



TEMPUS Programme

Higher Education Reform Experts Activity Report 2011



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TEMPUS HIGHER EDUCATION REFORM EXPERTS: Activity Report 2011

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EACEA – Education Audiovisual and Culture Executive Agency
Unit P10 – Tempus & Bilateral Cooperation with Industrialised Countries
Office address: Rue Colonel Bourg, 135-139 - 1140 Bruxelles – Belgique
Postal address: Avenue du Bourget, 1 - 1140 Bruxelles - Belgique
Phone: (32-2) 299.68.67 – Fax: (32-2) 299.45.30

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Executive Summary

The results of the work carried out by Higher Education Reform Experts (HEREs) in 2011 confirm the outcomes and conclusions drawn from the individual 2010 HERE activity reports (see Activity Report 2010), particularly in the areas peer-to-peer training, advice to authorities, dissemination and communication. The HERE network constitutes an efficient approach to modernising higher education. HEREs' activities have further reinforced the systemic impact of Tempus on higher education reform processes at national levels. HEREs play a crucial role in complementing Tempus projects and structural measures: (1) They promote the exchange of knowledge and good practice between EU and Partner Country institutions, and (2) they support the structural reform measures and strategic developments which are linked to the modernisation of university governance systems. Nevertheless, it has to be acknowledged that the level and nature of HERE activities are still heterogeneous in the Tempus Partner Countries, where some HEREs and HERE teams are more active than others, and where the work of HEREs has a greater impact on the reform processes of the country than in others.

Many of the HERE teams have been serving successfully as intermediaries between academic stakeholders and their national authorities. In several cases, they were and still are directly involved in the work of governing authorities by participating in discussions, in drafting laws or codes, or by participating in committees.

In 2011, HEREs successfully collaborated with each other as teams in their home countries, with their regional colleagues, and as individual experts with experts in the EU. The Buddy System, the Virtual Community, and the international seminars, which were initiated and set up for EU-Bologna Experts and Tempus HEREs, contributed to the growth of the international community of experts through continuous collaboration and strengthening of the international network.

All HERE teams took up the opportunities offered by Tempus with the support of the UNICA-BES consortium and participated in the international, regional and local training and information sessions. HEREs were further inspired to analyse the situation in the higher education sector of their home countries as well as in other countries. In order to reach out and disseminate the results of their analyses they set up working plans together with the National Tempus Officers and initiated training and information sessions at universities or government institutions about the Bologna Process and the implementation of reforms (including quality assurance mechanisms, national qualifications frameworks, credit transfer regulations, curriculum development, internationalisation strategies, etc.). They also gave presentations at conferences, led or assisted in seminars or workshops, and distributed information on web-pages, in journal articles, or participated in interviews or roundtable discussions. Several HERE teams worked out thematic priorities in collaboration with the National Tempus Office or/and their Ministries of education as a way to achieve effective results. Among these it shows, that the topics of lifelong learning, student-centred learning, and doctoral studies are growing fields of interest.

HEREs from the various Partner Countries and regions produced a variety of reports and articles. After the last of the series of regional seminars on University Governance which took place in 2011, the production of National Reports on University Governance on the Tempus Partner Countries, written by the HERE teams from four regions (Eastern Europe, Western Balkans, Central Asia, and the Southern Mediterranean) was completed. Furthermore, many HEREs participated in updating the study '*State of Play of the Bologna Process in the Tempus Partner Countries (2012)*', which was edited by the Tempus team in the Education, Audiovisual and Culture Executive Agency (EACEA). Several HERE teams also wrote, published and distributed guidebooks and contributed to national reports on their higher education systems.

EACEA remains committed to further supporting HEREs' activities in the period 2011-2013, in order to ensure that higher education experts can best benefit from each other and will cooperate more. Hence in 2012, EACEA began to support study visits by HEREs to European higher education institutions to further the increasing exchange of know-how and experience. Considering the history of the HERE initiative and that the number of HEREs and their activities has been increasing continuously, it can be expected that HEREs will maintain their engagement in sharing information with each other.

With a slightly increased but still limited budget of EUR 20 000 on average per Partner Country per year, the HERE teams have delivered multiple and valuable outcomes serving both the Tempus programme and the European Union cooperation strategy with neighbouring countries.

I. Introduction: HEREs, Tempus & Modernising Higher Education

Tempus supports the modernisation of the higher education systems in the Tempus Partner Countries in two ways: (a) through the support of projects initiated by higher education institutions, and (b) as a complementary measure through the support of academic experts in Partner Countries who are analysing the higher education sector and are undertaking efforts to reach out to institutions and other stakeholders, including decision-makers.

Since 2007 and under the framework of the Accompanying Measures of the Tempus programme, the National Tempus Offices (NTOs) have been developing the network of Higher Education Reform Experts (HEREs) throughout the Partner Countries. The foundation of the HERE network and the experts' nominations occurred in coordination with the Ministries of education of the respective countries. HERE candidates are proposed by their NTO, appointed by authorities in the Partner Country, are endorsed by the respective EU Delegation, and are approved by the Education, Audiovisual and Culture Executive Agency (EACEA) of the European Commission.¹

In 2011 there were over 206 Tempus HEREs (in 2010 over 172). Several countries reinforced their HERE teams usually by one or two in order to widen the fields of expertise and activities and to enlarge geographical coverage. In 2011 there were between two Experts (Tajikistan) and 15 Experts (Russia) who were members of a HERE team in each Tempus Partner Country.

The composition of Tempus HERE teams is diverse. HEREs are usually associated with higher education institutions. They are Rectors, Vice-rectors, Deans, heads of department, professors, students or quality assurance experts. Some of them are or were officials in Ministries.

For the year 2011, the Tempus programme covered the financial support for HERE activities with around 20 000 Euro on average per Partner Country. As a result, Tempus HEREs had the financial means for their initiatives. Most important, HEREs maintained and elaborated mechanisms of information, communication and coordination. HEREs acted as initiators, facilitators and multipliers in the higher education reform process and created bridges between academic stakeholders, their national authorities, and enterprises/businesses. HEREs led discussions and workshops and HERE teams produced recommendations for reform. They helped raise awareness about higher education reforms at institutional and governance levels and about the components of the Bologna process among academic stakeholders in the Tempus Partner Countries.

HEREs follow up on the intra-European progress on the Bologna process for two reasons: (1) the Tempus HERE initiative takes into consideration the principles of the Bologna process as a reference for higher education reform, and (2) the Tempus HERE initiative also aims to participate in the trend towards globalisation in higher education. For instance, recognition of degrees and credits between European countries are also relevant and important for the higher education institutions in Tempus Partner Countries. They send students to EU universities and also wish to facilitate the recognition of credits gained by EU students at their institutions.

As in the previous years, the Tempus Programme continued to support and to facilitate the functioning of networks of Tempus HERE teams and their work at local level. The European Commission and EACEA assume their responsibility of keeping Experts informed about the establishment of the European Higher Education Area (EHEA) and of providing them with training possibilities and possibilities to meet and exchange information and expertise with EU-Bologna Experts and with Experts of other countries that are participating in the EU's Lifelong Learning Programme (LLP). In order to offer trainings, Tempus

¹ Overall, since 2007, Tempus has put the emphasis on regional and cross-regional cooperation and on the reinforcement of links between higher education and society. The programme currently covers 27 partners. The programme is integrated into the European Union's 'Neighbourhood', 'Enlargement' and 'Development' policies, which aim to promote prosperity, stability and security in the targeted regions. Tempus is funded by three specific EU financial instruments: the Instrument for Pre-accession Assistance (IPA), the Development Cooperation Instrument (DCI), and the European Neighbourhood and Partnership Instrument (ENPI).

established a centralised support structure to the HERE teams through its service contract with the UNICA-BES consortium (Network of Universities from the Capitals of Europe and Brussels Education Services)².

The overall objectives of the HEREs' participation in seminars are to make higher education systems more compatible, make possible greater student and faculty mobility, improve the quality of education and learning outcomes, and increase the exchange of know-how among universities of different countries and regions.

Further goals of the Tempus HERE initiative are the support of modernising higher education institutions by offering the provision of materials, technical assistance, case studies, and a virtual community website. The training seminars are not only platforms for discussion, but the conferences' websites also offer a considerable amount of informative background documentation regarding higher education reform. In addition, specific workshops were held on the virtual community set-up for Bologna and Tempus Experts to share their expertise: <http://www.bolognaexperts.net>. The website also contains information regarding the content of the conferences and the conference readers, which includes relevant material and key references.

HERE Activities

During the year 2011, HEREs continued to exchange their expertise with EU-Bologna Experts on several occasions and disseminated their knowledge to higher education stakeholders in their home countries. HEREs participated in international training seminars and organised their work in collaboration with their respective NTOs.

An important differentiation is made between the international, regional, and local activities in which Tempus HEREs are involved. International and regional activities are supported by Tempus and are mainly organised together with the UNICA-BES consortium. Both the international and regional seminars represent a global approach to international collaboration.

International seminars focus on the encounters between EU-Bologna Experts and HEREs in order to discuss challenges and solutions of higher education reform in the EU and the Tempus Partner Countries. In 2011, HEREs had the opportunity to participate in three international events supported by the Tempus Programme and met their expert colleagues from EU member states, as well as decision makers in education policy, and a variety of other stakeholders.

Regional seminars focus on the encounters between HEREs and university stakeholders from a given region. In 2011, Tempus supported five regional seminars in which HERE teams from four regions had the opportunity to share their experience with regional colleagues. At these seminars, HEREs could also elaborate on recommendations for decision-making authorities.

At a local level, Tempus HEREs continued analysing the status of higher education in their home countries and comparing it with developments in the countries of their region and with EU member states. They informed academic stakeholders, undertook efforts to collaborate with their ministries of higher education and actively promoted reforms by initiating events, such as trainings, consultations, publications of articles, and the distribution of information on websites.

In all instances, the NTOs of the Tempus Partner Countries supported the work of the HEREs.

² Network of Universities from the Capitals of Europe (<http://www.unica-network.eu/>); Brussels Education Services: (<http://www.eduser.eu/>). UNICA classifies itself as a driving force in the development of the Bologna process since its goal is to facilitate the integration of European universities into the European higher education area. BES promotes inter-university relations and university-society relations by offering services for the higher education and research sector (e.g. project management, technical assistance, training, advice, etc.).

II. The Organisation of HERE Activities

The structured management of HERE activities is key to developing solutions to challenges and to promoting recommendations for reform. Again in 2011, NTOs and HEREs worked together, established work plans, and made efforts to set up priorities for activities to support higher education reform.

NTOs and HEREs: The Tempus Programme encourages the close collaboration between NTOs and the HERE teams from the respective countries. As in previous years, all NTOs coordinated and supported HERE activities throughout 2011 and allocated a portion of their budget to finance HERE activities (e.g. transport and accommodation costs of HEREs attending international and regional seminars). NTOs of the regions worked together with their HEREs to coordinate their actions and define priorities. NTOs also assured that HEREs are informed about and in contact with Tempus project beneficiaries, and in some cases could support working visits to EU higher education institutions.

Collaboration between NTO-HEREs-Tempus Projects:

- In Uzbekistan, the beneficiaries of the Tempus projects are well informed about the objectives and potential of the Uzbek HEREs. HEREs established effective contacts with all Tempus operators. It was especially important that each Tempus event organised by the NTO in Tashkent and in the regions included a specific presentation by the HEREs. HEREs participated in all major events of Tempus projects and also in all meetings and seminars organised at national level for HEIs by delivering presentations related to the European higher education reforms.

Working Visits to the EU:

- The Jordanian HERE, Prof. Mustafa Al-Adwan, Secretary General of the Ministry of Higher Education and Scientific Research, together with the NTO Director, Prof. Ahmad Abu-el-Haija, conducted a study visit to Bonn and Munich, Germany in July 2011 (Academy of Business and Administration and University of Cooperative Education). Purpose: to learn about the technical and vocational education in the higher education system in Germany, and use examples for reforms in Jordan. Conclusions: necessary are better considerations of labour market needs (relations with industries), an analysis survey, and the development of study plans at Jordanian technical and vocational education institutions.

Work Plan & Setting HERE activity priorities for higher education reforms: The HEREs of each Partner Country prepared their yearly work plan in collaboration with their NTO and authorities before getting approval by Tempus. The work plans for 2011 considered the active participation of HEREs in international training seminars, in regional seminars, and in the organisation of outreach activities in their home countries. The foreseen HERE events for 2011 consisted of: three international training seminars for which each Partner Country could send two Experts; four regional seminars organised by the respective HERE teams of the chosen region (Western Balkans, Eastern European countries, Southern Mediterranean countries); and one Tempus regional seminar on 'University Governance' to which HEREs were invited. The events foresaw specific slots for HERE meetings where they could discuss issues based on specific case presentations and produce a proposal for new national priorities. Furthermore, some HEREs participated in regional or international seminars in their own countries.

III. EACEA Training for HERE Teams

EACEA provides HEREs with the opportunity of adequate trainings, and encourages them to meet each other in order to exchange their know-how and experience at international and regional seminars.

International Training

Like in previous years, the Tempus and Lifelong Learning Programmes with the support of the UNICA-BES consortium undertook major efforts in 2011 to make training seminars effective. One of the major achievements of the seminars was the creation and the reinforcement of a feeling among all participants of being part of an international community. The Tempus and Bologna participants from over 55 countries could share the diversity of their cultural backgrounds and their common challenges, interests and objectives with each other.

Three international seminars took place in Belgium, Norway, and Portugal in 2011 and each focussed on a specific working topic.

Participants: between 150 and 200 people (EU-Bologna Experts, EU National Agencies, and HEREs), of which around 50 HEREs from almost all Tempus Partner Countries participated at each event.

1) "Promoting Learning Mobility" Brussels/Belgium, 21-23 March 2011, hosted by the Flemish Ministry of Education and the Erasmus University College Brussels.³

At the Brussels seminar on learning mobility, participants were trained in and informed about various aspects of internationalization strategies in the area of higher education, which included ECTS and joint degrees, and mobility schemes. They also undertook some joint activities together with exchange students in order to learn about how students experience their study abroad. Overall, the seminar consisted of presentations, discussions, and working groups, led by the Academic Cooperation Association, university representatives, OECD, Directorate-General for Education and Culture, Tempus Officers from EACEA, National Tempus Officers, EU-Bologna Experts, Tempus HEREs, and others.

Subject of discussions during the seminar focussed on the fields of:

- the added value of internationalization strategies for HEIs,
- learning mobility and work placements,
- recognition and joint degrees.
- An additional and specific HEREs-EACEA roundtable discussed the issues of modernising higher education, which included presentations about ECTS implementation and the development of learning outcomes.
- The seminar informed that Bologna and Tempus Experts are about to form a virtual forum for discussion through the development of the Virtual Community tool, provided by the UK Bologna Experts Group. All Higher Education Reform Experts are encouraged to initiate and contribute to discussions within National Groups and within the Common Space. Discussions have been taking place, for instance on the use of credits at doctoral level. National teams can hold all their shared documents and maintain a flow of debate regarding their hot topics. At the beginning of the year 2012, the Virtual Community counted about 1000 experts from 62 countries.

³ Higher Education Reform Virtual Community: <http://brussels2011.bolognaexperts.net/>

A commentary by the Tajikistan participants of the seminar in Brussels:

"It was important to learn about some countries' and institutions' experiences, recognition of placements, and networking options with HEIs for future activities. It was also important to exchange information on practical difficulties in setting up partnerships, such as different political regulations that may be aligned with education policies."⁴

Outcome and inspiration through the seminar:

- Two Uzbek HEREs, Odil Akbarov and Bakhitbay Paluanov attended the UNICA training seminar in Brussels. Afterwards, they presented the training results and materials of the seminar at the home universities in Tashkent and Karakalpakstan. Both HEREs prepared an informative report on the seminar materials, including recommendations, which were submitted by the NTO to the Ministry of Higher and Secondary Specialised Education.

2) "Modernization of Curricula", Oslo/Norway, 06-07 June 2011, hosted by Oslo University.⁵

One of the aims of the seminar in Oslo was to provide a platform for discussion for Bologna and Tempus HERE experts on different approaches to learning and new profiles of learners ('knowledge workers'; lifelong learners'), how to use learning outcomes in teaching and assessment, how to individualize mass teaching programmes, and the strategic approach to curriculum modernisation. Particular attention was dedicated to the 'tuning' concept for modernising curricula.⁶ An effective workshop approach was applied through the planned co-presentations of a Bologna expert and a Tempus HERE during the individual discussion group sessions. Academic experts from Russia, Israel, Lebanon, and Bosnia & Herzegovina gave key note speeches during the workshops together with their colleagues from Romania, Poland, and the Netherlands. Overall, it showed that HEREs have become more and more familiar with and integrated into the community of teams of Bologna experts.

Through the 'Open Space' part of the conference, participants gave presentations and contributed to or led discussions. HEREs used the HERE Roundtable, to discuss concrete examples of their achievements during the previous year 2010 in three major fields of actions: peer-to-peer training, advice to authorities, dissemination and communication.

Among the outcomes was a confirmed expression of interest among HEREs to increasingly pursue opportunities for practice oriented activities (technical assistance missions and additional study visits to EU universities).

Examples of Experts' reciprocal benefits through conference panels:

- Chafic Mokbel, Lebanese HERE, delivered a presentation on the question of how to individualise mass teaching programmes. Vildana Alibabić, Bosnia & Herzegovinian HERE, presented on the strategic approach to curriculum modernization, making clear that labour market needs, regional goals, national policies, and international conditions must be considered. Miri Yemini, Israeli HERE, initiated a discussion on the different approaches to learning and learning profiles.

⁴ 2011 HERE Team Activity Report Tajikistan, NTO Tajikistan.

⁵ Higher Education Reform Virtual Community: <http://oslo2011.bolognaexperts.net/>

⁶ The 'tuning' approach is a methodology to design, develop, implement and evaluate study programmes for each university cycle according to the Bologna Process.

3) **"Enhancing Quality through Internationalisation", Lisbon/Portugal, 6-7 October 2011**, hosted by the University of Lisbon.⁷

At the Lisbon seminar, participants were exposed to a range of presentations regarding the internationalisation of higher education. The major subject areas in the presentations and discussion groups comprised:

- Opportunities through teaching and learning quality;
- How HEIs can make use of institutional internationalisation strategies to enhance the quality of educational programmes;
- The impact of having international academics;
- Improving the quality of internationalisation.

The Lisbon seminar welcomed a number of new Bologna experts and HEREs, and several of them acted as speakers during the discussion groups. As during all international seminars for higher education experts, a specific roundtable was offered for Tempus HEREs. The session was primarily dedicated to training about NQF.

Examples of Experts' (reciprocal) benefits through conference panels:

- The Armenian HERE team demonstrated how they initiate, facilitate and multiply the higher education reform process in their country. During the HERE roundtable, Samvel Karabekyan, Armenian HERE, presented the results of a study realised in Armenia about Bologna Process related reforms at national, institutional and programme levels. Together with his Armenian colleagues, Nvard Manasian and Sasunik Melikyan, he also underlined various specificities of the Armenian higher education system. Nvard Manasian, Armenian HERE, acted as chair in one of the roundtable workshops monitored by students and experts on the added value generated through internationalisation. Gulnara Zakirova, Kazakh HERE, chaired a workshop discussion group on the meaning of quality indicators in internationalisation in different countries and in different mobility contexts. Vera Zabolotnikova, Russian HERE, chaired the workshop discussion group on the question of the impact of the Erasmus Programme on the quality in higher education programmes. Mohamed Salheen, Egyptian HERE, used the opportunity of 'Open Space' to initiate a discussion by talking about the challenges and successes of setting up an International Double Multi-disciplinary Master Degree.

Outcome and inspiration through the seminar:

- The Serbian HERE team was represented by Slobodan Jankovic and Olga Stankovic. As a result of the seminar, they passed on recommendations to the Serbian HEIs and the Ministry. These recommendations concerned the NFQ in light of the NFQ developments in Croatia and Macedonia, a defined percentage of financial support to state universities to attract more foreign students, and HEIs initiatives in setting up joint degree programmes with EU universities as a means to internationalise HEIs in Serbia.
- As a result of the seminar, the Uzbek HERE, Khabibion Kushiev gave a presentation about the Lisbon seminar at Gulistan State University in November 2011. Representatives of the Jizzakh State Pedagogical Institute and Jizzakh State Polytechnic Institute participated as well. Mr. Kushiev initiated a discussion about international cooperation and the impact of a process of internationalization on the quality of education. Furthermore, a detailed mission report with specific recommendations was submitted by the Uzbek NTO to the Ministry of Education.

⁷ Higher Education Reform Virtual Community: <http://lisbon2011.bolognaexperts.net/>

HEREs are encouraged to take further initiatives and participate in the Open Space events (opportunities to give a presentation and stimulate discussion on a topic) offered at these international seminars, as well as to share and present results of their findings in regards to their home countries. This would serve the purpose of an increased sharing of best practice examples and finding answers to yet open questions.

Regional Training

For the two-year period 2010-11, five regional seminars were planned to benefit the Tempus HEREs in particular in addition to the regional University Governance seminars. In 2011 HEREs took part in the organisation of four regional seminars based on a suggested topic. Furthermore, EACEA also organised one regional seminar in 2011 solely on the theme of university governance.

- 1) The Tempus HERE teams from the **Western Balkan countries**⁸ initiated a seminar on:

"Higher Education in Western Balkans: Quality Assurance and Accreditation", Tirana/Albania, 21-22 February 2011.⁹

Participants: around 35 experts from the Western Balkan countries attended (HEREs and NTOs of the region, academic staff, staff from quality assurance bodies and accreditation agencies, officials of ministries of education).

Major themes covered: The seminar addressed the infrastructure of accreditation agencies and quality assurance systems at HEIs in the Western Balkan countries. The seminar enabled experts and representatives of quality assurance and accreditation structures and bodies to undertake together with the support of EU experts, a joint analysis regarding the responsibilities of accreditation systems and quality assurance agencies. The main question was concerned with the impact of accreditation systems on the quality of HEIs. The analysis involved aspects of internal versus external quality assurance, strategic plans of HEIs towards quality, information systems, quality assurance system and quality management system, financial systems of HEIs, etc.

Major outcome: Overall, seminar participants drafted recommendations for decision makers and HEIs. These recommendations emphasised the independence of National Quality Assurance agencies, the establishment of various mechanisms for auditing the introduction of degree programmes, international/regional cooperation between accreditation agencies, imbuing HEIs with a 'quality culture', establishing quality indicators in correspondence to the defined objectives of a HEI, implementing learning outcomes as a tool for quality improvement, etc. It was noticed that several developments in the field of Quality Assurance & Accreditation in Bosnia & Herzegovina and in Serbia were already achieved at national level as part of the results of Tempus projects. In Kosovo¹⁰, national structural reforms are still developing.

- 2) The Tempus HERE teams from the **Russian Federation, Belarus, Moldova and Ukraine** initiated a seminar on:

"Diplomas and Degrees Comparability: Double/Multiple Diploma and Degrees", Moscow/Russia, 11-12 April 2011.¹¹

⁸ Albania, Bosnia & Herzegovina, Former Yugoslav Republic of Macedonia, Kosovo (see footnote 10), Montenegro, Serbia.

⁹ Higher Education Reform Virtual Community: <http://tirana2011.bolognaexperts.net/> (event hosted by Polytechnic University of Tirana (PUT)).

¹⁰ This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo declaration of independence.

¹¹ Higher Education Reform Virtual Community: <http://moscow2011.bolognaexperts.net/> (event hosted by Moscow State University of Railway Engineering (MIIT)).

Participants: around 50 experts from the participating countries attended (HEREs and NTOs of the region, academic staff, representatives of international departments, representatives from relevant national Authorities in the Russian Federation.)

Major themes covered: In the course of the seminar, participants worked on the terminology and interpretations of double degree programmes. They discussed different models and approaches in setting up and running degree programmes considering learning outcomes/recognition, quality assurance, local/regional/international cooperation, and practical recommendations.

Major outcome: Tempus projects have already contributed to the development of double degree programmes in the four countries. At this seminar, participants could build on these experiences and produced further recommendations with the help of Bologna experts for decision makers and HEIs. These recommendations emphasised further work on the recognition of three-year Bachelor qualifications, adapting laws to allow for the introduction of double/multiple degree programmes, developing strategies and policies regarding international collaboration at HEIs, HEIs' involvement of stakeholders in the design, implementation, quality assurance and enhancement of degree programmes, as well as providing transparent information on universities, fields of expertise and approaches to quality assurance on the universities' websites.

3) The Tempus HERE teams from the **Central Asian countries** initiated a seminar on:

"Strategic Planning in Higher Education in Central Asia", Almaty/Kazakhstan, 7-8 July 2011.¹²

Participants: around 45 experts from the Central Asian countries attended (HEREs and NTOs of the region, academic staff, rectors, vice-rectors, deans, officials from ministries of education.)

Major themes covered: The aim of the seminar was to analyse the different elements and steps of strategic planning as a key element of introducing a modern university management system. Since the degree of involvement of university communities in strategic planning has varied greatly among the five countries, the work of the seminar participants concentrated on identifying and discussing common problems, shortcomings, and needs. Consequentially, the analysis should enable HEIs to draft action plans.

Major outcome: Overall, the seminar participants were familiarized with international practices of strategic planning, and discussed and shared their experience of higher education reforms. Tempus projects have already provided important opportunities for pilot introductions of modern methodologies for strategic planning at institutional level. At this seminar, the EU experts made seminar participants acquainted with good practice examples, highlighting planning processes, consensus building among stakeholders, the SWOT analysis and the development of SMART indicators, resources and management systems, and the introduction of external expertise.

4) The Tempus HERE teams from the **Southern Mediterranean countries** initiated a seminar on:

"Towards Equivalence of Higher Education Degrees between the Southern Mediterranean and the EU", Barcelona/Spain, 22-23 November 2011.¹³

Participants: around 50 experts from the Mediterranean countries attended. The participants were HEREs and NTOs of the region, academic staff, rectors, vice-rectors, deans, a representative of the Union for the Mediterranean (UfM), some officials.

Major themes covered: The goal of this seminar was the refining of strategies for equivalence between higher education systems within the Southern Mediterranean countries and between the countries and EU member states. Furthermore, the participants sought to identify how higher education and its

¹²Higher Education Reform Virtual Community: <http://almaty2011.bolognaexperts.net/> (event hosted by T.Ryskulov Kazakh Economic University (KazEU)).

¹³Higher Education Reform Virtual Community: <http://barcelona2011.bolognaexperts.net/> (event hosted by University of Barcelona).

reform process is impacted by the TEMPUS program and individual projects in the countries of the Southern Mediterranean. In the course of the seminar, participants worked out common terminologies, and developed common practices as a way to move towards equivalence.

Major outcome: Due to the constructive debates, the seminar helped in refining strategies for equivalence between higher education systems. The participants noted that compatibility and common values should emerge from the differences and diversity of the various systems in addition to 'full equivalence'. Participants committed themselves to exchange and work together further in order to agree on basic common terminologies and common practices.

Tempus Regional Seminar on "*University Governance*":

5) **Southern Mediterranean countries**, Catania/Italy, 7-8 March 2011.

Participants: over 60 people from the Southern Mediterranean Tempus Partner countries participated: representatives from universities (mainly rectors, vice-rectors, deans), staff of higher education agencies, representatives of Ministries of Education, students from four different countries, European Commission and EU Delegation representatives, EACEA, National Tempus Office coordinators, and HEREs.

Major themes covered: engaging students, academics and external stakeholders, modernizing structures (faculties, departments, and institutes), public management and administration, the role of ministries, budget responsibilities, human resources/management, curricula and degrees.

Major activities: The seminars encouraged reflection and discussion among academics, experts and ministerial representatives on the general challenges and trends in higher education governance. As a starting point of the seminar, John Reilly and Ard Jongsma, both EU experts of academia, presented the results of their study "Changing rules - A review of Tempus support to university governance". Furthermore, three presentations about changes in university governance in Austria, Sweden and in Italy were followed by a series of workshop sessions about university governance. Participants discussed consequences of the increasing autonomy and accountability on the organisation and operation of universities.

Major outcome: The general conclusion was that there is a need to pursue reforms in the area of university governance and their structures, as many universities are currently already discussing the role of the Ministry in higher education and the necessity to develop new approaches and methodologies at university level. The overall result was that participants worked out recommendations and advice for practitioners and policy makers and brought forth ideas and suggestions for the future implementation of the Tempus programme. The seminar participants produced *National Reports on University Governance* of the Southern Mediterranean region. The Reports were published on the Tempus website, where other relevant material is posted for HEREs, and where the other three regional national reports on university governance of 2010 are published.¹⁴

¹⁴*National Reports on University Governance:*

http://eacea.test.ec.europa.eu/tempus/events/2011/documents/national_reports_final.pdf

IV. HEREs and their Work in their Home Countries

As in the previous year, the HERE teams of the various Tempus Partner Countries undertook a range of efforts to participate in the exchange and dissemination of expertise on an international level and in their home countries in 2011. Furthermore, HEREs supported authorities of higher education in their countries and engaged in outreach activities.

Peer-to-Peer Training

Again in 2011, HEREs and NTOs could also request through their NTO a short mission training by an individual EU expert for a local event in their country which Tempus supports ('Technical Assistance'). In 2011, EACEA approved the requests for 13 EU-Bologna experts to accomplish trainings in nine Tempus Partner countries¹⁵ (in 2010, there were requests from three countries). The HEREs of the three countries invited EU-Bologna Experts in order to receive additional training, or to complement the organisation of their own seminars in their home country and apply the experience and outcomes of this training or of a previous international or regional training seminar.

In addition, some HERE teams made distinctions between training seminars and dissemination seminars. While the former specifically aims at teaching / training and informing, the dissemination seminars' goals are to inform in the first place and train about results, outcomes, or activities as received or achieved in a previous training.

Technical Assistance:

- The HEREs of Albania organised a Technical Assistance workshop in Oct. 2011 on "Experiences on Doctoral Studies" at the University of Elbasan. The EU expert, Katia Breskvar, Director of the Doctoral School at the University of Ljubljana, informed participants about the reform of Doctoral studies in Europe. The expert presented successful examples, quality assurance mechanisms, an overview on the types of Doctoral Schools in the EU, and discussed programme aspects, such as the role and criteria of mentors and supervisors, etc. Three Albanian HEREs were key speakers (Anila Godo, Bardhyl Musai, Gjergji Pendavinji). Other participants: two HEREs from Kosovo, the Albanian NTO coordinator, the Minister of Education & Science, the Rector, academic staff. All shared their opinions and experiences on Doctoral studies programmes.
- The Armenian NTO and HEREs Samvel Karabekyan and Nvard Manasyan organised a joint seminar on "Perspectives of Internationalisation: Student-centred Learning" with the Bologna experts Eva Eriksson and Boel Billgren from Lund University (Sweden). Objective: raise awareness of academic and administrative staff and students on the perspectives of internationalisation, mobility, and the preparation and implementation of student-centred learning. (<http://prezi.com/olqb3p3gwtzm/presentation/>)

From Trainee to Trainer – Dissemination Seminars:

- The Georgian HEREs organised dissemination seminars in Oct. and Nov. 2011 on the basis of the International Seminars organised by EACEA & UNICA in Oslo and Lisbon 2011. HEREs Lali Bakradze Ketevan Gurchiani and Tina Zurabishvili informed about the two seminars, presented the results and initiated a discussion among representatives of HEIs, the Ministry of Education and NCEQE (National Center for Educational Quality Enhancement). Inspired by the results of seminars in Madrid and Brussels, HERE Irine Darchia also gave a dissemination seminar "Doctoral Education" at Tbilisi State University.
- The HEREs of Tajikistan organised information and dissemination seminars at central and regional universities on the Bologna process (practical training on ECTS, student and academic mobility, quality assurance, university governance, etc.). They distributed translations of the

¹⁵ Moldova, Israel, Lebanon, Georgia, Ukraine, Russia, Albania, Kyrgyzstan, Kosovo.

presentations, guidelines and other practical materials gained from the EU and regional seminars among teaching staff and students of HEIs.

Lecturing / Training Initiatives:

- The HEREs in Kazakhstan organized nine regional training seminars to develop technical skills in five oblasts for 396 people. 340 participants were awarded certificates after having fulfilled practical assignments. The themes included: "diploma supplement & ECTS", "outcome based curriculum development", "academic mobility: goals, objectives, organization". Conclusions drawn: formats of proposed documents can be recommended for being adopted in Kazakhstan. The documents should be sent to the Ministry of Education and Sciences for consideration and discussion in order to develop a Guide on Diploma Supplement for HEIs.
- The Georgian NTO organised the summer school "University Lifelong Learning" together with the dvv-international (Germany), UNICA, and the NTOs of Armenia and Azerbaijan. Representatives of Georgian HEIs, including three HEREs participated. HERE Irine Darchia delivered a presentation about the current situation on University Lifelong Learning (ULLL) in Georgia. The participating EU experts were Andrea Waxenegger (Univ. of Graz), Kadri Kiigema and Kristi Helme (Univ. of Tallinn). The topics of training included: Meaning, content and value of U LLL; Setting up ULLL unit; marketing in ULLL; ULLL network and developments in Europe.

In addition, HERE teams developed series of seminars and/or roundtables according to thematic priorities determined by the teams and NTOs.

University Enterprise Cooperation / Employability and the Labour Market:

- The Serbian HERE team organised a panel discussion at the Students' Conference "Forum of Students and Entrepreneurs" of the universities of Serbia in Dec. 2011. Participants of the Conference: the Serbian President Mr Tadic; the Minister of Education, Prof. Obradovic, and others. The HERE's panel discussion on "Reform of Education Tuned to the Needs of the Serbian Economy/Industry" also resulted in a list of competences and skills needed for better employability and a list of recommendation for improvement of higher education system reforms. The concept of the 'Diploma Supplement' was introduced to the representatives of industries.
- Moldovan HEREs focussed on student-centred learning approaches, formation of teaching staff, and university-business cooperation issues. They developed and tested questionnaires to graduates and employers to assess business expectations from HEIs. They conducted two conferences: (1) "Development of Partnerships with Enterprises of the Republic of Moldova" (at TUM and in collaboration with State Agrarian Univ., Cooperative-Commercial Univ., Comrat State Univ., Academy of economic studies and others) with 122 participants. (2) "Entrepreneurship: Business engineering", a National Scientific Conference, with 57 participants from HEIs, businesses, and students. In addition they organised round tables with students to further asses the importance of student involvement in university-business cooperation.
- All Russian HEREs are actively publishing, promoting the Bologna Process, attending international seminars, and giving workshops and seminars. Their initiatives often concentrated on enhancing cooperation with industry. The seminars of the HEREs focussed on two-cycle curricula developments using tuning methodology to achieve compatibility of diplomas, and methods of internationalisation and learning mobility. Their activities also concerned the enhancement of cooperation with industries.
- The Belarus HEREs were active in their participation in conferences, seminars, meetings, and writing publications. HEREs continued giving monthly lectures to higher education stakeholders on the EHEA, history, and the current state and prospects at the National Institute of Higher Education, for about 25 participants at each workshop. In Dec. 2011, some HEREs organised an information day for students: "Bologna Process: Dialogue and Action" at this National Institute.

Doctoral Studies:

- The Kazakh HERE Bisembai Iskakov gave a presentation on "Experience of PhD programmes development in Kazakhstan: the state of art and future perspectives" at a round table discussion on "Prospects of development of PhD degrees in the Kyrgyz Republic in the context of reforming higher education system" in Bishkek in Feb. 2011.
- In Kyrgyzstan, the HERE team, together with the support of the NTO and the Soros Foundation, conducted a round table in Jan. 2011 on the status of PhD studies in Kyrgyzstan. Recommendations were submitted and led to a draft law on the introduction of PhD studies in the country.
- The Serbian HERE team organised a round table discussion on "Doctoral Studies in Serbia" in Sept. 2011, attended by representatives of ministries, universities, research institutes and PhD students from Serbia. The round table discussion concluded that PhD programmes should be tuned with the needs of the public sector and industries and according to the national priorities in the area of scientific and technological development. The number of PhD students in Serbia should be increased to 200.

Curriculum Modernization / Student-Centred Learning:

- The NTO of Bosnia & Herzegovina organised a HERE workshop in Mostar. HEREs delivered presentations related to the different experiences in the processes of curricula modernization at BiH universities. Conclusions drawn: the process of accreditation of study programmes at BiH universities will help and simplify the process of curricula modernization at the universities.
- Armenia's HEREs focussed their work on the introduction of student-centred education, which is reflected in their trainings, publications (e.g. a guide for students: "How to prepare and deliver a Student-Centered Course" by HERE Samvel Karabekyan), and support of reforms. HERE Armen Budaghyan conducted trainings for the Yerevan State Univ.'s academic staff on a competence-based curriculum development. HERE Alexander Hakobyan presented in the "Career Challenges" workshop at the Yerevan State University for students. At a two-day training for university teachers, HEREs were the main speakers to staff from different HEIs, and discussed interactive methods of teaching.

HERE Support to Education Authorities and Higher Education Reform

Another major role of the HEREs is to serve as an intermediary between higher education institutions and governmental authorities in their countries. HEREs are invited by respective Ministries of higher education or other governmental working groups to offer their advice and expertise regarding quality assurance systems, the degree cycle systems, and also the recognition of learning outcomes. Thus, HEREs are directly involved in policy making processes at Ministries or Parliaments which can lead to reforms in the higher education sector of their country. More than twelve HERE teams reported their successful involvement in their central government's higher education policy development work through collaboration. In many countries, however, HEREs' participation in education policy-making is still a major challenge. EACEA has continuously been recommending that the governments of Partner Countries invite HEREs to participate in debates about higher education policy and to provide recommendations.

HEREs as Intermediaries:

- The HEREs in Moldova submitted a package of proposals for the 'Code of Education of the Republic of Moldova' to the Ministry of Education and participated in discussions on the draft code. Furthermore, HEREs worked on a Draft Regulation on teachers training in HEIs (State University of Moldova) and which was disseminated to other HEIs and to the Ministry of Education. Furthermore, the conferences on university-enterprise cooperation were followed by a report to the Rectors Round tables with students. A set of proposals were issued, agreements on cooperation with enterprises were signed which included the organization of traineeships for students.

- The efforts of the Ukrainian HEREs led to the adoption of the National Qualification Framework in Nov. 2011, and to the registration of the Draft Law "The System Professional Qualifications" and the Draft Law on Higher Education in the Parliament of Ukraine in Dec. 2011. V. Zakharchenko, V. Luhovyi and M. Stepko acted as experts to work out the Draft Law «On the System of Professional Qualifications». The national expert V. Luhovyi participated in the development of the National Report «On the State and Perspectives of the development of Education in Ukraine». The National Report was issued in August 2011.
- Four Kazakh HEREs are members of the National Task Force on the modernisation of higher education in Kazakhstan. They were involved in commenting various documents and discussing higher education reform in round tables. For instance, Meruert Narenova was involved in the working group of the Ministry of Education & Science on the implementation of ECTS in Kazakhstan's universities.
- In Kyrgyzstan, the HERE team developed a draft decree on the development of a two-cycle higher education system (BA and MA). The Government has adopted this decree in Aug. 2011 to take effect in Sept. 2012. Furthermore, the HERE team submitted the results and recommendations to the Government and the Parliament of Kyrgyzstan. These recommendations were the outcome of the UNICA/NTO supported seminar on the development of a NQF in Kyrgyzstan.
- Four HEREs of Montenegro were members of the TASK Force for the formulation of a strategy of higher education development, including QA, mobility, etc. HEREs were also involved in the Task Force dealing with the work on the norms and standards of financing of higher education. Two HEREs contributed to the draft strategy on enrolment policies.
- Two HEREs of Kosovo, Avdulla Alija and Bajram Berisha were members of the Council dealing with the education strategy plan, and drafting the Law on Higher Education and the Law on Research (2011-2016). Their international experience had an impact on the formulation of the strategic vision and the elaboration of certain aspects of the strategy, such as mobility, QA at HEIs, etc.
- The Armenian HERE Armen Budaghyan participated in the development of four Ministry of Education and Science regulations (Oct.-Dec. 2011) on: mobility of students; obtaining of second higher education; organization of studies for students from other HEIs; dismissing & reinstatement of students.

Outreach Activities: Communication & Dissemination Strategies

HEREs are engaged in outreach activities that are meant to inform the general public and stakeholders about specific goals that can be achieved in order to improve higher education systems. Their strategies are to communicate efficiently about the development of higher education and to point out how improved higher education schemes could contribute to the national priorities envisaged by their governments.

HEREs met with relevant local stakeholders, such as representatives of higher education institutions, students, enterprises, etc. in order to provide them with up-to-date information about higher education reforms in the EU, and to assist them particularly in regards to quality assurance systems, the degree cycle systems, and the recognition of learning outcomes.

In many of the Tempus Partner Countries, HEREs have contributed by providing updated information for the Tempus study '*State of Play of the Bologna Process in the Tempus Partner Countries (2012)*'. They also offered their expertise in the collection of information for the Study on Human Resource Development in EU Neighbouring Countries: HEREs helped with the dissemination of questionnaires or/and acted themselves as respondents.

HEREs also have disseminated information on improved websites (often as part of the NTO website), produced newsletters, gave interviews, or published multiple articles about higher education systems and reforms.

Publications & Public Appearances:

- The HERE of Montenegro, Mira Vukcevic, presented herself on local TV to speak about the mobility as an important factor towards further improvements of higher education and the way towards internationalisation of HEIs.
- Serbian HEREs were strong in outreach activities: in May 2011, the head of the HERE team, Vera Dondur, spoke on the national TV channel about the Bologna Process in Europe and Serbia. She emphasised the problem of the brain drain of graduate students, the importance of the higher education reform process, and accreditation of institutions and programmes. Three HEREs contributed significantly to the comprehensive national strategy for education, where issues, such as doctoral programmes and financing, pre-school education, and general education are addressed. The study is open to the public.
- In Kosovo, HERE Dukagjin Pupuvci was on local TV and spoke about the mobility as an important factor towards further improvements of higher education and the way towards the internationalization of HEIs.
- In Armenia, HEREs Samvel Karabekyan and Nvard Manasyan were hosted in one of the Armenian TV talk show programs on “Shoghakat” channel (duration: 45 minutes). The theme of the day was the modernisation of education and higher education. Sasoun Melikyan was hosted in different TV programmes with discussions on: Bologna Process, Higher Education Reforms.
- In Uzbekistan, HERE Igor Vikhrov organised an information session “Innovative approaches in modernisation of higher education in the framework of Bologna Process” for students and administrative personal of the Tashkent Pediatric Medical Institute. Topics discussed: enhancing quality in higher education; student’s role in the Bologna Process; mobility, ECTS, diploma supplement.

Annex: 2012 Seminars

International Seminars for Tempus HEREs and EU-Bologna Experts:

1. *'Putting Bucharest's Conclusions on Track: The Expert's Role'*, Vilnius/Lithuania, 4-6 June 2012.
2. *International conference on the Bologna Process*, Budapest/Hungary, 5-7 November 2012 (theme to be confirmed).

Thematic Seminars for Tempus HEREs:

1. *'University – Business Cooperation'*, Holon/Israel, 14-15 May 2012.
2. *'Research-Based Education at BA, MA and PhD Level'*, Yerevan/Armenia, 9-10 July 2012.

Regional Seminars on Human Resources:

1. *Regional Seminar on 'Management of Human Resources in Public Higher Education'*, Sarajevo/Bosnia & Herzegovina, 14-15 June 2012.
2. *Regional Seminar on 'Management of Human Resources in Public Higher Education'*, Uzbekistan, September 2012 (date to be announced).

Study Visits:

1. *Diversification of Funding, Autonomy, and Strategic Planning at Universities*, University of Vienna and University of Applied Sciences-FH Campus, Vienna/Austria, 23-24 April 2012.
2. *University-Business Cooperation*, Vrije Universiteit Brussel and Université Libre de Bruxelles, Brussel, Brussels/Belgium, 2-3 October 2012.

Education, Audiovisual & Culture Executive Agency
Tempus & Bilateral Cooperation with Industrialised Countries

Write to us:

Tempus Programme
Avenue du Bourget, 1 (BOUR 02/017)
1140 Brussels
Belgium

Visit us:

Rue Colonel Bourg, 135-139
1140 Brussels
Belgium

Phone: +(32 2) 299 6867

Fax: +(32 2) 299 4530

Website:

<http://eacea.ec.europa.eu/tempus>

General questions about the programme:

EACEA-Tempus-Info@ec.europa.eu

Questions about a specific Call for Proposals:

EACEA-Tempus-Calls@ec.europa.eu