



TEMPUS Programme

Higher Education Reform Experts Activity Report 2010



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HIGHER EDUCATION REFORM EXPERTS: Activity Report 2010

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Executive Summary

The results of the work carried out by Higher Education Reform Experts (HEREs) in 2010 show that the HERE network constitutes an efficient approach to modernising higher education. HEREs' activities have reinforced the systemic impact of Tempus on higher education reform processes at national levels. Hence, 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 recognised that the level and nature of HERE activities are heterogeneous in the Tempus Partner Countries, where some HEREs and HERE teams are more active than others.

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

In 2010, HEREs successfully collaborated with each other as teams in their home countries and as individual experts with experts in the EU. The Buddy System, which was 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 sessions. As a result, 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, university governance, human resources, and student involvement). They also gave presentations at conferences, led or assisted in seminars or workshops, and distributed information on web-pages, in brochures, 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 student involvement in university government and human resources are growing fields of interest. The subjects of student involvement in university governance as well as human resources are recognised as relevant but underrepresented areas of work. Yet, some Tempus Partner Countries are on the forefront and decided to cover these issues in their working agendas.

HEREs from the various Partner Countries and regions produced a variety of reports and articles. One major collaborative success was the production of National Reports on University Governance, written by the HERE teams from three regions: Eastern Europe, Western Balkans, and Central Asia, as well as in the Southern Mediterranean in 2011. Furthermore, many HEREs participated in the writing of the publication series '*Overview of the Higher Education Systems in the Tempus Partner Countries*', 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 local studies on university reform.

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. Considering the history of the HERE initiative and that the number of HEREs and their activities are continuously increasing, it can be expected that HEREs will be even more engaged in sharing information with each other.

With a limited budget of EUR 13-15 000 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 2010 there were over 172 Tempus HEREs. Several countries reinforced their HERE teams in order to widen the fields of expertise and activities and to enlarge geographical coverage. In 2010 there were between one Expert (Turkmenistan) and 12 Experts (Albania) 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 officials in Ministries.

For the year 2010, the Tempus programme covered the financial support for HERE activities with 13-15000 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 and their national authorities. 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 Partner Countries and territories. 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 2010, 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 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 2010, HEREs had the opportunity to participate in two 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 2010, Tempus supported four 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 2010, 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 2010 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 and submitted proposals for the holding of a thematic regional seminar.

HEREs' reporting:

- The NTO and HERE team in Georgia worked together on a template for the HEREs to report their activities in an efficient and effective way. Thus, HEREs not only gave an account of the general information about an event which they attended, but they also provided special recommendations. For instance, a HERE report must explain the relevance of the event for Georgia as well as contain recommendations for relevant institutional structures (higher education institutions, ministry, accreditation centre, etc.).

Work Plan & Setting HERE activity priorities for higher education reforms: The HEREs of each Partner Country prepared the yearly work plan in collaboration with their NTO and authorities before getting approval by Tempus. The work plans for 2010 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 2010 consisted of: two international training seminars for which each Partner Country could send two Experts; one regional seminar organised by the respective HERE teams of the chosen region (Caucasus); and three Tempus regional seminars on 'University Governance' to which HEREs were invited. Some 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.

Planning and Focus on Expertise:

- The Jordanian NTO coordinator and the three-member HERE team set up one part of their working plan for the year 2010 in the following way: All three HEREs, Prof. Ziad al-Saad, Prof. Mustafa al-Adwan and Prof. Ahmad Majdoubeh, organised 9 seminars during the first half of 2010 at various universities throughout Jordan. At each seminar each HERE gave a presentation from a range of six topics:
 - Bologna process and latest developments
 - Jordan-European cooperation: Tempus, Erasmus Mundus, and other EU-funded programmes
 - Learning outcomes as means for enhancing quality of higher education
 - Mobility
 - European Credit Transfer System (ECTS)

Setting up Priorities for Reform:

- In some cases, Tempus meetings were used to discuss priorities for reform for 2011. Some HERE teams used the opportunity in a Tempus meeting in November 2010 in Nicosia to present the upcoming agendas and strategic priorities for the year 2011. At the meeting, the four experts from three different regions – Kyrgyzstan, Serbia, Moldova – introduced their HERE teams' strategic priorities for the period 2011-2013.
- Each of the ten members of Uzbekistan's HERE team identified at least one field of expertise,

according to which they undertook dissemination activities. For instance, two HEREs focussed on mobility issues and the role of students in higher education. Other HEREs of the team saw their expertise in qualification frameworks and quality assurance.

- The Kazakh HERE team organised several seminars at various universities: e.g. Astana, Turkestan, Kzylorda State University. At Kzylorda, three events were held to target teachers and students as audience in the discussion on the main principles of the Bologna Process. (a) An online seminar was organised for university and school teachers. (b) They organised an open lecture for master students. (c) One HERE gave a lecture for master students on "ECTS and its comparability with the national standards and approaches".
- The Moldovan HERE team set up five working groups of HEREs with three to four members each, for each priority area. Each group pursued a series of tasks accordingly. The team decided to maintain the already existing three priority areas of their work programme: (Quality Assurance; Three Cycle System; Equivalency of Qualifications). For 2010, the team added two new priority areas: Employability / Student-based Education / Role of Teachers in Higher Education, and National Qualifications Frameworks / Educational Standards.
- The bottom-up approach for reform of the Serbian HERE team focussed on enforcing student representation in university governance and quality assurance bodies. The team organised six workshops at large university centres in order to mobilise student representation. The participants were heads of students' parliaments, students, professors, Vice-Deans and rectorate staff. As preparatory work, surveys were carried out among students and teachers on the current status. At the workshops, participants discussed the results and legislative background for student participation. In addition, four HEREs gave four parallel workshops on "Shapes, Efficiency, Tasks for Student Organisations, Bologna Process and Building Knowledge Society" at the Kopaonik student days. Two HEREs also took part in a panel discussion with students from the Western Balkan countries at a regional seminar on the role of student organisations and representations (Zlatibor/Serbia).

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 Life Long Learning Programmes with the support of the UNICA-BES consortium undertook major efforts in 2010 to make training seminars effective. One of the major achievements of the seminars was the creation 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 interests and objectives with each other.

Two international seminars took place in Estonia and Cyprus in 2010 and each focussed on a specific working topic.

Participants: about 150 people (EU-Bologna Experts, EU National Agencies, and HEREs), of which about 50 HEREs from almost all Tempus Partner Countries participated.

- 1) "Recognition in Higher Education – How to make it work!" Tallinn/Estonia, 7-9 June 2010, hosted by Tallinn University and the Tallinn University of Technology.³

At the Tallinn seminar on Recognition, participants were trained in communication, information and coordination strategies as these are essential for both the HERE and Bologna Expert teams. Overall,

³ Higher Education Reform Virtual Community: <http://tallinn2010.bolognaexperts.net/>

the seminar consisted of presentations, discussions, and working groups, led by university representatives, students, representatives of the Bologna Service Point, Directorate-General for Education and Culture, Tempus Officers from EACEA, National Tempus Officers, EU-Bologna Experts, Tempus HEREs, and others. In several sessions, Bologna and Tempus Experts could work together on practical tasks. As "Buddying" was again promoted, Buddies and buddy teams were set up and had the opportunity to develop their roles in activities and build up one-to-one relationships in order to discuss the implications of national action plans on recognition of qualifications.⁴

Subject of discussions focussed on good practices in the fields of:

- the general development of tools and tools for recognition of learning outcomes,
- a presentation about student perspectives,
- the ECTS for recognition, the identification of learning outcomes, the diploma supplement, and the Lisbon Convention on recognition.
- An additional and specific HEREs-EACEA roundtable consisted of presentations about the activities of HERE teams in Partner Countries. Discussed were the issues of promoting the modernisation of higher education, and advising Ministries.

A commentary by the Ukrainian participants of the seminars in Tallinn and Nicosia:

the organization of these seminars' "impact and positive effect are enormous as several objectives are reached simultaneously: update on recent developments in HE in the EU and Tempus countries, mutual learning and sharing of expertise, networking, building capacity for intercultural communication and other benefits."⁵

Roundtable Discussion:

- Dr. Ahmad Abu-El-Haija, Director of the Jordan National Tempus Office, and Aleksandr Hakobyan, Ph.D. Candidate at Yerevan State University, discussed the promotion of higher education reform. Mr. Abu-El-Haija focussed on the HEREs' organisation of training sessions for stakeholders in Jordan, while Mr. Hakobyan focussed on dissemination activities in Armenia and shared his experience about choosing the right communication tools (video, brochures, on-line tools) to reach the suitable target groups. Mr. Mikheil Basilaia, master student at the Tbilisi University, talked about HERE counselling activities at the Ministry of higher education in Georgia. Mr. Chafic Mokbel, HERE of Lebanon, discussed the importance of mobility and recognition of degrees and qualifications in an international context and based his discussion on already existing conventions on recognition and tools of recognition.

2) "The Social Dimension of Higher Education: Building Excellence & Equity", Nicosia/Cyprus, 22-24 November 2010, hosted by the University of Cyprus.⁶

One of the aims of the seminar in Nicosia was to provide higher education experts with concepts of approaches and measures to achieve greater equality in accessing higher education. The seminar focussed on the topic of removing barriers to access higher education within the European Higher Education Area and dealt with the concept of equality of opportunities in terms of access, participation and successful completion of studies. The seminar also included issues, such as studying and living conditions, guidance and counselling, financial support, student participation in higher education governance, and equal opportunities in mobility. At this seminar, all participants had the opportunity to lead a discussion, give a presentation, and contribute to discussions ("open space methodology"), which was an additional opportunity for Tempus HEREs to intervene and share their viewpoints. As

⁴ The Buddy System was initiated at the previous 2009 international conference in Warsaw and participants engaged in peer learning through this voluntary-based Buddy System.

⁵ 2010 HERE Team Activity Report Ukraine, NTO Ukraine.

⁶ Higher Education Reform Virtual Community: <http://nicosia2010.bolognaexperts.net/>

an outcome, the workshops of the seminar demonstrated to the participants that Tempus and EU-Bologna Experts benefitted from each other.

Examples of Experts' reciprocal benefits through conference panels:

- Mr. Sime Visic, Croatian HERE and student at the University of Zagreb, chaired a workshop on community engagement. Dr. Miri Yemini, Israeli HERE and Director of the Entrepreneurship and Innovation Center at Shamoon College of Engineering, delivered a keynote speech in Nicosia on education and the encouragement of female education in the entrepreneurship sector as a key for social mobility among marginalised groups within a population. On this occasion, one of her students from the Arab minority in Israel, Mr. Hisham Abed El-Halim, spoke about his own experience as well as about teachers' approaches and methodologies towards diverse classroom compositions that include socially excluded groups. As a result of the conference, Mr. El-Halim wrote an article on this subject with recommendations on how students could benefit from the Bologna process and actively promoted reform ideas of higher education institutions and the concept of the Bologna process within the student union and in the college.

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 2010 HEREs took part in the organisation of a regional seminar based on a suggested topic. Furthermore, EACEA also organised three regional seminars in 2010 solely on the theme of „University Governance”.

- 1) The first two-day regional seminar was initiated by the Tempus HERE teams from the three Caucasian countries, Georgia, Armenia, and Azerbaijan, with the support of the NTO Georgia and the Tbilisi State University:

"Management of Quality in the Context of National Qualifications Framework", Tbilisi/Georgia, 4-5 November 2010.⁷

Participants: around 50 people attended (HEREs and NTOs of the region, academic staff, staff from quality assurance departments of higher education institutions, accreditation agencies, officials (ministries) concerned with National Quality Frameworks (NQFs) and Quality Assurance (QA) systems).

Major themes covered: The seminar addressed the common needs of their region and the workshops reflected the different needs of the Experts' teams. As a common field of interest among the three countries, the workshops focussed on the development of NQF and QA mechanisms. The Speakers' Corner provided participants with an open opportunity to address the plenary with critical issues (new ideas and proposals, topics of interest, challenges, etc.) related to NQF.

Major outcome: the participants agreed on several recommendations for the development and implementation of a NQF on both national and institutional levels. Furthermore, based on the final recommendations, several Experts from the three Caucasian countries decided to draft a proposal for a structural measure project within the framework of the Tempus Programme.

⁷ Higher Education Reform Virtual Community: <http://tbilisi2010.bolognaexperts.net/> (event hosted by Ivane Javakhishvili Tbilisi State University (TSU)).

Tempus Regional Seminars on "*University Governance*":

- 2) Eastern Europe (Armenia, Azerbaijan, Belarus, Georgia, Moldova, Russian Federation, Ukraine), Kiev/Ukraine, 1-2 March 2010.
- 3) Western Balkans (Albania, Bosnia and Herzegovina, Croatia, Montenegro, the former Yugoslav Republic of Macedonia, Serbia, Kosovo⁸), Podgorica/Montenegro on 26-27 April 2010.
- 4) Central Asia (Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan), Almaty/Kazakhstan, 20-21 September 2010.

Participants: over 70 people each; representatives from Universities, Ministries, Higher Education Agencies, EU Delegations, National Tempus Office coordinators, and HEREs.

Major themes covered: engaging students, academics and external stakeholders, modernizing structures (faculties, departments, and institutes), 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 seminars, 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 France were followed by a series of workshop sessions about university governance. 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.

Major outcome: the seminar participants produced *National Reports on University Governance* of the respective region. The Reports were published together in three volumes on the Tempus website where other relevant material is posted for HEREs.⁹

A commentary by the Tajik participants about the University Governance seminar in Almaty:

"The seminar gave a good opportunity for people from different Tempus neighboring countries to meet together, exchange information and experiences about ongoing developments in their own countries".¹⁰

Examples of HEREs' Participation in Conference Panels:

- At the regional seminar on University Governance in Eastern Europe, which took place in Kiev, Ukrainian HEREs made significant contributions and presented Ukraine's achievements towards Bologna compliance. In 2010, the Ukrainian HERE team was also studying the higher education reform processes of nearby EU-countries as examples. HEREs for instance dedicated their work to the study of the Czech experience with ECTS, Diploma Supplement, and NQF, as well as the subject of the development of PhD programmes in Poland.

⁸ under 1244/99 UNSCR.

⁹ *National Reports on University Governance:*

http://eacea.ec.europa.eu/tempus/events/2010/documents/ukraine_national_reports.pdf

http://eacea.ec.europa.eu/tempus/events/2010/documents/montenegro_2010_5_31_Reports_on_university_governance_Podgorica_AGI.pdf

http://eacea.ec.europa.eu/tempus/events/2010/documents/kazakhstan_national_reports_en_ru_central_asia.pdf

¹⁰ 2010 HERE Team Activity Report Tajikistan, NTO Tajikistan.

IV. HEREs and their Work in their Home Countries

In 2010, 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. Furthermore, HEREs supported authorities of higher education in their countries and engaged in outreach activities.

Peer-to-Peer Training

HERE teams made use of the training they received during the international, regional, and local seminars by analyzing the information gained and by organising their own training and information sessions in their countries.

Inspiration:

- Following the two international Tempus seminars in Tallinn and Nicosia, the Uzbek HERE and NTO team prepared a detailed report with recommendations relevant to the modernisation of higher education in Uzbekistan and submitted it to the Ministry of Higher and Specialized Secondary Education of Uzbekistan (MHSSE).
- In Russia, an EU expert offered a training session for 55 participants, which included the Russian HEREs, the NTO team, and representatives of Russian higher education institutions. The topic of “the development of 2-cycle curricula using tuning methodology” was used afterwards by the HEREs to organise and hold seven workshops about the same topic in various cities. Furthermore, two Russian HEREs based the organisation of three seminars on the outputs of the Tempus HERE seminar in Nicosia and the regional seminar on University Governance seminar in Kiev. One of the major Russian goals was to contribute to a more concrete understanding of the role of Russian universities in lifelong learning.

Again in 2010, 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 2010 EACEA approved requests for expertise from three countries: Russia, Moldova, and twice for the Ukraine. 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.

From Trainee to Trainer:

- The HEREs of Ukraine organised national roundtables for which they brought into play the expertise of two EU-Bologna Experts. Participants were officials (including the Minister of Education and Science), university rectors, researchers, and professors. The Experts discussed the Bologna declarations, the implementation of Bologna principles, and the European higher education area (EHEA). Recommendations were prepared and submitted to the Ministry of Education and Science of Ukraine.

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

Giving Seminars & Roundtable Participation:

- Russian HEREs offered some seminars throughout 2010 at different higher education institutions on various topics but with a greater emphasis on double degree programmes. Five workshops focussed on double degree curricula to share and promote the information gained at the Final Conference on Double Degree Studies Programmes, and one workshop focussed on double

diploma program design. Other workshops dealt with learning outcomes in general and targeted the Association of Business administration education, and the Association of Engineering Education.

- The two HEREs of Tajikistan were active in networking with stakeholders from other countries and establishing contacts with higher education institutions in Central Asia. They used their encounters to further disseminate information on the Bologna process at Tajikistan's higher education institutions. They participated at local and regional roundtable discussions and conferences regarding reform in other countries of their region.
- In Georgia, HEREs gave training for HEIs' academic and administrative staff on lifelong learning (LLL), and gave presentations at the Seminar organised by the NTO and the Adult Education Association of Georgia on LLL. The outcome of the ensuing discussions was the realisation of a need for legislative changes regarding recognition of non-formal education.
- In Belarus, HEREs organised workshops at the National Institute of HE each month about "European HEA: history, current state and prospects", targeting 25-30 education stakeholders each time.
- The Kyrgyz HERE team gave 14 trainings and four follow-up monitoring visits at universities in regards to the introduction of Bologna principles in Kyrgyzstan. The trainings dealt with the introduction of the Bologna process in the EU, quality assurance, the three cycle degree system, introduction of ECTS and DS, and mobility issues. The HERE team gave training seminars on the introduction of ECTS and discussed the Bologna process at various universities for 30-50 participants.
- In Bosnia and Herzegovina, the Federal Ministry of Education and Science organised roundtable discussions in Mostar and at the University of Sarajevo about the Bologna process, its implementation in BiH and human resources building. HERE experts of BiH, Professors Dizdar, Djonlagic, and Avdispahic, gave presentations about the Bologna process, the process of higher education reform in BiH with a road map for BiH's access to European activities, and about the importance of human resources building for implementing the Bologna process. The Federal Ministry, in cooperation with the HERE team, published "Implementation of the Bologna Process in the BiH".

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 ten 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:

- In Georgia, HEREs acted as consultants to the Ministry of Education and Science and the National Center for Educational Accreditation. In 2010 two Georgian HEREs were members of the Accreditation Council. HEREs made use of meetings, seminars and publications in which they advised on the framework of the HE reform process and HEREs were directly involved in decision-making bodies that deal with: (a) the development of new criteria for institutional accreditation, (b) development of a national qualifications framework, and (c) the Twinning project for implementing the Bologna Action Lines in Georgia.
- The two HEREs of Tajikistan had regular meetings and consultations with the Ministry of

Education, with non-governmental organisations and higher education institutions to discuss reforms and to update them on the latest developments in the higher education sector.

- In Turkmenistan, the HERE C. Shallyev was a member of the Commission on Education in the Parliament of Turkmenistan and actively participated in the development of the new 'Law on Education' of Turkmenistan. He compiled material and proposed to the commission the introduction of a 2-cycle higher education system: the baccalaureate and magistracy levels.
- The Kyrgyz HERE team was particularly active in providing working meetings every three to six months for government officials (including representatives of the Ministry of Education and Parliament) on the trends of the Bologna process. In a roundtable discussion in Bishkek, the Kyrgyz HERE team, together with the NTO, the Ministry of Education, and representatives of universities discussed the concept and application of the diploma supplement. The Kyrgyz HERE team also participated in the development of strategic documents regarding secondary and vocational education.
- The Serbian HERE team provided support to the Ministry of Education on the preparation of the 2012 ministerial conference on benchmarking the reforms in line with the Bologna process. HEREs began with the preparation of statistics on QA procedures in HEIs through a survey.
- The Albanian Ministry of Education and Science together with the NTO and the Albanian HEREs organised a series of eight conferences about university reform and the question of implementing Bologna principles in all public universities. Deans of faculties, heads of departments, and university members participated in order to report and discuss the needs of their universities.
- Lebanese HEREs assisted the Ministry by working on draft laws (the organisation of private higher education in Lebanon, and the law for the establishment of a Quality Assurance Agency). The HERE, Pierre Gedeon, and the National Tempus Officer, Aref Alsoufi, became members in a special committee set up by the Ministry. They presented the European model, European Quality Framework (EQF), as a reference for inspiration. The committee mapped higher education and vocational certifications. In 2011 the draft law was submitted to the Council of Ministers and the Lebanese NQF is tested on two pilot fields of certifications.

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 with information and drafting of their countries' version of the *Overview of Higher Education Systems*, published by Tempus.

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

Publications & Public Appearances:

- The Uzbek HERE team was very active in disseminating the concepts and updates of the Bologna process among the student community, teaching and administrative staff of higher education institutions. Khamida Khusnutdinov, HERE and Head of Department at the Centre for Development of Higher and Secondary Specialised Vocational Education, gave a series of

lectures and training sessions for Deans and Vice-Deans. Other HEREs, Nazokat Kasmyova (Professor at the University of World Economy and Diplomacy) and Umidakhon Giyasova (Teacher at Tashkent State Pedagogical University) focussed on organising discussions about the Bologna process for students of Bachelor, Master and PhD levels.

- The Turkmen HERE, Mr. Shallyyev, appeared at a roundtable discussion on TV-1 Altyn Asyr discussing education and the global aspects of education, especially in regards to the European higher education area and the specifics of ECTS.
- An Armenian HERE and Ph.D. student, Mr. Hakobyan, discussed with three other university representatives the impact of EU educational programs on Armenian higher education institutions on a Public TV Company.
- Serbian HEREs took part in the 2010 Education Fair "School-Bell" which is part of the Belgrade Book Fair. One Serbian HERE, Prof. Vera Dondur, spoke about higher education reform and the Bologna process. The presentation was followed by a discussion with the book-fair visitors, students, pupils, representatives of media, and employers.
- Kazakhstan's HEREs were active participants at international conferences that were held in their own country. One HERE gave a presentation on "Kazakh HEIs in context of world academic ranking" at the conference in Astana at the Ministry of Education and Science. Furthermore, the Kazakh HERE team finalised three different reports with recommendations addressed to the Kazakh Ministry and other higher education stakeholders: (1) "Reform of Higher Education in Kazakhstan; (2) " Integration of Higher Education of Kazakhstan in an International Education Area; (3) "Innovative Processes in Higher Education in Kazakhstan".
- The Kyrgyz HERE team was involved in the development of two guidebooks on the introduction of the DS and ECTS in Kyrgyzstan higher education sector. They analysed the application of the DS in the EU as well as in Ukraine and Russia and distributed 100 copies of the DS Guide among higher education stakeholders. The Guidebook on the ECTS included legal regulatory documents, on how to apply ECTS in universities in Kyrgyzstan and was approved by the Ministry of Education and Culture. It was published and disseminated among all 50 universities in Kyrgyzstan.
- The Armenian HERE team presented two guidebooks to representatives of state and private universities of Armenia, the Ministry of Education and Science, ANQA, and the National Institute of Education. One is based on the self-analysis of the internal quality assurance mechanisms by four Armenian universities. Armenia's NQA Agency approved it as a guide for the implementation of quality assurance mechanisms. Another published guidebook deals with the Tuning methodology as a concrete approach to implement Bologna principles and focuses on evaluating study programmes for each cycle.
- The Lebanese HERE team prepared two leaflets, one on the Bologna Process and Higher Education Reform in Europe, and the other on Quality Assurance in Higher Education. 2000 copies of each were printed and have been distributed to all Lebanese higher education institutions.
- The Russian HEREs established the Bologna Club at Don State Technical University which 40 universities have joined. The aim is to set up a forum for universities to exchange observations about the Bologna process. The Club also brings annually together public, private, local and international organisations to discuss higher education reforms.
- The HERE of Bosnia and Herzegovina, Milan Petkovic, assisted the Student Union of RS with the development of the brochure "Bologna Guide for Students". 500 copies were printed and are distributed among key stakeholders in BiH, including student unions, universities, Ministries. The electronic version is published at www.tempusbih.com. A "Bologna Guide for Teachers" is planned.

Annex: 2011 Seminars

International Seminars for Tempus HEREs and EU-Bologna Experts:

1. '*Promoting Learning Mobility*', Brussels/Belgium, 21-23 March 2011.
2. '*Curriculum Reform*', Oslo/Norway, 6-7 June 2011.
3. '*Modernisation of Higher Education*', Lisbon/Portugal, 6-7 October, 2011.

Regional Seminars for Tempus HEREs:

1. 'Quality Assurance and Accreditation', Tirana/Albania, 21-22 February 2011.
2. 'University Governance in the Southern Mediterranean Region', Catania/Italy, 7-8 March 2011.
3. 'Diplomas and Degree Comparability, Double/Multiple Diplomas and Degrees', Moscow/Russia, 11-12 April 2011.
4. 'Bologna Process & University Strategic Planning in Central Asian Countries', Almaty/Kazakhstan, 7-8 July, 2011.
5. 'Accreditation and Equivalence between Southern Mediterranean Countries and the EU', Barcelona/Spain, 22-23 November 2011.

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