability of EuroFaculty activities has been the Teaching Associate (TA) programme. Every EuroFaculty or EuroFaculty-associated Visiting Lecturer (e.g. MEPA lecturers funded by the Danish Ministry of Foreign Affairs or Fulbright Professors from the USA) is allocated at least one, but typically two, TA's to co-teach the course. Initially, TA's were drawn from the ranks of existing faculty staff. However, in more recent years the focus switched to recruiting TA's from the ranks of Ph.D. students, or occasionally senior Master's students. After a cycle of 1-3 courses, the TA's take on the responsibility for teaching the course in the future. This *in situ* method of teaching method and subject knowledge transfer has proven to be highly efficient and successful in ensuring that courses continue to be taught.

The second, course curricula, principle is also crucial to sustainability. Simply stated, it means that EuroFaculty lecturers will only teach courses that are in the appropriate curricula, and which are in need of reform or development.

The third and final principle has been developed over the last few years. Essentially, it means that EuroFaculty has increasingly been developing a focus on research oriented activities. This not only helps to develop the research skills of young academics, it also ensures that they remain aware of developments in the disciplines that they teach. Thus EuroFaculty has funded research methods training at the Ph.D. level by financing short courses taught by senior teaching staff from partner universities in western Europe. EuroFaculty has also funded Ph.D. grants to leading young researchers, to give them the possibility to travel abroad and enjoy the better equipped research facilities in western European countries. Finally, EuroFaculty has also actively organized research conferences – such as the recent Baltic Winter Workshop in Riga (December 2004) – and supported travel to larger academic conferences.

Finally, all EuroFaculty teaching and research activities have been integrated in the host universities – the ultimate insurance of sustainability.

Status Report on *Research Libraries and Computer Facilities*

In 1993 the libraries of the three host universities were in a pitiful state. They were poorly stocked with outdated textbooks from the Soviet era, and a random selection of donated books. The weak economic strength of the universities meant that there was no acquisition programme. Also, the libraries were quite poor in terms of computerization and reading/working facilities. Moreover, the libraries were typically closed stack – meaning that readers could not browse for books. Stocks were not computerized.

Thus in 1993 EuroFaculty set about creating three social science research libraries, based on the open-stack system, and with a fully computerized database. These libraries were quickly created, with a large amount of money spent on purchasing not just the most recent textbooks, but also classic works as well as journals. The EuroFaculty libraries quickly became established as the leading social science libraries in the respective universities. Over the last 12 years the library facilities in the Baltic States have changed radically.

1993 also saw a lack of office space and staff computer facilities in the host universities. For many years EuroFaculty set a positive example in ensuring that its staff was equipped with the latest computer hardware and academic software, as well as other basic teaching tools – overhead projectors, photocopying facilities etc. However, as the income and resources of the host universities have grown over the last few years, the facilities of all teaching staff have radically improved, and EuroFaculty now often trails the host universities in terms of the quality of office and computing facilities.

However, EuroFaculty still remains at the cutting edge of higher education technology. The EuroClass project gave many Baltic academics their first opportunity to use modern video-conferencing equipment. Moreover, a number of worthwhile academic seminars were organized using the equipment.



Video meeting under the EU financed EuroClass program (EuroFaculty-Denmark, Norway, Finland). Here meeting between Latvia, Estonia, and Sweden on the EU-voting's 2003

EuroFaculty has clearly reached, and in some cases exceeded, the goals elaborated in the statutes. Courses and curricula have been organized and made sustainable, investments have been made in human resources (TAs) and research libraries created. There can be little doubt that EuroFaculty has been a key actor in the development of the public administration / political science discipline in the Baltic States. This is proven not just by the number of affiliated teaching staff, but the number of former students in prominent positions not just in the Baltic States, but also now in Brussels.

DIAGRAM 7. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Tartu Public Administration / Political Science, 1997-2005.

EF Public Administration & Political Science Tartu Bachelor Program	1997		1998		1999		2000		2001		2002		2003		2004		2005	
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A
Public Policy	-	EF/L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Public Ethics	-	EF/L	-	L	-	-	-	L	-	L	-	L	-	L	-	L	-	L
Information and Government	-	-	-	-	L	-	-	-	L	-	L	-	L	-	L	-	L	-
Comparative Administrative Systems	EF/L	-	L	-	-	-	-	L	-	L	-	L	-	L	-	L	-	L
Policy Analysis	*	*	EF/L	-	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Introduction to State Philosophy	*	*	*	*	L	-	L	-	-	L	-	L	-	L	-	L	-	L
Welfare Economics	-	-	-	-	-	-	-	-	-	L	-	L	-	L	-	L	-	L
Labour Economics and Management	*	EF	-	-	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Environmental Economics	*	*	*	*	EF	-	-	-	-	-	L	-	L	-	L	-	L	-
Comparative Political Systems	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
International Political Economy	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
Introduction to International Relations	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Nationalism	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Comparative Foreign Political Systems	*	*	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-
International Regime Transitions	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
International Political Economy	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Latin American Politics	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Philosophy of Science	*	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-

Comparative Foreign Political Systems	*	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-
Nordic Governments & Politics	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L
Politics & Society in Africa	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-	L
The Idea of Europe	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-
Public Finance	*	*	*	*	*	*	*	*	*	EF	-	-	EF	-	EF	-	L	-
Transition Economics	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-	L	-
Risk Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L
Public Budgeting	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L
Local Government Borrowing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-
Programme Evaluation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-
			●															

Note: There were two separate undergraduate programmes at the University of Tartu: (i) BA in political science; and (ii) BA in public administration. This table combines the courses taught by Eurofaculty lecturers in both programmes

Key: “L” = Faculty of Economics, University of Latvia; “EF” = EuroFaculty lecturer in residence; EF/L – western graduated lecturer first hired by EuroFaculty, later joined the local faculty “*” = not yet offered “-” = not offered this semester; “x” = applicable this semester. ● = First EF Graduates (Bachelor)

DIAGRAM 8. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Tartu Public Administration / Political Science (MA), 1997-2005.

EF Public Administration Tartu Masters Program (includes four compulsory MA seminars a 4 credits) NB! Below is the curriculum of 2001/2002	1997		1998		1999		2000		2001		2002		2003		2004		2005	
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A
Public Administration and law Taavi Annus LL.M	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Public service (selected topics) Tiina Randma Ph.D.	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
State Philosophy (Rainer Kattel Ph.D.)	*	*	*	*	L	-	L	-	L	-	L	-	L	-	L	-	L	-
State Philosophy (Prof. Wolfgang Drechsler)	*	*	*	*	L	-	L		L	-	L	-	L	-	L	-	L	-
Public Finance	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-	L
Transition Econ's	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-
Tax Policy	*	*	*	*	*	*	*	*	*	*	*	*	-	*	-	EF	-	L
Transition Economics	*	*	*	*	*	*	*	*	*	*	EF	*	EF	-	L	-	L	-
Risk Management	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L
Public Budgeting	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L
Local Government Borrowing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-
Programme Evaluation	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-
							●					●●						

Key: “L” = Faculty of Economics, Vilnius University; “EF” = EuroFaculty visiting lecturer in residence; “* “ = not yet offered

“ - “ = not offered this semester; “x” = applicable this semester. ● = First EF Masters and ●● Ph.D Graduates ? = no info on EF lecturer.

Comments: Dr. Tiina Randma (Ph.D. from UK) and Prof Wolfgang Drechsler built up the MA programme in Public Administration. Both have co-operated with EuroFaculty. Dr. Randma received several conditional grants from EuroFaculty. Mr Annus and Kattel received support for doctoral studies.

DIAGRAM 9. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Latvia Public Administration / Political Science, 1997-2005.

EF Public Administration Riga, (MEPA)	1997		1998		1999		2000		2001		2002		2003		2004		2005	
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A
Public Admin.	*	*	*	*	*	*	-	L	-	L	-	L	-	L	-	L	-	L
Political Theory	*	*	*	*	*	*	-	L	-	L	-	L	-	L	-	L	-	L
Polit. Philos.	*	*	*	*	*	*	-	L	-	L	-	L	-	L	-	L	-	L
Local Govmt.	*	*	*	*	*	*	-	-	L	-	L	-	L	-	L	-	L	-
Europ.Union I	*	*	*	*	*	*	-	EF	-	L	-	L	-	L	-	L	-	L
Organiz. Theory	*	*	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-
Project Mgmt.	*	*	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-
Team Develop.	*	*	*	*	*	*	*	*	-	EF	-	L	-	L	-	L	-	L
PA in Europe	*	*	*	*	*	*	*	*	-	EF	-	L	-	L	-	L	-	L
Eur.Pub. Pol.	*	*	*	*	*	*	*	*	EF	EF	-	L	-	L	-	L	-	L
Public Finance	*	*	*	*	*	*	*	*	-	EF	-	L	-	L	-	L	-	L
Democratization	*	*	*	*	*	*	*	*	-	EF	-	EF	-	L	-	L	-	L
Qualitative Meth.	*	*	*	*	*	*	*	*	*	*	EF	-	L	-	L	-	L	-
Quantitat. Meth.	*	*	*	*	*	*	*	*	*	-	EF	-	L	-	L	-	L	-
EU Law	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-	L	-
Negotiat. Skills	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-	L
Ethics & Corrupt.	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	L	-	L
EU Law&Latvia	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	L	-	L
Admin. Reform	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	L	-	L
Public Mgmt	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L	-	L	-
CAP	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L	-	L
Policy Evaluation	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-
Europ. Union II	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-

Key: “L” = Dept. of Political Science, University of Latvia; “EF” = EuroFaculty lecturer in residence; “* “ = not yet offered
“- “ = not offered this semester.

DIAGRAM 10. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Latvia Public Administration / Political Science, 1997-2005.

EF Public Administration Riga, (BA)	1997		1998		1999		2000		2001		2002		2003		2004		2005	
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A
Public Admin.	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
Pol. Analysis II	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
Internat Politics	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
Pol. Analysis I	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Russian Politics	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Pol. Economy	*	EF	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Mod. Of Democ.	*	EF	-	EF	-	-	-	-	L	-	L	-	L	-	L	-	L	-
Theor Of Bureau	*	*	*	EF	-	EF	-	-	-	-	-	-	-	-	-	-	-	-
Transition Theory	*	*	*	*	-	EF	-	EF	-	L	-	L	-	L	-	L	-	L
Nationalism	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	-	-	-	-
Comp. Admin.	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	-	-	-	-
Intro. To EU	*	*	*	*	EF	-	EF	-	L	-	L	-	L	-	L	-	L	-
Public Finance	*	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	-	-	-
Organiz. Theory	*	*	*	*	*	EF	-	EF	-	L	-	L	-	L	-	L	-	L
International PR	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-	L	-
Public Policy	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	-	-
Qualitative Meth.	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	L	-
Dem. Consolidat.	*	*	*	*	*	*	*	*	-	EF	-	EF	-	EF	-	EF	-	L
EU Integration	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	L	-	L	-
Research Skills	*	*	*	*	*	*	*	*	*	*	*	*	-	EF	-	EF	-	L
EU Enlargement	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-
Public Personnel	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	L

Key: “L” = Dept. of Political Science, University of Latvia; “EF” = EuroFaculty lecturer in residence; “*” = not yet offered
“-” = not offered this semester.

DIAGRAM 11. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Vilnius in Public Administration / Political Science, 1999-2005.

Political Science Vilnius (11.09.01)	1999		2000		2001		2002		2003		2004		2005	
Bachelor's Program	S	A	S	A	S	A	S	A	S	A	S	A	S	A
Policy Analysis	EF	-	L	-	L	-	L	-	L	-	L	-	L	-
European Integration	-	EF	-	L	-	L	-	L	-	L	-	L	-	L
Nationalism	-	EF	-	L	-	L	-	L	-	L	-	L	-	L
Gender and Law: Lithuanian Perspective	-	EF	-	*	-	*	-	*	-	*	-	*	-	*
Public Administration	-	EF	-	L	-	L	-	L	-	L	-	L	-	L
Social Research Methods	-	EF		L	-	L	-	L	-	L	-	L	-	L
Quantitative Methods	L	-	EF	-	L	-	L	-	L	-	L	-	L	-
Nordic Studies	L	-	EF	-	EF	-	L	-	L	-	L	-	L	-
Western European Studies	-	L	-	EF	-	EF	-	L	-	L	-	L	-	L
Political Science Paradigms	-	*	-	L	-	EF	-	L	-	L	-	L	-	L
Eastern/Central European Studies	-	L	-	L	-	EF	-	L	-	L	-	L	-	L

Key : “L” = Institute of International Relations and Political Science, Vilnius University; “EF” = EuroFaculty lecturer in residence; “VL” = Visiting Lecturer; “* “ = not yet offered; “ - “= not offered this semester; “x” = applicable this semester.

DIAGRAM 12. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Vilnius in Public Administration / Political Science (MA), 1999-2005.

Public Administration Vilnius (11.09.01)	1999		2000		2001		2002		2003		2004		2005	
Master's program	S	A	S	A	S	A	S	A	S	A	S	A	S	A
Theories of Organization	EF	-	L	-	L	-	L	-	L	-	L	-	L	-
Comparative Law	L	-	EF	-	L	-	L	-	L	-	L	-	L	-
Comparative Public Law	L	-	EF	-	L	-	L	-	L	-	L	-	L	-
Sociology of Law	L	-	EF	-	L	-	L	-	L	-	L	-	L	-
Economic and Monetary Union	L	-	EF	-	L	-	L	-	L	-	L	-	L	-
Single Market I	L	-	EF	-	L	-	L	-	L	-	L	-	L	-
Policy Analysis	-	*	-	EF	-	L	-	L	-	L	-	L	-	L
Nationalism and Regionalism in Europe	-	L	-	EF	-	L	-	L	-	L	-	L	-	L
Party and Electoral Systems in Europe	-	L	-	EF	-	L	-	L	-	L	-	L	-	L
Political Participation	L	-	L	-	EF	-	L	-	L	-	L	-	L	-
New Public Management	*	-	*	-	EF	-	L	-	L	-	L	-	L	-
Master Thesis Seminar	*	*	L	L	EF	EF	L	L	L	L	L	L	L	L
Comparative Local Government	*	-	*	-	EF	-	L	-	L	-	L	-	L	-
Policy Analysis	-	*	-	*	-	EF	-	L	-	L	-	L	-	L
Western European Political Systems	-	L	-	L	-	EF	-	L	-	L	-	L	-	L
EU Institutions and Decisions Making Procedures (N)	*	*	*	*	*	*	*	EF		L		L		L
EU Members' Policy (N)	*	*	*	*	*	*	*	EF		L		L		L
Public Finance (N)	*	*	*	*	*	*	*	EF		EF		L		L
Administrative Reforms in EU States Candidates (N)	*	*	*	*	*	*	*	*	EF	-	L	-	L	-
MA Colloquy – Quantitative Methods (N)	*	*	*	*	*	*	*	*	EF	-	L		L	-
EU Policy & Process (N)	*	*	*	*	*	*	*	*	EF	-	L	-	L	-
MA Colloquy – Qualitative Methods (N)	*	*	*	*	*	*	*	*	*	EF	-	L		L
Policy Analysis (N)	*	*	*	*	*	*	*	*	*	EF	-	L		L

Key : “L” = Institute of International Relations and Political Science, Vilnius University; “EF” = EuroFaculty lecturer in residence; “VL” = Visiting Lecturer; “* “ = not yet offered; “- “= not offered this semester; “x” = applicable this semester.

“N” = Currently IIRPS is preparing a new master program in European Public Administration, which will start in Autumn 2002.

IV. EuroFaculty Law Programme in Tartu, Riga and Vilnius: 1994 – 2005

The main objectives of EuroFaculty in law over the past 11 years have been to assist in curriculum reform, in the introduction of modern teaching methods, and in upgrading study facilities at the 3 Baltic States' universities in Tartu, Riga, and Vilnius. EuroFaculty granted TA/STA/SRA scholarships and provided financial support to the libraries. It has hosted long-term visiting lecturers for co-teaching and for the development of new courses. Their tasks were to give advice on improvements of the curriculum, to coach young and to retrain experienced academic staff, to implement problem based learning with a high component of independent studies, to propose textbooks and monographs for library acquisition, and to publish study materials in the national languages.

Table 3 – Development of the EuroFaculty Law Programme: 1994-2005

	Phase 1: 1994-2002/3	Phase 2: Tartu 2002-2005 Riga 2003-2005 Vilnius 2003-2005
Curricula Reform	Professional Lawyers' degree only	- Initiation of the Bologna process; - Introduction of Bachelor's and Master's
Teaching Focus	Courses in general legal subjects (private and public law)	(i) EU law (ii) Private international law (iii) Human rights
Training Focus	- Faculty (Teaching Associates); - Undergraduates [Student Teaching Assistants]	Bachelors, Masters and Doctoral Students; Civil Servants and Judges
Research	- Legal writing; - Student Research Assistants	Textbooks, Commentaries, Law dictionaries, Publications in local law journals

Table 3 (above) gives a visual overview of EuroFaculty activities in the field of law 1994-2005. There have been three locations for these activities: (i) The Faculty of Law and EuroCollege at the University of Tartu; (ii) the Faculty of Law at the University of Latvia; (iii) The Faculty of Law at the University of Vilnius.

Unlike other disciplines covered by the EuroFaculty project, the challenge in law studies included introduction of courses on western legal traditions as well as coping with the need to accommodate local legal rules and institutions. One should also keep

in mind that in the Soviet era, the law faculties were relatively small, with little access to or orientation about western legal traditions. Law also played a very different role in society in the Soviet system, much more connected to ideology than in the west. With independence, however, came a significant increase in demand for lawyers able to work in a western legal framework, stressing the faculties to take in more students. At the same time, there was a radical shift from Soviet to western legal values (embodied in new constitutions), new code systems, and all new legal institutions. Courses on core subjects had to be re-invented as the law changed, and then changed again. Added to that, the law faculties had to accommodate international law, and European law. All of this together placed a heavy burden on the law faculties, and the scope of the changes made it difficult for faculties to do other than try to keep up.

Reform was more complex also because of the local component of law teaching. European experts in economics could arrive in country and immediately teach core courses in the curriculum. In law, however, European experts could not teach local law. Moreover, to the extent that the curriculum had to consider local concerns, foreign expertise played a lesser role. It is not a surprise, therefore taking both of the above factors into account that reform in the law programmes occurred more slowly and perhaps less regularly than in the other faculties.



EuroFaculty lecturer Hans Wildberg discussing law study reforms with dr. Birgit Feldtmann, University of Southern Denmark.

For a proper assessment of the project the achievements in the light of the objectives, the additional strength and the shortcomings of the project, as well as the lesson to be learnt for future projects are addressed in the following.

Curriculum reform

Since 1994 there have been at least 2 major waves of curricula reforms each for professional lawyers' degrees at the law faculties in Tartu, Riga and Vilnius. The first wave of curricula reform remedied major deficiencies in the spectrum of the courses offered until then. This included introduction of new courses on the new code systems, along with courses on basic aspects of western private and public law traditions, public international law and European law. The second wave was to bring the curricula in line with the Bologna Model. In Tartu the Bologna Model for Bachelor and Master Studies was introduced in 2002. Vilnius and Riga followed in 2003, upon the initiative taken by EuroFaculty to organize conferences and competitions on curriculum reform in 2002 and 2003. By now, the curricula of all 3 law faculties are accredited according to the respective national standards upon external evaluation, including foreign experts' advice.

Common features of the new curricula are the reduction of mandatory courses and an increase of free elective ones, especially in Master studies. In content, the former overload in criminal law was replaced by new or upgraded courses in private and in public law. EuroFaculty visiting lecturers initiated and supported this process on the Bachelor level in particular in the areas of contract law, law of obligations, commercial and company law, private international law, constitutional law, administrative law, European law, and human rights. In Tartu and Riga this also included introduction of a new mandatory course on legal reasoning and writing. In their Master Study programmes all 3 law faculties now offer a variety of specialisations or elective courses. Courses taught by EuroFaculty long-term visiting lecturers were gradually taken over by local academic staff at a different pace and scale at the 3 faculties (Diagrams 13, 14, and 15). The legal subjects addressed and their sequence followed the patterns of priorities in the legislative reforms of the 3 Baltic States and in the adaptation of the 3 national legal systems during the accession process to the European Union.

In addition, the new curricula provide for foreign language training in legal terminology. EuroFaculty assisted in modernizing the courses in English and in German.

The above process was not easy. Indeed, there was rather determined resistance to curriculum reform proposals in certain cases, especially in the early days. Part of this can be explained by the special situation of the law faculties. With their added responsibility to accommodate changes in local law, and the huge burden of dealing with wholesale changes in law, it was more difficult for EuroFaculty to build the trust and leverage needed to promote rapid curriculum reform. Initial and long enduring resistance to substantial changes in the curricula eventually has been overcome. Curriculum reform is now understood as a continuous process. There is awareness of the need for constant improvement in national administrations for higher education, there is openness to the reform process on the part of the new generation of academic

staff, and the students are increasingly self-conscious in demanding quality in their education. Self assessment procedures under the auspices of study programme directors and students' evaluation of individual courses and lecturers are now common practise at all 3 faculties.

Teaching, studies and research

EuroFaculty long-term foreign lecturers helped to educate a new generation of academic staff through co-teaching and joint preparation of course syllabi and study materials. Incentives to cooperate were set by the TA, STA, and SRA grant schemes. Tangible and lasting results of the cooperation are joint publications of textbooks and scientific articles by local and foreign lecturers in various fields of law in the local language.

Local lecturers gained experience in modern teaching methods. The traditional lecture-type courses conveying mostly theoretical knowledge were to a large extent replaced by interactive, problem oriented learning. To strengthen the acquisition of practical skills, the case method was introduced and course work was supplemented by moot court competitions and forensic practise in legal clinics, which are now integral parts of the faculties' activities.

Continuous coaching of moot court teams by EuroFaculty lectures over the years led to exceptional performances and remarkable results in national and international competitions. The Riga moot court team, for example, was the winner of the Central and East European Moot Court Competition in 2002. Regular placements among the best teams gave evidence of the competitiveness of the legal skills acquired at EuroFaculty.

The first textbooks on law subjects in the local languages, as well as law dictionaries were developed by EuroFaculty visiting lecturers in cooperation with local teaching associates in particular in Vilnius and Riga.

Against the background of an overall shortage of study materials for individual learning, the idea of publishing a joint EuroFaculty / University of Latvia textbook series in the Latvian language was developed. The objective at the time was to set examples for the publication of study materials in law and later also in economics. The first volume was published in 2000. Since then every visiting lecturer in law at EuroFaculty in Riga published at least one book during his/her stay, and the series has by now grown to 16 titles - among them the first Latvian / German Law Dictionary (See the EuroFaculty Bibliography). On average each volume was printed in editions of 1000 copies. All of them found their way to the reader very quickly – not only among students and scholars, but also within the administration and the legal profession – and had to be reprinted. The textbook series will have a lasting effect of EuroFaculty beyond its time of existence.

The facilities for self-studies and for research at the 3 faculties improved considerably. ICT-access to databases on laws and jurisdiction, first introduced by EuroFaculty, is by now a common feature at all 3 faculties. The law section of the EuroFaculty libraries are unique in the Baltic States providing access to the most

comprehensive and up-to-date selection of literature on legal topics in English and German.

New technical devices and equipment were introduced, such as power point presentations, ICT-based student/teacher communication and distant learning, as well as video conferences. Examples for academic cross-border cooperation on common topics from different perspectives were set by the EuroClass projects in Riga and Vilnius together with Scandinavian universities, establishing direct ICT-based audio-video real time contacts with staff and students abroad.

EuroFaculty also contributed to the improvement in legal research and writing. This was mainly through mentoring of students' thesis work, and providing more opportunities to legal scholarly writing. In Tartu, this was facilitated by the EuroFaculty annual seminar on legal research methods.

As concerns the assessment of students' performances, outdated grading methods were abandoned. The widespread former practice of oral face-to-face exams on theoretical knowledge was replaced by written tests and case exams oriented towards legal problem solving. Thereby transparency, objectivity, and compatibility of exams results were achieved.

The impact of the EuroFaculty project on the local teaching body as a whole differed at the 3 faculties, due to differences in the number of long-term visiting lecturers engaged, with a peak of up to 4 in Riga in 2002 (see Diagram 13), a maximum of 2 at a time in Vilnius (see Diagram 15), and a premature termination of lecturing in law in Tartu in spring 2003 (see Diagram 14). Local conditions also played a role.

However, an estimated 25 to 30% of staff and law students at the 3 faculties have over the past undergone training in the EuroFaculty project, thereby acquiring legal knowledge, foreign language proficiencies, and independent study and research skills, which otherwise would not have been provided for by the faculties. They have been prepared for successful post-graduate studies in Western Europe, eligible for scholarships from Germany, Denmark, and the UK, and they have experienced an international academic environment at their local faculty and abroad due to the presence of and the support by long-term visiting lecturers at EuroFaculty.

Strengths

Despite the difficult starting position that the law programme had, there were considerable strengths in the programme that delivered long term, and sustainable results.

During the second half of the project period in particular, EuroFaculty was able to expand its impact beyond its initial mission through the acquisition of additional financial support and academic manpower. The biggest assets in this venture proved to be the long-term perspective of the project and the continuous presence of visiting lecturers at the 3 EuroFaculty Centres.

- On a regular basis and from different programmes foreign academics were attracted, in particular American Fulbright scholars, professors from Denmark,

and German emeriti sponsored by the Herder Foundation joining the EuroFaculty staff and supplementing its activities.

- Over a period of 3 years EuroFaculty hosted a “Supplementary Study Programme in German Law”, funded by the Volkswagen Foundation (see Table 15), as well as a Danish PhD-scholarship programme in Riga.
- EuroFaculty visiting lecturers in Riga contributed to a Baltic Master Study Programme of the Distant-University Hagen (Fern Universität Hagen) by writing a study script on “Citizen in a Law-based State”.
- Guest lectures were arranged at all 3 faculties, helping to foster academic contacts within and beyond the framework of partnership agreements of the 3 Baltic universities with foreign universities. In Tartu, this included connecting with distance learning education with the Abo Academy for Human Rights Training, participating in international research groups, developing new research methods for tracking opinions of the Estonian Supreme Court and appellate courts, as well as research on legislative drafting issues.

In its decision of June 30, 2003 on the award of Doctor honoris causa to a long-term visiting lecturer of EuroFaculty, the Senate of the University of Latvia underlined the active support of the reform and the implementation of the study programme at the faculty of law, supervision of research work by students and staff, preparation of study material and scientific literature as well as promotion of cooperation of Latvian and German scholars and students.



EuroFaculty lecturer Hans Wildberg receives the award of Doctor honoris causa at Latvia University, 2003. To the left the chairman of the Senate Mārcis Auziņš in the middle Rector Ivars Lācis.

Moreover, the engagement of EuroFaculty visiting lecturers was not confined to the reform process within their host universities.

- In Riga, they were engaged in an EU-twinning project on retraining of judges, and in a World Bank project on the development of a training programme for administrative court judges.
- As foreign experts they participated in evaluation procedures for accreditation of study programmes in law at other public or private higher education institutions in Latvia.
- In Tartu, this included extensive cooperation with the Estonian Law Centre especially in its judicial training programme, and with EuroCollege in its Master Study programme on European affairs. The judicial training programme relied heavily on the experience gained through the introduction of the legal reasoning and writing programmes introduced in the law faculty through EuroCollege. The law portion of the Master Study Programme on European Affairs at EuroCollege was based on the courses introduced through EuroFaculty in the law faculty as well.

Thereby the EuroFaculty project in law had a noticeable and lasting spill over effect into the reform of the Baltic legal profession in general. For example, in Riga one former EuroFaculty TA was called to the bench as Senator of the newly established Supreme Administrative Court of Latvia. In addition, two former TAs were nominated as the Latvian candidates for judgeship at the European Court of Human Rights.

Weaknesses and shortcomings

The EuroFaculty project incorporating 3 faculties at the 3 universities theoretically had the potentials of cross border impacts on the 3 law faculties and of interdisciplinary effects on higher education in law, economics, and public administration/political science. In practice, however, such potentials were not realized to the full extent due to the preoccupation of the 3 law faculties to cope with basic changes of the legal education in parallel to the fundamental conversion of the respective national legal systems. The law discipline coordinators tried to overcome these deficiencies. At the same time, the law coordinators had limited resources to devote to cross-border cooperation. EuroFaculty semester meetings provided a regular forum for the exchange of experience and for bench-marking progress in the reforms of the universities' law study programmes.

In addition, in some cases, and in certain periods, there were weaknesses in the degree of cooperation between EuroFaculty centres and law faculties at the local level. The faculties all faced huge challenges and did not have sufficient resources to overcome them. This suggested the need for intensive prioritisation in how faculties would use EuroFaculty resources. Yet, especially in the early days, there was often not sufficient planning. Moreover, at times, in some cases when planning was completed,

EuroFaculty could not deliver the types of experts needed. Cooperation was far more effective when EuroFaculty was able to place longer term experts into centres who were able to build up trust over time.

Although curricula and teaching methods have now been adjusted to international standards and are constantly updated, it remains to be seen to what degree sustainability in running the new study programmes has been achieved. The key factors in this are beyond the reach of the EuroFaculty project. It will to a large extent depend on the ability to attracting young intellectual talents to an academic career and on the competitiveness of the employment situation at the 3 universities in the future. In the past, TA-grants and PhD-scholarships, provided by EuroFaculty, helped to supplement the comparatively low salaries of academics in the 3 Baltic States. A number of young staff took advantage of these opportunities and pursued an academic career with the support of EuroFaculty despite discouraging overall framework conditions. A vivid example is the Dean of the Law Faculty at the University of Latvia. The issue of competitive academic salary schemes should have been addressed more forcefully by Baltic national politics in higher education in parallel to the EuroFaculty project, thus counterbalancing the brain drain to the private sector and to the European institutions. In Riga alone, 24 multilingual, highly qualified graduates were recruited by the jurist-linguist service of the European Court of Justice in 2004.



Meeting in the Ministry of Justice, Latvia. From the left the Dean of the Law Faculty Kaspars Balodis, the Minister of Justice Aivars Aksenoks, and Hans Wildberg

Lessons to be learnt

A key lesson is that reforming legal education requires special planning. The local law component of the curriculum means that the assistance project may limit the leverage of foreign experts. This in turn requires more strategic thinking on what can and should be achieved over time, as well as rather specialized competences from legal experts coming in country. At the same time, while law is different, important contributions can be made using the EuroFaculty approach. Indeed, the scope of the cooperation could have been more intensive in law given the special needs that the faculties have.

Moreover, the persistent uncertainties over the budget and the legal status of EuroFaculty during the whole project period absorbed at times extensive administrative capacities to the detriment of academic initiative. A multilateral long-term project like EuroFaculty should be furnished with a secured long-term budget and a legal status which meets the statutory requirements of the host countries.

Reliable financial commitments of the donors are an indispensable prerequisite for the long-term recruitment of qualified academic staff and for the planning of consistent academic work schedules. Last minute appointments of foreign academic staff and subsequent ad hoc decisions on the academic tasks for the forthcoming academic year or even semester could have been avoided. Instead, a long-term work plan with measurable parameters for the proper assessment of its implementation should have been adopted initially and constantly amended.



Professor Nis Jul Clausen, Southern Danish University, Professor Kalvis Torgāns, University of Latvia, and Director Gustav Kristensen discuss the Centres of Excellence project.

Due to budgetary inconsistencies, EuroFaculty was not in all cases able to attract and recruit the most suited and qualified foreign visiting lecturers for the reform process. Occasionally, inexperienced junior foreign lecturers were confronted with longstanding local faculty members and faced difficulties in being accepted as academic partners on an equal footing. Alternatively, permanent links should have been established to faculty of particular foreign universities, which would involve their experienced academic staff throughout the project period. In this respect the EuroFaculty-Kaliningrad project could serve as an example.

As a project of the Council of the Baltic Sea States, EuroFaculty was set up in a top down approach from the multilateral ministerial level to the local universities. This was only partly remedied in the organizational structure of EuroFaculty. Apart from representation of the Rectors of the 3 universities and the local Vice-directors of the 3 Centres on the Governing and/or on the Academic Board of EuroFaculty, the Deans and/or study programme directors of the law faculties directly concerned should have been represented, at least, on the academic board. Moreover, participation of the local faculties at the working level in the day-to-day running of the project would have been beneficial, strengthening the necessary sense of ownership at the receiver end of this joint venture.

DIAGRAM 13. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Latvia in Law, 1994-2005.

EF Riga Centre Program	1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
Civil Law	L	L	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	L	L	L	L	L	L	L	L	L	L
Commercial Law	*	*	*	*	*	*	EF	-	EF	-	L	-	EF	EF	L	-	L	-	L	-	L	-	L
Admin. Law	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	L	EF	L	EF	L	EF	L	EF	L
Adm. Proc. Law	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	L	EF	L	EF	L	EF	L	EF	L	EF
Con. Law	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-	EF	L	EF	L	EF
HR's Law	*	*	*	*	*	*	*	*	*	*	EF	-	EF	-	EF	-	EF	-	EF	-	EF	-	EF
EU Law	*	*	*	*	*	*	*	EF	-	EF	-	-	EF	EF	EF	EF	EF	EF	EF	-	L	-	L
EC Comp. Law	*	*	*	*	*	*	*	EF	EF	-	-	-	-	EF	EF	EF	EF	EF	EF	L	-	L	-
EC Environ. Law	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	EF	EF	EF	L	-	L	-
Int. Contract Law	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	L	-	L	-	L	-	L	-
Priv. Int. Law	*	*	*	*	*	*	*	*	*	*	*	EF	L	-	L	-	L	-	L	-	L	-	L
Legal writing / terminology	*	*	*	*	*	*	*	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	L	L	L	L
Negotiation process	*	*	*	*	*	*	*	*	EF	EF	L	-	L	-	L	-	L	-	L	-	L	-	-
Moot court	*	*	*	*	*	*	*	*	*	*	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	L	EF	L
Curriculum reform										●									●				

Key: EF = EuroFaculty (total of 11 visiting lecturers); local = Faculty of Law, University of Latvia; * = not yet offered;

Info:

- The 2nd phase of curriculum reform was initiated by an EF conference in April 2002 and led to the implementation of the Bologna model;
- The number of EF-visiting lecturers at a time grew from 1 to up to 4 in 2002 due to additional external funds (VW-foundation and Herder-grant);
- A Supplementary Study Program in German law was carried out from spring 2000 to spring 2003;
- The number of EF-courses increased from 1 to up to 9 in 2002; the number of EF-students grew accordingly up to 120 / semester.

DIAGRAM 14. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Tartu in Law, 1993-2005.

EF Tartu Centre Program	1993		1994		1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
Civil Law	L	L	EF	EF	L	EF	EF	EF	EF	EF	EF	EF	L	L	L	EF	L	L	L	L	L	L	L	L	L
German Private Law courses	*	*	*	*	*	*	*	EF	EF	EF	EF	EF	EF	EF	EF	EF	-	-	-	-	-	-	-	-	-
EC Law courses	*	*	*	EF	-	-	-	EF	EF	L	EF	EF	EF	L	L	EF	L	-	-	L	EF	EF	-	L	-
Human Rights courses	*	*	*	*	*	*	*	*	*	*	EF	EF	EF	EF	EF	EF	EF	EF	EF	EF	-	L	-	L	-
Legal Writing	*	*	*	*	*	EF	-	EF	-	-	-	-	-	-	-	EF	EF	EF	EF	EF	L	-	L	-	L
Company Law	*	*	*	EF	-	L	-	L	-	L	EF	L	-	L	-	L	-	L	-	L	-	L	-	L	-
Competition Law	*	*	*	*	EF	-	-	-	EF	-	L	-	L	EF	L	EF	L	EF	L	-	L	-	L	-	L
International (European) Commercial Law	*	*	*	*	*	EF	EF	-	-	EF	-	EF	EF	-	-	-	EF	-	L	-	L	-	L	-	L
Private International Law	*	*	*	*	EF	-	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
Comparative Constitutional Law	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	-	EF	-	-	-	-
International Law	-	L	-	L	-	EF	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
EC Environmental Law							L	-	L	-	L	-	-	-	EF	-	L	-	L	-	EF	-	L	-	L
Medical Law	*	*	*	*	*	*	*	*	*	*	L	-	L	-	L	EF	L	-	L	-	L	-	L	-	L
Moot court	*	*	EF	EF	EF	EF	EF	EF	L	L	EF	EF	EF	EF	EF	EF	L	L	L	L	L	L	L	L	L
Curriculum reform					●					●										●					

Key: EF = EuroFaculty; loacl = Faculty of Law, Vilnius University; * = not yet offered;

DIAGRAM 15. EuroFaculty Courses Taught by Local and Visiting Lecturers at the University of Vilnius in Law, 1995-2005.

EF Vilnius Centre Program	1995		1996		1997		1998		1999		2000		2001		2002		2003		2004		2005
	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S	A	S
Property Law	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L
Intro. to Theory of Law	*	EF	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-	L	-
Legal Reasoning	-	EF	EF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EU Contract Law	EF	-	EF	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
EU Company Law	EF	*	*	*	*	*	*	*	*	*	*	EF	EF	EF	EF	EF	-	EF	-	EF	-
Constitution Law	*	*	*	*	*	*	*	EF	L	L	L	L	L	L	L	L	L	L	L	L	L
Administrative Law	*	*	*	*	*	*	*	*	EF	L	L	L	L	L	L	L	L	L	L	L	L
Law and Transition	*	*	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	-	-	-
International Relations	*	*	*	*	*	*	*	*	*	*	*	EF	L	L	L	L	L	L	L	L	L
EU Labour Law	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	EF	L	L	L	L
EU Case Law	*	*	*	*	*	*	*	EF	-	-	-	-	EF	-	EF	-	EF	-	L	L	L
EU Institutions	*	*	*	*	*	*	*	L	EF	L	EF	L	-	-	L	L	L	L	L	L	L
Priv. Intern. Law (general)	*	*	*	*	*	*	*	*	EF	EF	EF	EF	-	-	L	EF	EF	-	EF	L	-
Priv. Intern Law (special)	*	*	*	*	*	*	EF	-	-	EF	-	-	EF	EF	-	-	-	EF	EF	L	-
Intern. Contract Law	*	*	*	*	EF	EF	EF	EF	-	-	-	-	-	-	L	L	L	L	L	L	L
Gender and Law	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-	-	-	-
Professional Ethics	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-
EU Environmental Law	*	*	*	*	*	*	*	*	*	*	*	*	EF	-	-	-	-	-	-	-	-
Moot Court	*	*	*	*	*	*	*	*	EF	EF	EF	-	-	-	EF	EF	EF	EF	EF	EF	EF
Curriculum reform																		●			

Key: EF = EuroFaculty; L = Faculty of Law, Vilnius University; * = not yet offered;

Info:

- No EF courses in 1993 and 1994
- The number of EF visiting lecturers in law has always been low in Vilnius (0-2) during 1993-2005, and decreased to just 1 lecturer from 2002 onwards

TABLE 4. Number of courses* in EuroFaculty Centres and disciplines Autumn 1994 to Spring 2005

	Tartu			Riga			Vilnius			Total		
	Econ	PA	Law	Econ	PA	Law	Econ	PA	Law	Econ	PA	Law
Autumn 1994	3	-	3	2	2	-	4	-	-	9	-	-
Spring 1995	5	4	4	2	3	2	8	1	2	15	8	8
Autumn 1995	5	4	2	2	4	1	7	2	2	14	10	5
Spring 1996	4	8	6	2	4	1	6	2	2	12	14	9
Autumn 1996	9	7	3	3	3	2	5	2	-	17	12	5
Spring 1997	6	7	4	2	3	6	6	2	1	14	12	11
Autumn 1997	9	10	6	3	4	7	5	2	1	17	16	14
Spring 1998	8	8	7	2	4	6	6	2	1	16	14	14
Autumn 1998	8	10	8	6	5	6	5	1	3	19	16	17
Spring 1999	7	11	8	6	4	6	6	2	4	19	17	18
Autumn 1999	11	6	6	6	6	6	7	7	3	24	19	15
Spring 2000	6	3	6	5	4	7	7	7	2	18	14	15
Autumn 2000	5	6	8	6	5	6	5	4	2	16	15	16
Spring 2001	4	2	5	5	6	5	6	5	6	15	13	16
Autumn 2001	2	1	3	6	6	6	4	5	1	12	13	10
Spring 2002	3	2	2	6	4	6	4	-	2	13	6	10
Autumn 2002	1	2	2	5	3	6	3	3	2	9	8	10
Spring 2003	4	2	3	5	3	6	4	3	3	13	8	12
Autumn 2003	3	2	-	4	3	2	2	2	2	9	7	4
Spring 2004	3	2	-	4	4	2	2	-	2	9	6	4
Autumn 2004	1	4	-	4	4	2	1	-	1	6	8	3
Spring 2005	1	2	-	4	2	3	-	-	2**	5	4	5

* including courses taught by Civic Education Project, (Soros foundation) lecturers and Fulbright professors under the auspices of EuroFaculty. Besides a number of short courses by flying in professors were provided.** Study groups.

V. Status of EuroFaculty libraries in Tartu, Riga and Vilnius: Spring 2005

EuroFaculty Tartu Centre Library

1) Books: Titles: **4351**, Copies: 7816

2) Journals: Titles: **89**

Copies of academic journals 1758 (including daily newspapers and magazines)

EuroFaculty Riga Centre Library

1) Books: Titles: **6374**

2) Journals: Titles: **172.**

EuroFaculty Vilnius Centre Library

1) Books: Titles: Appr. **3700**

2) Journals: Titles: **99**

The main part of the books and journals of Political Science are located in the Institute of International Relations and Political Science, while law books mainly are in the Law faculty.

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