



**TEMPUS Programme**

# **Higher Education Reform Experts Activity Report 2013**



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Education, Audiovisual and Culture Executive Agency

**Erasmus+ : Higher Education - International Capacity Building**

## **TEMPUS HIGHER EDUCATION REFORM EXPERTS**

### **Activity Report 2013**

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## EXECUTIVE SUMMARY

The Tempus programme promotes the modernisation of the higher education systems and processes in the Tempus Partner Countries outside the EU. In addition to funding projects, it supports and encourages experts in the Partner Countries to share their expertise on EU higher education modernisation with their local higher education stakeholders. Higher Education Reform Experts (known as HEREs) can be Rectors, Vice-Rectors, Deans, Senior Academics, Directors of Study, International Relations Officers and students. There were over 200 HEREs active in 27 Partner Countries in 2013. They provide a pool of expertise and promote the modernisation of the higher education sector in the Tempus Partner Countries.

As in previous years, HEREs have been very active in 2013. They enhanced their knowledge of EU higher education policy developments by attending and contributing to an **international conference** at the Autonomous University of Madrid on 22 & 24 April 2013 on '*Cross-border Education*'. Some were even speakers at this event.

**Two Study-visits** were organised in 2013, to allow them to experience at first-hand, EU best-practice in higher education. The first was organised at King's College, London on '*Student Support Services*', on 28 & 29 January. The second was organised at the Humboldt University Berlin on '*Developing Academic Programmes in English: the Key to Internationalisation*' on 27 & 28 May.

During 2013, two **thematic seminars** were organised by UNICA for HEREs on the '*Organisation and Profile of Doctoral Studies*' in Holy Spirit of Kaslik University in Lebanon on 11 & 12 March and on the '*Diversification of Funding, Autonomy and Strategic Planning at Universities*', in the Turkey Manas University in Kyrgyzstan on 23 & 24 September, each attended by over 100 HEREs.

As in previous years, 27 HEREs had the opportunity to attend larger international events which were not specifically targeted at HEREs, such as the **Tempus regional seminar** on '*Human Resource Management in Higher Education in Eastern Europe*' in Chisinau, Moldova on 22 & 23 April and on '*Human Resource Management in Higher Education in the Southern Mediterranean*' in Nicosia, Cyprus, on 18 & 19 June.

HEREs took advantage of the possibility to bring EU experts to their country under the Tempus **technical assistance facility** and organised seminars, where the expert could share their expertise through lectures and practical workshops. Over 10 such visits took place in 2013.

The **virtual community**, managed by UNICA, has proved to be a useful source of information for HEREs and a platform to share expertise and best practice (<http://www.bolognaexperts.net>). The website also contained background documents for the conferences, as well as more in-depth reading material on the subject matter. HEREs successfully collaborated with each other on the Virtual Community, (as teams in their home countries and internationally) and this contributed to the growth of this international on-line community of experts.

HEREs have put the knowledge learned in their conferences and seminars into practice upon return to their countries of origin. In most of the 27 Partner Countries, HEREs organised **seminars and workshops** for higher education stakeholders, **to disseminate what they had learned at a conference abroad**. They have also organised specific training workshops on themes requested by academics in their home countries. HEREs helped **raise awareness** of the growth of cross-border education and international degrees through English, the need for diversification of funding streams and student support services and concrete, practical advice on how to create doctoral programmes. They have also promoted the Bologna Process by holding

workshops on the three-cycle system, learning outcomes and the European Credit Transfer System.

HEREs also **worked very closely with the Ministry of Education**. They sat on committees and ad-hoc working groups on different aspects of higher education reform. In certain cases, HEREs were called upon by the Minister to help draft new higher education legislation or provide input into policy documents on policy working groups, based on their EU knowledge and experience.

HEREs were also involved in **promotion activities** for the general public. They were invited to speak in more than seven TV and radio interviews and many contributed articles to local newspapers on the outcomes of international seminars attended or local training events. Given the nature of their work, HEREs also produce articles on developments in higher education.

HERE activities are funded by the 'Accompanying Measures' action of the EU Tempus programme. During 2013, the Tempus programme financed HERE activities with on average 15,000 Euro per Partner Country. This funding came from the National Tempus Office (NTO) budget allocation and was managed by them. Each year, the NTO reports on activities against the plan. In spite of the fact that the HERE budget remains limited, these reports demonstrate how the **impact** of HEREs in the Tempus Partner Countries **is increasing**, in comparison with previous years. HEREs are becoming better known, as are the services they provide to the academic community.

The results of the work carried out by HEREs in 2013 confirms that the HERE network constitutes **an efficient means of promoting the reform of higher education** in the Partner Countries. HEREs play a crucial role in complementing Tempus projects and structural measures. Nevertheless, it has to be acknowledged that the level and nature of HERE activities are still heterogeneous and vary from country to country. Certain HEREs and certain national HERE teams are more active than others. As a result, the work of HEREs has a greater impact on the reform processes in some countries than in others. The European Commission and **EACEA remains committed to further supporting HERE activities**, which will continue with renewed force, when the new grant agreement for the National Erasmus+ Offices will enter into force in 2015.

## **INTRODUCTION**

Tempus supports the modernisation of the higher education systems in the Tempus Partner Countries by supporting projects initiated by higher education institutions and supporting academic experts in these Partner Countries outside the EU, who are knowledgeable about the higher education sector.

Higher Education Reform Experts (HEREs) are usually Rectors, Vice-Rectors, Deans, senior academics, Directors of Study, Heads of International Relations Offices and students. Some were also officials in Ministries or quality assurance bodies. They are selected and appointed by the national higher education authorities in their home countries, in consultation with the National Tempus Office, EU Delegations in that country and the EACEA in Brussels. The National Tempus Office in each Tempus Partner Country provides administrative and financial support to HEREs throughout the year.

The service contract for managing HERE activities was won by tender by UNICA, a network of universities, based in Brussels. Upon recommendations and guidance from the EACEA, they have organised events, managed the HERE virtual community and registration web-sites for events, helped find suitable speakers and distribute useful and relevant reading material. They have provided very useful support services to HERE activities.

HEREs are active in Eastern Europe, Central Asia and the Southern Mediterranean, as well as the Russian Federation and the Western Balkans. Since 2007, the National Tempus Offices (NTOs) have been developing the network of Higher Education Reform Experts (HEREs) throughout the Tempus Partner Countries. In certain countries, there is a growing demand to join the HERE team and the position of HEREs is highly coveted. Several countries increased their HERE teams, usually by one or two, in order to widen the fields of expertise, the profile and to represent a broader geographic area.

This report is based on the annual NTO country reports on HERE activities for 2013, UNICA HERE conference reports, feedback received from HEREs in meetings and information posted on their Virtual Community.

The aim of this report is to summarise HERE activities in all countries where they were active in 2013 and highlight examples of good practice across all regions. The first part focuses on the regional and international training seminars they participated in, while the second part gives an overview of how they disseminated and implemented what they learned on EU higher education policy and systems reform, when back in their own countries.



## **I. TRAINING ACTIVITIES FOR HERE TEAMS**

The HERE events for 2013 consisted of one international conference (for which each Partner Country could send up to two experts), two thematic seminars, two study-visits and the possibility to attend two regional seminars (to discuss the results of the Tempus study on human resource management). Fringe meetings for HEREs were also held in the margins of some of these events, where they could discuss specific issues with UNICA and the EACEA. Certain HEREs also participated in other international conferences held in their own countries or in neighbouring countries where relevant.

### **I.1. INTERNATIONAL SEMINARS**

#### **a. Bologna Expert and HERE seminar on 'Cross-border Education'**

An international seminar, organised by the EACEA and UNICA, took place at the Autonomous University in Madrid, Spain from 22 to 24 April. Around 200 participants attended the conference, including 100 Bologna experts from 27 EU Member States, 50 Tempus HEREs from 28 Partner Countries, which provided an excellent opportunity for the HEREs to make contact with their EU counterparts.

The aim of the seminar was to look at the challenges of cross-border education and how they can be overcome. Training sessions were held on dual and joint degrees, international branch campuses and educational franchising and new methodologies and pedagogies in delivering cross-border education. HEREs had the opportunity to attend all three workshops. The importance of maintaining quality assurance was highlighted in many of the interventions. The European Commission study on Cross-border Education was presented and a panel discussion on the challenges of implementing cross-border initiatives. Case-studies were presented (one given by an Israeli and a Russian HERE). One of the HEREs facilitated a training group.

EACEA/P10 organised an additional morning session for the attention of the Tempus HEREs on Monday 22 April, to discuss any issues of concern. Jacques Kemp, who chaired the meeting, made a presentation on the activities carried out so far. Lebanese HEREs C. Mokbel, P. Gedeon, M. El Khatib gave a presentation of their experiences as HEREs, their initiatives and learning outcomes. This provided a good opportunity for discussion and the sharing of good practice.

After the presentations the participants were asked to provide their feedback on past activities, suggestions and ideas for the future. The discussions were very fruitful. The HEREs had the opportunity to share their experience and they expressed very good appreciation for the new type of activities that were introduced as of 2011 e.g. the study visits and the thematic seminars. Klaus Haupt and Jacques Kemp also presented the 2013-2014 agenda for HEREs, briefed the audience about the state of play of the current Tempus programme (selection process for the sixth Call for proposals, increased EU budget) and the new Erasmus+ programme. HEREs also provided some good inputs on future activities as of 2014, stressing in particular the relevance of keeping a thematic approach and focusing on concrete case-studies with preparatory and follow-up activities.

One of the major achievements of the seminar was creating the feeling of participating in an international community and giving the HEREs the opportunity to network with their European peers. The virtual community gave HEREs the opportunity to build on the contacts made after the event. HEREs were also provided with an in-depth reading list where they could deepen their knowledge of the subject before and after the seminar.

## Examples of Follow-up by HERE Participants

*In Bosnia and Herzegovina, Prof.Dr. Sead Pasic (HERE) prepared a report on the seminar that was published on the NTO website and distributed to various stakeholders in the country.*

*HEREs from Tajikistan made a presentation on 'Cross-border Education and Student Mobility' for 60 academic and teaching staff at the Tajik National University and 30 at the Tajik State University of Commerce. During the presentations, the participants had the opportunity to discuss the comparability of EU, Central Asia and Tajik higher education systems (given the reform process in Tajikistan) and a comparative analysis of how Bologna principles are applied, along with the maintenance of diversity and national education traditions, as well as quality assurance, student mobility and joint and double degrees in higher education.*

HEREs also participated in other international seminars outside of their own country. For example:

- HEREs were selected by certain Ministers of Education to take part in a meeting held in Brussels to launch the European Commission, DG Education and Culture's policy dialogue with the Southern Mediterranean, that took place in Brussels on 2-3 July 2013;
- HERE were also invited to attend Erasmus+ regional information days in Cyprus in June 2013 and in Kaunas in October 2013.

### **I.2. EU STUDY-VISITS**

The aim of EU study visits is to give HEREs the opportunity to analyse, in more depth, aspects related to the implementation of reforms in European higher education institutions, meet with all relevant actors involved in the processes and learn first-hand from their experience.

Two study-visits were organised for HEREs in 2013.

#### **a. Study-visit on 'Student Support Services' to King's College, London, UK**

The aim of this study visit was to give an insight into student service provision in the EU and to learn from best practice in the field. The one and a half day programme included sessions outlining the national and institutional context for student services and issues around teaching and learning, as well as more practical presentations on specific services provided at King's College.

Presentations were given on topics such as student admissions and recruitment, careers services and employability, student support services, personal tutoring, mental health learning support strategies, intercultural adaptation and library support.

19 HEREs from 10 different Tempus Partner Countries in five different Tempus regions participated. Delegates were impressed by the breadth of the King College's approach to student services and the level of co-ordination between different units. Sessions that participants found particularly interesting included those on personal tutoring, psychological counseling and Student Union involvement in academic and development issues.

## Examples of Follow-up by HERE Participants

*Given the fact that there was room for improvement in student support services in Montenegrin higher education institutions, and that information on this is generally lacking, all members of the HERE team agreed to allow the Presidents of student parliaments from all HEIs in Montenegro to attend this HERE study-visit. This succeeded in making them more pro-active, so that they could address this issue in Montenegro in the future. After the study-visit, the students presented their recommendations to all the HERE team in a meeting.*

*In Kyrgyzstan, based on the results of the study tour, a Tempus proposal on 'Strengthening Career Centers in Central Asia Higher Education Institutions', which aimed to empower graduates to obtain and create quality employment. A round table for representatives (staff from career centers and students) from eight universities in the Kyrgyz Republic was also held in both the Bishkek Academy of Finance and Economics in November and in the Kyrgyz National University named after Jusup Balasagyn in December.*

### **b. 'Developing Academic Programmes in English: The Key to Internationalisation', Berlin, Germany**

The aim of this study-visit was to give HEREs the opportunity to analyse in more depth, the challenges of developing academic programmes in English, how to safeguard quality in the internationalisation process, meet actors involved in the process and learn from their experiences. The visit took place to the Humboldt University Berlin with participants also from the Free University Berlin. 30 HEREs from 13 Partner Countries from four Tempus regions participated.

Representatives from the university presented the general strategic perspective of the university and their experiences regarding curriculum development, quality assurance, multi-cultural compositions of student groups and language issues. Some university initiatives that aim at integrating international students were also presented and students reported on their experiences and perceptions of internationalisation. Representatives from the Free University illustrated concepts and strategies for internationalisation and representatives from the German Academic Exchange Service (DAAD) described policies for fostering internationalisation.

The challenges for curricular design, quality assurance, multiculturalism in the classroom, the usage of new teaching technologies and language policies were also presented. Important messages were given on the importance of putting internationalisation at the core of the university's activities, ensuring a bottom-up approach to internationalisation and providing appropriate service mechanisms to enable international students to succeed in their academic path and activities to ensure acquisition of international skills for domestic students.

Each session had a dedicated time for questions and answers and HEREs participated very actively. It was evident that they were eager to know and learn more about the methods used in EU universities.

## Examples of Follow-up by HERE Participants

*Viktor Slepovitch, a Belarusian HERE found it very helpful to get to know the process of internationalisation of various disciplines at different levels. He was especially interested in the issue of self-governance in internationalisation and the ratio of English to native language courses. As a result of the study visit, a course on 'Intercultural Communication in Business' in English is being introduced in a Master Programme at the School of International Economic Relations in the Belarus State Economic University. Yuriy Miksuk, another Belarusian HERE, used the experience and knowledge gained to start courses in English at the Belarusian Sate Technological University where he works as Vice Rector.*

*In Turkmenistan, Mr Shallyyev organized discussions on 'Developing Programmes in English: The Key to Internationalisation' for students and staff and disseminated the handouts and other resources received from the Humboldt University. He also gave an interview for the 'Altyn Asyr TV channel about 'Modernization of Education and International Education Standards'.*

These two study-visits provided an excellent opportunity for HEREs to see how theories and ideas translate into everyday practice in European universities. It also gave them the opportunity to discuss the topic with their European interlocutors and exchange ideas. They found it an inspiring and motivating experience and there have been requests since to increase the number of study-visits available to HEREs, which is proof of their success.

### **I.3. THEMATIC SEMINARS**

Two thematic seminars were held in 2013 in the Southern Mediterranean and Central Asia specifically for HEREs.

#### **a. 'Organisation and Profile of Doctoral Studies', Lebanon**

Tempus HEREs from Lebanon took the initiative to organise a seminar on the '*Organisation and Profile of Doctoral Studies*' at the Holy Spirit University, Kaslik on 11 & 12 March, 2013. 65 participants attended from 10 Tempus Partner Countries.

A decree on doctoral studies has just been ratified by the Parliament in Lebanon and includes measures to improve the quality of doctoral programmes – hence Lebanese interest in the topic. The aim of the seminar was to explore the topic in more detail, looking at aspects such as the structure of doctoral schools, the profile of PhD candidates, entrance criteria and quality assurance.

The Minister for education Hassan Diab provided more information on the decree that had just been passed on doctoral studies and highlighted the role of Tempus in bringing about reform in Lebanon and supporting this. He mentioned that he was keen to continue the HERE formula under the Erasmus+ programme.

The diversity of doctoral systems presented led to enriching discussions. Due to globalisation, new types of doctoral programmes are emerging such as 'co-tutelle', joint programmes and sandwich

programmes. Following the workshops on each topic, a number of recommendations were made on the structure of a doctoral school, the profile of PhD candidates and criteria for quality assurance of doctoral studies.

#### Examples of Follow-up by HERE Participants

*Five Higher Education Reform Experts from Montenegro participated. It gave them the incentive to think about how to improve the system of doctoral studies in Montenegro. They are planning to organise a big regional conference in the autumn to initiate the discussion on this topic in 2014. In Serbia, a newly selected Tempus project will make a contribution to this topic.*

*Four Ukrainian HEREs attended the conference. They found it very fruitful to develop contacts with participants from other countries interested in this area. International experience in doctoral education development will be effectively used in the development of the new education law in Ukraine which aims to improve doctoral education, as part of the three-cycle system.*

#### **b. Thematic Seminar on 'Diversification of Funding, Autonomy and Strategic Planning at Universities', Kyrgyzstan**

The second thematic seminar was initiated by HEREs in Kyrgyzstan on the topic of '*Diversification of Funding, Autonomy and Strategic Planning at Universities*'. It was held at the Kyrgyzstan-Turkey Manas University in Bishkek on 23 and 24 September. The aim of this seminar was to raise awareness of higher education reforms and share experience on the diversification of funding, autonomy and strategic planning, as well as to provide HEREs with an opportunity for networking.

51 participants attended the seminar from Morocco, Algeria, Tunisia, Libya, Egypt, Palestine<sup>1</sup>, Lebanon, Jordan, Georgia and Russia. They included Rectors, Vice-rectors, Deans, senior academics and officials from Ministries of Education.

The conference was opened with a speech from Ms Natalia Nikitenko, Deputy of the Kyrgyz Parliament (Education Committee), who underlined the recent and on-going developments in the reform of the higher education system, in line with the Bologna Process and the significant contribution of Tempus. The key-note speakers included two European experts, namely Mr Jean Pierre De Greve, former Deputy-Rector for International Relations at Vrije Universiteit Brussel (VUB), and Mr Arnaud Raynouard, Vice-President of International Affairs at Université de Paris-Dauphine. Both illustrated the principles of autonomy and governance and shared the experience of their universities in strategic planning. The seminar also included presentations by experts from Kyrgyzstan (Mr Mahmut Izciler, Vice-Rector at the Kyrgyzstan-Turkey Manas University), Jordan (Mr Isam Zabalawi, President of the Arab Academy for Banking & Financial Sciences and Mr Mahmoud Al-Sheyyab, Professor of Paediatrics at the Jordan University of Sciences and Technology and member of the Council of Higher Education of Jordan), Egypt (Mr Hany Mahfouz Helal, former Minister of Higher Education, and Yasser Alshayeb, NTO coordinator) and Russia (Ms Nadezda Kamynina, Head of Academic Department at Moscow State University).

The seminar offered a good and highly appreciated opportunity to the participating experts from Tempus Partner Countries to meet, discuss and exchange views and knowledge on the main topics touched upon during the presentations, such as models of university autonomy and funding, as well as the main steps to set up strategic plans at universities. The feedback given by the participants in

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<sup>1</sup> This designation shall not be construed as recognition of a State of Palestine and is without prejudice to the individual positions of the Member States on this issue

their evaluation sheets was very positive (with 100% of respondents indicating as good or very good their overall assessment of the seminar).

#### Examples of Follow-up by Participants

*A Delegation of six Palestinian HEREs including 5 university Rectors participated in the seminar. They found the case-study presented by the Vice-President of International Affairs from the Université de Paris-Dauphine very useful. Following the presentation by the Vice President of the Kyrgystan Turkey Manas University on the implementation of the Bologna Process, five Palestinian Rectors signed cooperation agreements between their universities and this university.*

### I.4. REGIONAL SEMINARS

Two regional seminars were also organised by EACEA on 'Human Resource Management in the Tempus Partner Countries' in 2013; in Chisinau, Moldova, on 22 & 23 April and in Nicosia, Cyprus, on 18 & 19 June. These seminars were open to HEREs from respective regions (ENI South and ENI East).

The aim of these seminars was to discuss the findings of the Tempus study 'Human Resource Management in Public Higher Education in the Tempus Partner Countries', carried out by two independent external experts, Flora Dubosc and Maria Kelo, with a view to encourage reflection and discussion on what improvements could be made and how they could be implemented. The workshops covered the following themes; Human Resource Management for 1) academic staff, 2) administrative and technical staff, 3) Rectors and Deans and 4) Human Resource Policies and reforms.

#### **a. Tempus Regional Seminar on the 'Management of Human Resources in Public Higher Education in Eastern Europe', Chisinau, Moldova**

This event was not organised specifically for HEREs but 12 were given the opportunity to attend from six countries in the region (Azerbaijan, Armenia, Belarus, Georgia, Russian Federation and Ukraine). Discussions during the seminar were lively and showed that the topic is highly relevant for higher education institutions in the region. Only a couple of countries have started to reflect on this topics and to implement measures and policies (i.e. Georgia, Azerbaijan).

It also transpired from the discussions, that the concept of Human Resource Management is rather narrowly understood in the region as a whole and that in a vast majority of institutions, the "personnel department" performs a technical function and has not yet developed strategic planning or management.

The concept of career development in the academic environment led sometimes to lively debates in the working groups. For some participants, the very idea of managing human resources in higher education institutions as one would in a business was a deep concern. It was also underlined that administrative and technical staff and their commitment and skills are crucial to the successful modernization of institutions, but that these staff members' recruitment, career management and working conditions are currently not sufficiently addressed.

The participant's views generally confirmed the findings of the Tempus study, as far as the region was concerned. Issues that often came up in the discussions were linked to the lack of transparency in recruitment procedures and nepotism, the lack of training possibilities, the insufficient attention paid to the development and motivation of staff (and of administrative staff in particular) and the lack of institutional initiative. The lack of strategies at the institutional level was also underlined as a significant obstacle to adequately addressing issues related to human resources at higher education

institutions (HEIs). There were some suggestions such as setting up a unique HRM system for the Tempus Partner Countries. Some participants underlined the importance of such a HRM system for the region.

HEREs learned much from the examples of good practice given. For example in Russia, salaries have grown significantly. In Georgia, full professors are not allowed to work in other institutions. Azerbaijani universities invite a selection of the best and most active students to take part in the interviews and take their opinions into account when making recruitment decisions. In Georgia, the recruitment procedure includes open lectures which applicants have to deliver to students and staff and on which they are scored.

#### Examples of Follow-up by Participants

*Ludmila Misnikova, a Belarusian HERE praised the high quality of the materials in Russian and English, obtained before the seminar. She has used these materials in her daily work as Vice-Rector at the Belarusian Trade and Economics University of Consumer Cooperatives.*

#### **b. Tempus Regional Seminar on 'Management of Human Resources in Public Higher Education in the Southern Mediterranean', Nicosia, Cyprus**

This event was not organised specifically for HEREs but 15 from seven countries in the region, were given the opportunity to attend (Israel, Jordan, Lebanon, Libya, Morocco, Palestine and Syria). A Jordanian HERE was invited to chair three sessions of a workshop on Human Resource Management for Rectors and Deans. Another Jordanian HERE was invited to make a presentation on 'Human Resource Management in Public Universities in Jordan' in the plenary session.

Discussions during the seminar organised for the Southern Mediterranean (Maghreb and Middle Eastern countries) lead to the formulation of some recommendations specific to the region such as the development of alternate training methods for academic staff, on-the-job training and internship training in other universities and/ or with collaboration with business.

The HEREs appreciated the good examples that were presented, such as the “PAROWN” mobility programme in Egypt for young academic staff, allowing them to go abroad for training and or research purposes for 3 to 6 months. Another example was the increase in academic staff salaries in Lebanon to reverse the brain-drain problem. Other initiatives presented included the scholarship and incentives programs in Palestine to attract academic staff back in the country and the work carried out by the Algerian ministry of higher education to prepare a strategy in cooperation with researchers and teachers.

As far as the administrative and technical staff is concerned, participants at the seminar in Nicosia recognised that administrative and technical staff could form, if optimally managed and used, precious human resources to face the challenges for higher education systems in this region. They also underlined that maintaining the high motivation of administrative and technical staff seems to be the major obstacle in managing this category of human resources in public higher education in the Southern Mediterranean region. In all sessions, the “too much safety” of employment has been iterated by the participants. Participants pointed out that if plans and strategies are developed in the region, they are too often not implemented or at least not monitored. They also agreed that the reform of the labour law is essential.

## Examples of Follow-up by Participants

*Houdaifa Ameziane and Bakkour Mokhtar attended from Morocco. The seminar changed their conception of HRM management from one of simply management of academic, administrative and technical staff to one about HRM policy and reforms. They learned about the strategic importance of HRM when modernizing higher education systems, the need to respond to labor market needs and the potential in countries like Morocco that needs to be tapped into through the appropriate HRM strategy.*

*Three Lebanese HEREs attended and they plan to exploit the results of the study back in Lebanon by extending the study to private higher education institutions there.*

### I.5. TECHNICAL ASSISTANCE

HEREs could request (through their NTO), an EU expert to come to their country and give a short training course on a specific topic (EU Technical Assistance Facility). In 2013, the EACEA approved the requests for EU experts to carry out approximately 10 such trainings in 9 Tempus Partner Countries.

#### Examples

*The Azerbaijani HERE, Jala Garibova, organised a two-day event with the participation of Prof. Antony Vickers on Learning Outcomes in programme design, assessment, grading and the Qualifications Framework at the Azerbaijan University of Languages. His seminar aroused the interest of the academic and administrative staff from several institutions and representatives from the Ministry of Education, who were present. After the seminar, the Azerbaijani HEREs had useful discussions with Prof. Vickers on implementation of these tools and how they could disseminate them further.*

*Based on the study visit by 2 HEREs to King's College London in January 2013 and on the HERE action plan which pledged to address students issues in Lebanon, the Lebanese National Tempus Office and HEREs organized a seminar on 'Students Support Services in Higher Education' at the Beirut Arab University. The target groups of this thematic seminar were Deans of Students Affairs and staff from student services offices. 73 participated in total. The EU expert Stephanie Griffiths presented the state of play of Students Services at her university, King's College London. Case studies from the Beirut Arab University, the American University of Beirut, the University of Balamand and the Arab Open University were also presented. HEREs presented an analytical reading of the survey conducted prior to the seminar. A Tempus project MEDAWEL (530414-2012-JO-JPGR) on 'Integrating a Holistic Approach to Student Services for Increased Student Wellbeing' was also presented by one of the Lebanese project partners. The seminar was concluded by a training session in which participants were divided into four groups, each addressing one of three themes and concrete recommendations were made for follow-up.*

## **I.6 VIRTUAL COMMUNITY**

The UNICA web-portal ([www.bolognaexperts.net](http://www.bolognaexperts.net)) was used as an important tool to support learning before, during and after each event. The UNICA-BES consortium has regularly uploaded information that might be of interest to HERE (and Bologna experts), such as EU policy and strategy documents related to the Bologna Process and higher education reform. Relevant information for each event, such as the programme, background reader, relevant academic articles on the topic and practical information were all uploaded on the event web-page. Regular Flashnews messages were circulated among the community in order to inform them of the latest developments in the organisation of events. All seminar PowerPoint presentations and additional material of interest were automatically uploaded on the project portal either during or shortly after the event had taken place. For all events, a follow-up group was created. Feedback from event discussion groups provided a useful means of implementing improvements for future events.

## **II. DISSEMINATION OF KNOWLEDGE ACQUIRED ABROAD, BACK IN THEIR HOME COUNTRIES**

HERE teams from the 26 Tempus Partner Countries carried out a wide range of training and lecturing activities to disseminate the expertise gained during international and regional training sessions, upon return to their home countries. They also supported the work of the higher education authorities in their countries and engaged in outreach activities.

### **II.1. TRAINING SESSIONS GIVEN**

HERE teams carried out over 200 dissemination activities in 2013, following international events they attended, to share the results with a wider group of stakeholders and stimulate reflection and debate on the topic. In certain countries, such as Georgia for example, it was compulsory for those HEREs who attend, to organise a dissemination activity, upon return to their home country. The type of the dissemination activity was left up to HEREs but it often took the form of a seminar. HEREs used their imagination to make this as interesting and stimulating as possible and attract the largest possible audience to the event.

#### **a. Seminars After Attending Events**

Examples of Seminars Organised by HEREs after Attending International Events

*In Kosovo<sup>2</sup>, HEREs organised a very successful debate on cross-border education to disseminate good practice gathered at the Madrid conference (22 & 24 April) and disseminate the outcomes. It brought together many managers, researchers and other higher education stakeholders from all over Kosovo. It raised many interesting questions about the importance of the internationalisation of higher education and what areas should be prioritised for reform.*

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<sup>2</sup> 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

*In Kazakhstan, following the study visit in Berlin on 'Developing Programmes in English: the Key to Internationalisation', G. Zakirova organised a seminar for teachers at the IITU in Almaty on 10 June on developing programmes in English. 76 participants attended.*

## **b. Training Sessions on Specific Bologna and EU Topics**

Examples of Specific Training Courses Organised by HEREs after Attending International Events

*In Jordan, HEREs organised eight seminars, workshops or panel discussions, based on topics requested by different universities. They included the 'Impact of the Bologna Process on Engineering Education', 'Student-Centred Learning: A Path to Innovation in Education' and the 'Bologna Process and its Impact on Student Affairs and Support Services'. Efforts were made to cover all parts of Jordan. The seminars were of interest, not only to academics but also to students.*

*In Russia, all HEREs are participating in the work of the Bologna Club, established at Don State Technical University, which aims to foster Bologna goals and works towards compatibility and comparability of degrees and diplomas. The last meeting included a UNICA supported workshop on joint programmes led by a UK Bologna expert.*

*HEREs in Kazakhstan have organized training courses in the form of Winter and Summer Schools on the theme of 'Adaptation of Principal Parameters of the Bologna Process'. They consist of logically arranged activities combining both in-depth theory and practical work, to reinforce the knowledge and skills shared. Each one is tailored to the needs of the higher education institution. This cascade approach helps to reach people in remote regions, who otherwise would not have access or time to access this information.*

*In Egypt, the HERE team of 10, has given 31 training sessions in 31 different universities around Egypt on 'Bologna Process Objectives and Implementation Mechanisms'. HEREs also work on counselling and advising higher education institutions on the introduction and implementation of a Bologna Process strategy in their institution, to ensure that their system is compatible, comparable and permeable with EU systems.*

## **c. Promoting University-Enterprise Cooperation and the Employability of Students**

Examples of Events Organised by HEREs to Promote University-Enterprise Cooperation

*Albanian HEREs organised a national workshop on 'Strengthening Links Between Universities and Businesses'. The Minister of Education participated and encouraged this HERE initiative. He promised to do his best to promote all forms of university-business cooperation and invited participants to propose new instruments to be included in the new national strategy for higher education aimed at that purpose.*

*Serbian HEREs organised a seminar jointly with the Serbian Chamber of Commerce (SCC) in Belgrade on 3 December 2013, focusing specifically on the field of transport and traffic engineering. It aimed to promote cooperation between HEIs and employers in this area. 60 participants attended from over 30 Serbian institutions. After HEREs presented the accredited programmes in this field, a representative from the SCC pointed out the most important causes of unemployment in this area. The employers and state regulatory bodies realised that they do not use in the most appropriate way, the potential of higher education institutions and that there is a need for more frequent meetings of representatives of enterprises and higher education institutions.*

*In Georgia, two HEREs, I. Darchia and L. Bakradze participated in a project on the 'Strategic Development of Higher Education and Science in Georgia', which aimed to develop a SWOT analysis of the current links between businesses and higher education institutions in Georgia and to support mechanisms for the implementation of a new concept of higher education and science reform. The project also aims to involve professional societies in the reform process. Two out of the five thematic policy papers have been prepared by HEREs, one on 'Integrating Teaching and Research' and one on 'Quality Assurance'. HEREs also participated in many presentations on the project's results in universities and the Ministry of Education and Science.*

#### **d. Advising on the Organisation of Doctoral Studies**

Examples of Events Organised by HEREs to Encourage Reflection on the Organisation of Doctoral Studies

*In Kyrgyzstan, PhDs have not been officially introduced. The HERE team has developed the legal requirements for the introduction of PHDs in Kyrgyz universities, based on a pilot licence. HEREs have received several requests to conduct training on Ph.D. introduction at KSTU, IUK, BFEA, KNAU and KSU. As a result, 7 PhD programmes have started in Kyrgyzstan in four Kyrgyz universities in October 2013.*

## **II.2. HERE SUPPORT TO NATIONAL EDUCATION AUTHORITIES AND HIGHER EDUCATION REFORMS**

In 2013, HEREs have also acted as intermediaries between higher education institutions and governmental authorities in their countries. In certain countries, they were invited by Ministries of higher education or other governmental working groups to offer their advice and expertise on education reform in areas such as quality assurance systems, the degree cycle systems and the recognition of learning outcomes. Thus, HEREs have been directly involved in the policy-making processes at Ministries or in national Parliaments, contributing to higher education reforms in their country. Several HERE teams reported that they collaborated with the higher education authorities in their country on higher education policy development.

## Examples

*In Bosnia and Herzegovina, the HERE group was requested to make recommendations for the BiH Higher Education Plan for the period 2012-2015, based on the documents adopted at the Bucharest Ministerial Conference 2012. This process was coordinated by HERE Vildana Alibabic. The HEREs were also asked to help prepare the BIH Delegation for ministerial meetings in Helsinki and Turin in 2013.*

*In Montenegro, four HEREs were involved in the negotiating process with respect to Chapter 26 (Education and Culture) of the Acquis Communautaire.*

*In Kazakhstan, a number of HEREs are used by the Ministry as experts in different fields of higher education modernisation, including Professor Omirbayev, Svyatov, Iskakov and Narbekova. They are members of different Ministry working groups, such as the working group on 'Improving the format of external Assessment of Students' Learning Achievements' and the working group on 'developing the draft Law on RK'. Others have contributed to Ministry working documents on the 'Rules of organising credit-based teaching and learning' for example. Given their knowledge and expertise, they can wield a lot of influence on the legislative process.*

*In Tunisia, the HERES take part in the activities of the different committees under the supervision of the Ministry of Higher Education and Scientific Research. The Ministry would also like them to be involved in training on project management, to ensure better involvement of Tunisian HEIs in capacity-building projects under Erasmus+.*

*In Armenia, HERE Armen Budaghyan headed the task-force of five experts, established by the Ministry of Education and Science, to revise the Armenian National Qualifications Framework and its level descriptors. As a result of their activities, the new draft of the ANQF was prepared, disseminated among the HE community, feedback collected and the necessary changes made before approval from the Ministry.*

*In Ukraine, HEREs are members of the working group on the 'Draft Law of Ukraine on Education', the 'Strategy of Development of National Qualifications System and the working group on 'NQF implementation'. They also participate in public hearings on new draft laws on higher education. As a result, EU experience is incorporated into the implementation of higher education reform there.*

In spite of a good level of participation overall, it is important to state that the extent to which HEREs participated in policy-making differed from one country to the other. The EACEA strongly recommends that governments in Partner Countries invite HEREs to participate in debates about higher education policy and provide recommendations.

### **II.3. COMMUNICATION AND DISSEMINATION ACTIVITIES**

HEREs played an important role in promoting higher education reforms to a wider audience outside higher education institutions in 2013. They did this through involvement with the media, speaking at public events and writing articles in publications.

### **a. Media Appearances**

In a number of countries, HEREs took the initiative to contact the media and set up interviews to publicise their role and their work.

Examples

*In Jordan, all activities are covered by the press, as they are sent press-releases on each event in advance, to ensure they appear in both paper and electronic copies of newspapers. HEREs also insisted that information on the event was published on the institutions' website, where the event took place. The information about each event is also published on the NTO website.*

*In Serbia, national TV stations and newspapers covered the three large conferences organised by Serbian HEREs in 2013, by video, newspaper and online article.*

*In Armenia, the 'Third Millennium' talk-show interviewed HERE Samvel Karabekyan, Ruben Terteryan and Nvard Manasyan on the Shoghakat TV channel on the theme 'Connection Between Education and Life', 'Educational Models' and 'Education and Autonomy'. HERE Samvel Karabekyan was interviewed twice by the Civilnet TV on the topics of 'Will Accession to the Customs Union Slightly Affect Higher Education in Armenia' and on whether 'Quality is Still a Priority'.*

### **b. Publications**

In a number of Tempus countries, HEREs have produced publications on higher education reform and distributed them to the wider public.

Examples

*Russian HEREs have contributed to over 40 articles on Russian universities' experiences of internationalisation in Russian education journals.*

*In Armenia, HEREs Samvel Karabekyan and Armen Budaghyan published an article together in a scientific journal on 'Issues of Criteria-Based Student Assessment', published by Yerevan State Linguistic University Press. It discusses the role of assessment in helping to achieve better learning outcomes. Armen Bugaghyan also published an article in a scientific journal on 'Problems of Modernisation of University Education in the Context of World Economic Crisis', published by Volgograd State University.*

They cannot all be listed here but in many Tempus countries, there are numerous examples where HEREs have written articles on higher education reform that has been published in academic journals, publications and newsletters.

In many of the Tempus Partner Countries, HEREs contributed to the national text sections of the Tempus study, *'Impact of the Tempus Programme in the Southern Mediterranean/Eastern Europe/Central Asia'*.

### **c. Other Dissemination and Communication Activities**

*In Georgia, all presentations made at information seminars, as well as reports from international activity visits in both Georgian and English versions, are published on the NTO website: [www.tempus.ge](http://www.tempus.ge).*

*Belarusian HEREs regularly update information on the modernisation of the higher education system in Belarus on the national education web-site [www.eduBelarus.info](http://www.eduBelarus.info).*

*In Jordan, a HERE actually held a workshop on 'Social Media in Teaching' at Hashemite University. She looked at the importance of social media today in bringing about change, giving examples from the Arab Spring. The workshop concluded that educators must focus on using tools that students are using, to increase interest and utilize their expertise (rather than avoiding them). Faculty members had to come up with one course activity using social media. The workshop ended with everyone excited about the prospect of using social media in education in Jordan. Egyptian HEREs have created a HERE drop-box for sharing large files such as presentations, applications and guides.*

*In Kyrgyzstan, all communication to HEREs used to go via the NTO. Over the last five years, they have improved their status and recognition in Kyrgyzstan and now, all HEIs and the Ministry of Education address the HERE team for consultation and advice directly*

### **d. Supporting Tempus Projects**

HEREs are often involved in the Tempus programme at local level. A number have already participated on the Tempus programme and so have an in-depth understanding of proposal writing, funding mechanisms and project management. They are often called upon to carry out information sessions about the Tempus and the Erasmus+ programme (e.g. Tunisia, Palestine). They spread the word about the publication of the Calls for Proposals and encourage institutions to take part. They also pass on information at student fairs and EU-Days in-country.

## CONCLUSION

In conclusion, HEREs have again been very active in 2013. Upon return to their countries, they have put into practice what they learned in international seminars, EU-study visits and thematic and regional seminars. They have also taken advantage of the EU technical assistance facility and the virtual community to enhance their knowledge of higher education reform topics and see to what extent they might be applicable to their own country. At home, they have given training sessions on what they have learned, supported the work of their national higher education authorities, given interviews to the media and published articles and books on EU higher education reform, to raise awareness and deepen understanding of higher education stakeholders. Given the small budget allocated, their impact on promoting the modernisation of higher education in 2013 has been very considerable indeed.

Róisín Mc Cabe  
EACEA A4



**ANNEX I  
HERE TRAINING ACTIVITIES IN 2013**

**INTERNATIONAL SEMINARS FOR TEMPUS HERES AND EU-BOLOGNA EXPERTS**

**22-24 May 2014: Bologna Expert and HERE seminar on 'Cross-border Education', Madrid, Spain**

*Participants:* 50 HERES

*Countries Represented:*

Albania, Armenia, Azerbaijan, Bosnia and Herzegovina Georgia, Israel, Jordan, Kosovo <sup>1</sup>, Kyrgyzstan, Kazakhstan, Lebanon, Libya, Moldova, Montenegro, Palestine, Russian Federation, Serbia, Syria, Tajikistan, Turkmenistan, Ukraine, Uzbekistan.

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**STUDY-VISITS**

**28-29 January 2013: Study to King's College, London, UK on the subject of 'Student Support Services'**

*Participants:* 19 HERES

*Countries Represented:*

Albania, Azerbaijan, Belarus, Bosnia and Herzegovina, Georgia, Jordan, Kyrgyzstan, Kazakhstan, Moldova, Montenegro, Serbia, Syria.

**27-28 May 2013: Study to Humboldt University, Berlin, Germany on the subject of 'Developing Academic Programmes in English: The Key to Internationalisation'**

*Participants:* 30 HERES

*Countries Represented:*

Armenia, Belarus, Israel, Kazakhstan, Russian Federation, Serbia, Syria, Tajikistan, Turkmenistan, Ukraine, Uzbekistan.

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**THEMATIC SEMINARS FOR TEMPUS HERES**

**11-12 March, 2013: Organisation and Profile of Doctoral Studies, Lebanon**

*Participants:* 65

*Countries Represented:*

Albania, Armenia, Kazakhstan, Kyrgyzstan, Kosovo\*, Montenegro, Russia, Serbia, Syria and Ukraine.

**23-24 September, 2013: Diversification of Funding, Autonomy and Strategic Planning at Universities, Kyrgyzstan**

*Participants:* 51

*Countries Represented:*

Egypt, Georgia, Jordan, Kyrgyzstan, Kazakhstan, Lebanon, Libya, Morocco, Palestine, Russian Federation.

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**REGIONAL SEMINARS ON HUMAN RESOURCE MANAGEMENT IN PUBLIC HIGHER EDUCATION**

**22-23 April 2013: Tempus Regional Seminar on the '*Management of Human Resources in Eastern Europe, Chisinau, Moldova***

*Participants:* 12

*Countries Represented:*

Azerbaijan, Armenia, Belarus, Georgia, Russian Federation and Ukraine

**22-23 April 2013: Tempus Regional Seminar on the '*Management of Human Resources in the Southern Mediterranean, Nicosia, Cyprus***

*Participants:* 15

*Countries Represented:*

Israel, Jordan, Lebanon, Libya, Morocco, Palestine and Syria







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