

Reports & Recommendations

Provided by Georgian HEREs

2014

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EUA Funding Forum

*Higher Education Reform Expert Ketevan Gurchiani
9-10 October 2014
Bergamo, Italy*

1. Programme

Thursday 9 October

08.30 Registration/Help Desk

09.30 Opening plenary session

10.00 Presentation of DEFINE project findings - Thomas Estermann, EUA Director for governance, funding and public policy development.

11.00 Coffee break

11.30 Morning plenary session - University leaders' panel

- Alain Beretz, President, University of Strasbourg, France
- Ingmar Björkman, Dean of Aalto University School of Business, Finland
- Per Holten-Andersen, President, Copenhagen Business School, Denmark
- Joachim Hornegger, Vice-President for Research, Friedrich-Alexander University of Erlangen-Nuremberg, Germany

Chair: Pedro Teixeira, Vice-Rector, University of Porto, Portugal

12.30 Lunch break

14.00 Parallel thematic sessions - Session 1 Performance-based funding in higher education and research

- Dieter Dohmen, Managing Director, Institute for Education and Socio-Economic Research (FiBS), Germany
- Peter Rokers, Contoller, HAN University of Applied Sciences, The Netherlands
- Jeroen Vanden Berghe, Chief Logistics Administrator, Ghent University, Belgium

Session 2 - University mergers and concentration measures

- Janco Bonnink, Head of Policy, VU University Amsterdam, The Netherlands
- Gust Janssen, Finance Director, Hasselt University, Belgium
- Catherine Maunsell, Director of Quality Promotion and Assurance, St. Patrick's College, Drumcondra, A College of Dublin City University, Ireland

Session 3 - The role of leadership to steer through restructuring and funding changes

- Jean-Pierre Finance, Permanent Delegate in Brussels, Conference of University Presidents, France
- Stephen Hwang, Rector, Linnaeus University, Sweden
- Angelo Riccaboni, Rector, University of Siena, Italy

Session 4 - The impact of austerity policies on funding systems & university activities

- Stefano Paleari, Rector, and Michele Meoli, Assistant Professor, University of Bergamo,
- Carmen Perez-Esparells, Former Vice-rector for Innovation, and Fernando Casani, Associate Professor, Autonomous University of Madrid, Spain
- Respondent: Mike Jennings, General secretary of IFUT (The Irish Federation of University Teachers), Ireland

- 16.00 Coffee break
- 16.30 Evening session – External perspectives: North American Perspectives
- Arthur M. Hauptman, Higher Education finance specialist, USA
 - Alex Usher, Director, Higher Education Strategy Associates, Canada
- Chair: Liviu Matei, Provost/Pro-Rector, Central European University, Hungary
- 19.00 Dinner

Friday 10 October

- 08.30 Registration/Help Desk
- 09.00 Morning plenary session - Presentation of the 2014 release of EUA's Public Funding Observatory - Enora Bennetot Pruvot, Programme Manager, European University Association
- 09.30 European funding schemes and their impact on universities
- Wolfgang Burtscher, Directorate General Research and Innovation, European Commission
 - Christian Ehler, Member of the European Parliament and former Rapporteur on the Rules for Participation of the Horizon 2020 Framework Programme
 - Marcin Pałys, Rector, University of Warsaw, Poland
 - Simon Roy, Directorate General Education and Culture, European Commission
- Chair: Thomas Estermann, Director, Governance, Funding and Public Policy Development, European University Association
- 10.30 Coffee break
- 11.00 Parallel thematic sessions

Session 5 - The effect of cost-sharing on students and universities

- Luisa Cerdeira, Professor, University of Lisbon, Portugal and Maria de Lourdes Machado-Taylor, Researcher, Centre for Research in Higher Education Policies, Portugal
- Johannes Wespel, Researcher, and Dominic Orr, Senior Researcher, German Centre for Research on Higher Education and Science Studies, Germany
- Respondent: Erin Nordal, Vice-Chairperson, European Students' Union

Session 6 - Funding for excellence: lessons learnt

- Alain Beretz, President, University of Strasbourg, France
- Luis Delgado, Advisor, Ministry of Education, Culture and Sport, Spain
- Stefano Fantoni, President, National Agency for the Evaluation of the University and Research Systems, Italy

Session 7 - Institutional efficiency strategies

- Pieter-Jan Aartsen, Corporate Controller, University of Amsterdam, The Netherlands
- Chris Hale, Assistant Director of Policy, Universities UK

Session 8 - Challenges to higher education financial sustainability in the Eastern Neighborhood Area

- Karine Harutyunyan, Deputy Minister for Education and Science of Armenia and Kristina Tsaturyan, Head of International Cooperation Unit, Khachatur Abovian Armenian State Pedagogical University, Armenia
- Viktor Kozyuk, Vice-Rector, Ternopil National Economic University, and Nataliia Konstantiuk, Associate professor, Ternopil Ivan Pul'uj National Technical University, Ukraine

- 12.30 Lunch break
- 14.00 Afternoon plenary session Funders' panel
- Fergal Costello, Head of Systems Governance and Performance Management, Higher Education Authority, Ireland
 - Anne-Marie Engel, Director for Research, Lundbeck Foundation, Denmark
 - Wim van Niekerk, Programme Manager, Ministry of Education, Culture and Science, the Netherlands
- Chair: Stefano Paleari, Rector, University of Bergamo, Italy
- 15.00 Final plenary session
- Report by Liviu Matei, Provost/Pro-Rector, Central European University, Hungary
 - Closing by Lesley Wilson, EUA Secretary General and Stefano Paleari, Rector of the University of Bergamo

2. Forum Participants

The rectors or high level administrative staff of most European country universities, representatives of the ministries, research institutions and foundations were presented at the Forum.

3. Main Message

The different models for raising funding, encouragement, as well as effectiveness of university environment were declared as main topics of the Forum. The findings of DEFINE project were presented at the Forum. The project studied different ways of raising funding and effectiveness using examples of European universities: 1. Performance-based funding mechanisms; 2. Consolidating different universities and/or research institutions; 3. Excellence initiatives, successful based schemes and analyzing how these mechanisms affect the management and performance of the universities.

The results of the 2014 release of EUA's Public Funding Observatory was also presented at the Forum. The observatory was founded in 2008 and at the first stage EUA was monitoring the impact of the crisis on universities. Currently it became the annual tool for observation.

The role of European Union in supporting education projects for raising efficiency and restructuring of university space was also discussed at the Forum. The researches revealed a huge disparity in Europe and Eastern neighborhood countries did not show development tendencies. These refers as to the share of funding as well as to accessibility and autonomy of the universities. The problematic examples from Ukraine and Armenia were presented in the frames of Athena project.

4. Relevance of seminar for Georgia

One of the interesting issues of the Forum was the outcomes of the researches, which revealed that the choice of each model should be based on a complex approach. For example if a country decides to have a performance-based system, the pros & contras should be foreseen.

None of success indicators itself cannot be considered as success tool. The change of funding schemes affect the whole system, so the goal should be clearly defined. For example if the number of diplomas can be considered as a success indicator (Most of European universities use this tool) there should be a strong quality assurance mechanism in the institution to prevent the

artificial gross of the number of diplomas; Or if a government decides to consolidate different universities or research institutions, the cultural features should be taken into consideration. The preference of the presented model was not revealed. The best practices (Strasbourg University) are based on long-term process, good communication, effective funding and on good knowledge of institutional culture. If a country decides to choose an „excellence scheme” on the basis of German or other experience, all pros & contras, as regional inequity, should be also well analyzed.

5. Actions to be implemented in Georgia with regard to the issue:

The importance of creating new models for strengthening universities’ quality and effectiveness have been raised recently in Georgia. The funding scheme should be considered as an equal part of the education system as Accreditation & Authorization, autonomy and etc. The actual funding scheme in Georgian needs more improvement. One of the main recommendations will be to separate accreditation process from funding and to design a new one. The quality assurance should be a part of university everyday job and not the only way to gain the funding.

Authorization/accreditation can be considered as an additional stimulate.

The data gathered on annual basis from self-assessment reports of higher education institutions, can be used as a tool for assessing university by different foundations, business and other stakeholders, as well as for quality enhancement mechanism.

The presented research outcomes has revealed that the readiness of the government to fund higher education and research, is an essential, but not the sole precondition for raising the quality of education. The system approach should be used while making any kind of change in this direction. Not clearly defined priorities can harm the whole system.

6. Presentations

Detailed information on the Form can be found on the following link -

<http://www.eua.be/events/past/2014/EUA-Funding-Forum-Bergamo/Presentations.aspx>


9th European Quality Assurance Forum

Changing education – QA and the shift from teaching to learning

*Higher Education Reform Expert Irine Darchia
University of Barcelona, Barcelona, Spain
13-15 November 2014*

1. Programme of the Seminar

Full programme

To view the full, final programme, please click [here](#). 

Programme overview

Thursday 13 November

- 14.00 Registration
- 17.00 Official Opening
- 17.15 Plenary Session I: The changing landscape of teaching and learning
- 18.30 Welcome Reception with a performance by the "Castellers"

Friday 14 November

- 09.30 Plenary Session II: Debate: The role of QA in the shift from teaching to learning
- 10.45 Coffee Break
- 11.15 Papers and Workshops – Session I
- 13.00 Lunch
- 14.30 Parallel Plenary Session I: Updates on new developments in quality assurance
- 15.45 Coffee Break
- 16.15 Parallel Plenary Session II: Updates on new developments in quality assurance
- 19.30 Optional Conference Dinner (separate fee)

Saturday 15 November

- 09.30 Papers and Workshops – Session II
- 11.15 Coffee Break
- 11.45 Plenary Session III: The modern “classroom”
- 13.00 Lunch and departure of participants

Organizers: European University Association (EUA), European Association for Quality Assurance in Higher Education (ENQA), European Association of Institutions in Higher Education (EURASHE), European Students Union (ESU).

2. Seminar Participants

Rectors, pro-rectors, quality assurance specialists, students, researchers, representatives of QA agencies from Bologna Process countries were presented on the event (up to 450 participants). Higher Education Reform Expert from Georgia Ms. Irine Darchia (TSU, Eastern European University) participated in the seminar with the financial support of Erasmus+ Office Georgia.

3. Main Message

The new tendencies and challenges of Quality Assurance system were widely discussed on the seminar. The main topics included: a) student centered learning; b) the importance of staff training in innovative teaching methods; c) opportunities and challenges of technological development; d) recognition of non-formal education. The role of abovementioned issues on QA processes and vice versa.

Concrete case studies and results of different research studies were introduced during the plenary sessions and workshops. The participants had the opportunity to get information about latest developments of QA policy in Europe and to establish partnership with their counterparts.

As a result of presentations and discussions the importance of the following quality assurance aspects were revealed: a) educational environment and different teaching methods; b) collaboration of all stakeholders in order to assure the quality of all forms of teaching & learning, to support students and teachers in getting maximum benefit from the QA processes.

It has to be mentioned that according to Georgian practice Quality Assurance process/system is associated to administrative procedures, huge number of paper work and contradictory interpretations. European education area has passed this stage several years ago and the main focus of the QA system is made on pedagogical and methodological problems. Georgian education system also has to move in this direction and share experience from European colleagues in this regard.

5. Relevance of seminar for Georgia

The internal and external quality assurance has become one of the main milestones of Georgian higher education system from 2005. In this new phase of educational reforms aimed at getting closer to European socio-political, cultural and educational area the main focus is made on Quality Assurance sphere, sharing European tendencies and directions.

5. Actions to be implemented in Georgia with regard to the issue

1. In the internal and external quality assurance processes (especially educational programme assessment process) the main focus should be made on: a) Is the student oriented environment assured (including the students with limited abilities and disabilities); b) what methods (modern methods) are used in teaching & learning process in real and not only on paper base.
2. In order to achieve the abovementioned goals the following aspects should be addressed: a) transparent, clearly defined and measurable indicators for student oriented environment assessment; b) assessment criteria and approaches for teaching & learning methodology; (Use European practice, translate and adapt relevant materials).
3. Strengthen student participation in QA processes, use student feedback carefully, but in real manner.
4. The internal and external quality assurance systems should be oriented not only on the

procedures, regulations and administrative paper work, but mainly on methodological and pedagogical aspects (introduction of modern and adequate methods for teaching & learning and assessment and evaluation of its application; appropriate definition of learning outcomes as well as monitoring student achievements; evaluation of ECTS usage not only from legislative point of view, or simple mechanical calculation of credits, but allocation of credits in content oriented and methodologically right manner.

8. Additional Information about the Event/Presentations – Information about 9th European Quality Assurance Forum can be found below:

Full programme of the forum:

http://www.eua.be/Libraries/EQAF_2014/EQAF_2014_final_programme_1.sflb.ashx

Breakout abstracts:

<http://www.eua.be/events/past/2014/EQAF-2014/Breakout-sessions.aspx>

Workshop presentations:

<http://www.eua.be/events/past/2014/EQAF-2014/Presentations/Breakout-sessions.aspx>

Presentations:

<http://www.eua.be/events/past/2014/EQAF-2014/Presentations.aspx>

European Quality Assurance Forum - video:

<https://www.youtube.com/channel/UCyDeF1BQckVs6ryLdJvoHOg>

UNICA Seminar

„New Developments in Teaching & Learning”

*Higher Education Reform Expert Lali Bakradze
4-5 December 2014, Universidade NOVA de Lisboa, Portugal*

1. Programme

1.1. Seminar Programme

4 December

11:00 - 12:30	Registration,
12:30-13:30	Welcome lunch
13:30-13:45	Welcome by Antonio RENDAS, Rector of Universidade Nova de Lisboa, Member of the UNICA Steering Committee
13:45-14:00	Welcome by Luciano SASO, Deputy Rector for International Mobility, Sapienza University of Rome, Member of the UNICA Steering Committee, Chair of the UNICA EduLab
14:00-14:45	Opening keynote speech: 15 years since the Bologna Declaration: expectations, achievements and prospects by Pedro LOURTIE, former Member of the Bologna Follow-Up Group, former Secretary of State for Higher Education and former Director General of Higher Education
14:45-15:30	Gallery walk on the 15 years of Bologna Process implementation Facilitators: Raimonda MARKEVICIENE, Head of the International Programmes and Relations Office, Vilnius University, and Claire MACHERAS, Erasmus Institutional Coordinator, Université Sorbonne Nouvelle-Paris III
15:30-16:00	Coffee break
16:00-17:30	<p>Student-Centred Learning from theory to practice: pathways to putting students at the heart of learning Session Chair: Antonio RENDAS, Rector of Universidade Nova de Lisboa, Member of the UNICA Steering Committee</p> <ul style="list-style-type: none"> • Session keynote: <i>The interaction between teaching and learning in higher education</i> by Liisa POSTAREFF, Ass. Professor/Lecturer in Higher Education, Helsinki University Centre for Research and Development of Higher Education (30 minutes) • <i>Putting the students at the heart of learning – the experience of NOVA Doctoral School</i> by Patricia ROSADO PINTO, Head of the Medical Education Department at Faculdade de Ciências Médicas (Faculty of Medical Sciences - FMS), Member of Teaching Quality Committee, Universidade Nova de Lisboa (20 minutes) • <i>PASCL – Peer Assessment of Student-Centred Learning in Higher Education Project</i> by Kris DEJONCKHEERE, UNICA Secretary General, and Marta

	<p>RACHLEWICZ, UNICA Project Assistant (20minutes)</p> <ul style="list-style-type: none"> • Questions and Answers (20 minutes)
17:30	Musical moment by Metropolitana

05.12.14

09:00-11:00	<p>15 years of the Bologna Process implementation through the experiences of UNICA member universities: What have we achieved and how do we want to continue? Session Chair: Melita KOVAČEVIĆ, Professor, University of Zagreb, Member of the UNICA Steering Committee</p> <p>1. Results of the gallery walk by Raimonda MARKEVICIENE, Head of the International Programmes and Relations Office, Vilnius University, and Claire MACHERAS, Erasmus Institutional Coordinator, Université Sorbonne Nouvelle-Paris III (10 minutes)</p> <p>2. 3 case contributions</p> <ul style="list-style-type: none"> • <i>Bologna - a Sisyphus process?</i> by Nathalie JANZ, Deputy Head for the Vice-Rectorate for Teaching and Student Affairs, University of Lausanne (15 minutes) • <i>Charles University after 15 years of the Bologna Process</i> by Vera STASTNA, Head of the Analytical Unit, Charles University in Prague (15 minutes) • <i>Is Bologna responding to emerging student profiles?</i> by Maria DE LURDES CORREIA FERNANDES, Professor, former Vice-Rector for Academic Services, Students and Continuing Education, University of Porto (15 minutes) • Questions & Answers (10 minutes) <p>3. Bologna Process: lessons learned and building the future by Peter VAN DER HIJDEN, former Head of HE policies at DG Education and Culture, European Commission (40 minutes with Q&A)</p>
11:00-11:30	<u>Coffee Break</u>
11:30-12:30	<p>Essential tools for the implementation of European HE policies: open space Session Chair: Raimonda MARKEVICIENE, Head of the International Programmes and Relations Office, Vilnius University</p> <ul style="list-style-type: none"> • <i>IMOTION: Integration and Promotion of Staff Training Courses at Universities across Europe</i> by Kris DEJONCKHEERE, UNICA Secretary General (5 minutes) • <i>European projects EGRACONS (European GRAding CONversion System) and the Erasmus Without Papers</i> by Luciano SASO, Deputy Rector for International Mobility, Sapienza University of Rome, Member of the UNICA Steering Committee (10 minutes) • <i>GaragErasmus initiative</i> by Peter VAN DER HIJDEN, former Head of HE policies at DG Education and Culture, European Commission (10 minutes) • <i>Insights into the ECTS Guide 2015</i> by Raimonda MARKEVICIENE, Head of <ul style="list-style-type: none"> • International Programmes and Relations Office, Vilnius University (10 minutes)
12:30-13:30	<u>Lunch</u>
13:30-14:30	To MOOC or not to MOOC: Is that the question? Are MOOCs mighty enough to reinvent the University?

	<p>Session Chair: Carla OLIVEIRA, Vice-Rector, Universidade Aberta</p> <ul style="list-style-type: none"> • <i>From Revolution to Evolution - New ways of thinking MOOCs</i> by Trine SAND, Director, University Education Services, University of Copenhagen (20 minutes) • <i>MOOCs</i> by Carlos CORREIA, Pro-Rector, Universidade Nova de Lisboa (20 minutes) • Questions & Answers (20 minutes)
14:30-16:00	Conclusions

2. Seminar Participants

UNICA seminar has been attended by the representatives of UNICA, the Universities of European capitals and education experts.

3. Main Message

The main topic of the seminar was the Student-Centred Learning and achievements in this direction through 15 years since the Bologna Declaration. The Bologna Process served as a „Silent Revolution”, that has changed not only the structure of Higher Education (introducing 3 cycles), but has made the learning process oriented on students, the same refers to the Doctoral level.

Using modern technologies, as MOOC, in learning process was one of the main messages of the seminar.

4. Relevance of seminar for Georgia

The presentations of the seminar were diverse and very interesting. Several presentations were dedicated to the researches on teaching & learning approaches: a) Helsinki University research on teaching & learning approaches and the interaction between student learning and learning environment; b) The project and research implemented by UNICA on peer assessment of student-centered learning in higher education. The PASCL guidelines was developed specially on peer assessment of student-centered learning.

The most interesting presentation was on NOVA Doctoral School, which covered the issue of student-centered education on Doctoral level. The reforms of doctoral education programmes were implemented in the University based on Salzburg principals. The NOVA Doctoral School was launched in 2013, with the aim to reinforce personal and professional development of PhD students through transferable skills training, as well as to organize transversal academic activities and creating an open space discussion in NOVA. The NOVA Doctoral School offers its service to the whole University. The courses for general/transfer skills are introduced in the following directions: research skills, ethics and social understanding, oral and written communication, personal effectiveness and development, team working and leadership, career management and entrepreneurship and innovation. The most of teaching courses are introduced in English and are given credits. The NOVA Doctoral School also offers two-days, non-mandatory, trainings for PhD students’ supervisors on the following topics: Doctoral education (regulations), Information literacy, Intellectual property and research ethics.

The presentations on the reforms and achievements implemented in the universities through 15 years since Bologna Process were made by the representatives of Prague, Lausanne and Porto Universities. All three presentations were focused on the structural and qualitative reforms launched on the basis of Bologna Process Principles.

- Taking into consideration Lausanne University survey made in 2009, 75% of the students are very satisfied/satisfied with their Bologna curriculum. The change of the structure made it easier to change the logic of the whole curriculum and make it more oriented on the outcomes.

- Despite the successful reforms in Prague University there is an opposition against Bologna, mainly on academic staff level. One of the main reasons for this is that faculties are not happy with two „sets“ of theses on Bachelor and Master's cycles.

- The reform of Higher Education System of Portugal was implemented consecutively. Formal changes were launched in 2006. The legislation for Quality assurance system was introduced in 2007. Together with structural changes the curriculums became more flexible, and the multidisciplinary and the interaction of learning and research were highly supported.

The education expert Peter Van der Hijden assessed the Bologna Process as a „Silent Revolution“ and highlighted the 3 main directions, the next Bologna Summit should address to:

- 1) Good Bachelors for All;
- 2) Do Your Master Abroad;
- 3) Europe as the 'Graduate School of the World' (innovative doctoral training and a whole new visa regime).

The presentation about MOOC caused a huge interest among the participants. Copenhagen University works hardly in this direction. The University joined the Coursera in 2013.

Why MOOCs?

- Better education
- Sharing knowledge
- International recruitment
- Continuing education
- Platform to highlight UCPH research

The relevant infrastructure is organized in the University. It requires solid financial resources but at the same time the number of online students are increasing. If a University is planning to join MOOC, it should be a well-considered strategic decision supported with relevant resources.

The representatives of the host university have also highlighted the importance of MOOC and its implementation, but with caution. Seminar audience was mainly interested in recognition and quality assurance issues of the courses. The risk of reducing the number of academic staff with replacing traditional teaching courses with MOOC was also underlined.

Together with plenary session it was very interesting to visit „The Gallery“, arranged by 5 different boards with teaching & learning issues on it, and the groups of participants were drawing their pros and contras. The discussion was on the following topics:

- Curriculum Development

- Mobility
- Life Long Learning
- Quality Assurance
- Further issues for discussion

The tools for implementation European education policy were also presented at the seminar:

- IMOTION
 - EGRACONS (European GRAding CONversion System)
 - Draft ECTS Guidelines - 2015
- (See presentations)

5. Actions to be implemented in Georgia with regard to the issue:

5.1. The establishment of university as well as interuniversity Doctoral schools is very important for training PhD students. In order to become a part of the international scientific society and to make high level research projects it is essential to share the resources. The international experience shows that not only departments/faculties but even universities are sharing their resources in order to achieve the best results.

5.2. It is important to organize trainings on MOOC in Georgia. The right strategic decisions made by the universities in this direction are mainly based on the relevant information they have received.

6. Presentations

<http://www.unica-network.eu/event/unica-edulab-meeting>