

Reports & Recommendations

Provided by Georgian HEREs

2009 - 2013

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Making Mobility Happen

30-31 March 2009, Rome, Italy

Lali Bakradze

1. Seminar programme

1st Day (Monday, 30 March 2009)

09.30 - 10.00 Welcome by the Hosting University and Faculty - Luigi Frati, Rector University of Rome

La Sapienza Benedetto Todaro - Dean of Faculty of Architecture

10.00 - 10.15 Introduction to the seminar and its intended learning outcomes on behalf of the

UNICA-Brussels Education Services Consortium - Arthur Mettinger, Vice-Rector University of Vienna

10.15 - 10.45 the Higher Education Reform Project by Ruud Wallis De Vries & Lene Oftedal,
European Commission and Katia de Sousa, Education Audiovisual and Culture Executive Agency

10.45 - 11.30 1st Keynote speech by Guy Haug, European expert on university cooperation,
Valencia University of Technology

12.00 – 12.45 2nd Keynote by Jannecke Wiers Jensen, NIFU STEP, Norwegian Institute for
Studies in Innovation, Research and Education

14.15 – 17.00 Parallel Workshops (1st Round)

Room 13 - Mobility and Motivation, Room 14 - Mobility and Recognition, Room 17 - Full Cycle
Mobility Room 18 - Mobility and the Language Experience

17.00 Closure 1st day

2nd Day (Tuesday, 31 March 2009)

09.15 – 12.00 Parallel Workshops (2nd Round)

Room 13 - Mobility and Motivation, Room 14 - Mobility and Recognition, Room 17 - Full Cycle
Mobility, Room 18 - Mobility and the Language Experience

12.00 - 13.00 Concluding Discussion based on the results of the Workshops and closing remarks -
Plenary: Aula Magna Bruno Zevi

2. Seminar participants

Seminar has been attended by 126 representatives of 37 Bologna signatory countries; also by 17 experts from Egypt, Israel, Kazakhstan, Kyrgistan, Lebanon, Morocco, Siria, Tunis, Uzbekistan and Kosovo. Following partner organizations were also involved: Euro commission, Rome University, Vienna

University, Warsaw University, UNICA, Brussels Education Services, Education Audiovisual and Culture Executive Agency.

3. Main Message

Impact of Bologna process on different aspects of mobility.

- Experience and knowledge exchange about mobility policies.
- Support mobility by correct understanding and determination of its goals.

Necessary steps:

- Elaboration of quality assurance mechanisms for mobility
- Integration of mobility into the curriculum (mobility window) and correct usage of credits
- Detailed learning agreements
- Information accessibility for students

4. Relevance of seminar for Georgia

Workshop “Mobility and Recognition” - issues of recognition in context of Lisbon Convention have been discussed. Two examples have been presented: Belgium and Turkey. Participants discussed Bologna process mechanisms like credits and learning agreement. Although learning agreement must contain detailed information about course units and/or modules taken by the student at host university, quite often credits of mobile students have not been recognized by the home institution.

Certain changes have been made in the ECTS Users’ Guide in order to simplify mobility and minimize problems. For example, ECTS grading scale has been changed. For Georgian HEIs this is very important information (see below).

Workshop “Full cycle mobility” was dedicated to the issue of joint degrees. For Georgian HEIs, shall be interesting the project in transnational mobility (MOCCA – DAAD), jointly implemented by six countries, as well as current project “Joiman”, focusing on best practice study in granting on joint degrees.

Necessities of joint planning of programmes and accessibility of information to students have been discussed on this workshop.

5. Actions to be implemented in Georgia to improve mobility:

1. For the organized mobility correct usage of ECTS documents is of utmost importance. Information about ECTS and supporting documentation must be available to students and HEIs administration, responsible for mobility. HEI must issue and sign Learning Agreement, assuring optimal mobility for student. Compliance and compatibility of learning outcomes of modules/course units, taken by the student in the host HEIs with its initial study programme is very important.

2. Translation of a new ECTS Users' Guide – Georgian version must be accessible to all parties interested (HEIs, students, etc.). Ministry of Education and Science has been asked and will finance translation of new ECTS Users' Guide – presumably Georgian version will be published by the end of 2009.

3. Appropriate planning and implementation of joint programmes.

According to the Law on Higher Education of Georgia study programmes (for all three cycles) could be jointly implemented by state recognized Georgian HEIs and/or Georgian and foreign HEIs (recognized by the local authorities in accordance with local legislation). Implementation process and rules of joint programmes must be determined by the statute of HEIs (article 49¹). So, it's important that statutes contain and regulate issues of planning, development and implementation of joint programmes. In this context analyze of statutes of at least state HEIs must be conducted.

4. Joint programmes must be recognized by all HEIs involved. Bilateral or multilateral agreements between HEIs shall determine rules and processes of programme implementation:

- Structural details of the study programme (modules and/or course units, learning outcomes, assessment methods, etc.) must be agreed and approved by the partner HEIs in advance;
- Parts (modules) of study programme implemented in the partner HEIs are determined beforehand;
- Students of joint programmes must spend certain period of time in the partner HEIs;
- Credits granted on agreed modules/course units by partner HEIs are automatically recognized. Credit transfer process and assessment compatibility must be determined beforehand;

- Two rectors can sign the Diploma (it's issue of discussion and agreement). In any case its obligatory to indicate partner HEI(s) in the Diploma Supplement (paragraph 2.4).

6. Presentations

All presentations can be downloaded from the site <http://rome.bolognaexperts.net>.

Quality Management Systems

Ketevan Gurchiani

28.04.2009, Kassel, Germany

1. Seminar programme

9:30-10:00 Kaffee-Empfang

10:00-10:10 Begrüßung Dr. Jutta Fedrowitz, Projektleiterin, CHE Gemeinnütziges Centrum für Hochschulentwicklung, Gütersloh

10:10-10:40 **Qualitätsmanagement als ganzheitlicher Ansatz** Das Zusammenwirken der Hochschulmitglieder als Erfolgsfaktor von QM-Systemen - Theorie und Praxis im Überblick
Dr. Sigrun Nickel, Projektleiterin, CHE Gemeinnütziges Centrum für Hochschulentwicklung, Gütersloh

10:40-11:10 Qualitätsentwicklung als partizipativer Prozess Dr. Sandra Mittag, Technische Universität Darmstadt

11:10-12:00 Erfahrungsaustausch der Tagungsteilnehmer/-innen

Gemeinschaftsleistung 1: Qualität der Forschung

13:00-13:20 Rahmenbedingungen für gute Forschung schaffen Qualität von Leitungshandeln am Beispiel der Universität Konstanz - Prof. Dr. Gerhart von Graevenitz, Rektor, Universität Konstanz

13:20-13:40 "Sie forschen - wir machen den Rest" Qualität von Forschungsservice am Beispiel der Universität Duisburg-Essen Oliver Locker-Grütjen, Leiter, Science Support Centre (SSC), Universität Duisburg-Essen

13:40-14:00 Was Wissenschaftler/-innen für gute Forschung brauchen Erkenntnisse einer Professorin und Evaluatorin Prof. Dr. Eva Barlösius, Institut für Soziologie und Sozialpsychologie, Universität Hannover

14:00-14:45 Plenumsdiskussion Moderation: Dr. Sigrun Nickel

Gemeinschaftsleistung 2: Qualität der Lehre

15:15-15:35 Rahmenbedingungen für gute Lehre schaffen Qualität von Leitungshandeln am Beispiel der Fachhochschule Münster Prof. Dr. Ute von Lojewski, Präsidentin, Fachhochschule Münster

15:35-15:55 "Ohne Organisations- und Personalentwicklung geht es nicht"

Qualität von Dienstleistungen für Studium und Lehre am Beispiel der Universität Heidelberg

Dr. Andreas Barz, Dezernent, Zentrum für Studienberatung und Weiterbildung (ZSW), Universität Heidelberg

15:55 -16:15 was Wissenschaftler/-innen für gute Lehre brauchen

Prof. Dr. Sigrid Metz-Göckel, Hochschuldidaktisches Zentrum der TU Dortmund

16:15 -17:00 Plenumsdiskussion; Moderation: Dr. Sigrun Nickel

17:00 -17:00 Ende der Veranstaltung.

2. Seminar participants

Over 200 representatives from German universities – rectors, professors and quality managers - have participated in the seminar. K. Gurchiani was the only foreign participant.

3. Main Message

The main topic of this seminar was establishment and implementation of quality assurance system in German universities, focusing on differences between mission-based and point-to-point evaluation. Special discussion was dedicated to the issue of research quality monitoring.

Examples of successful German universities, such as University of Constance and University of Duisburg-Essen have been discussed. They reached distinct results in the field of research quality assurance and research support programmes. The Constance University has effective structure, competitive research funding model and research quality monitoring tools. For the teaching quality assurance system, an example of Heidelberg University has been presented. Generally, University of Zurich was considered as a very good example of quality assurance mechanisms and evaluation process.

4. Relevance of seminar for Georgia

For Georgia the most relevant part of the seminar was issue of research quality assurance. Several interesting points were highlighted: in cases of research quality monitoring, generally bibliometric methods are used with other quantitative parameters (patents, projects, bonuses, etc.). Bibliometric analysis is conducted based on Thompson database. It could be interesting for Georgia to develop mission-based quality monitoring structure, as well as reviewing quality monitoring and overall improvement strategy. Various discussions verified that many options executed by I. Chavchavadze State University are common in European universities as well. Hereby we consider research quality evaluation

process (the aim is defined according the mission and agreements are signed with faculties) and also the tools (bibliometrics) and additional structures and arrangements for motivation rising.

5. Actions to be implemented in Georgia to improve research quality assurance

1. For research quality assurance should be defined, which universities have capacity for research and how the universities' mission (and ambition to be a research university) corresponds to reality.

2. University accreditation should define its status: research or teaching university. Accreditation should be based on mission. Relevant criteria shall be elaborated to define university's status.

3. Increase access to information. Universities having experience of detecting and monitoring research quality can provide informational meetings concerning quality assurance process for all parties interested, as well as conduct special studies for research situation analyze. The Ministry of Education and Science should spread accessible information about research quality evaluation instruments and materials.

4. To increase research quality generally: Scientific institutions should be linked with universities with state help and support. Science funding shall be increased, as well as legislative and structural changes shall be implemented concerning research universities status definition and overall situation improvement for universities and research institutions.

6. Seminar Presentations

For more information about Kassel Seminar, please visit this link –

http://www.concept.de/cms/?getObject=250&getLang=de&strAction=programm&PK_Veranstaltungen=189

Annual Meeting of the EUA Council for Doctoral Education

Irine Darchia

4 – 5 June 2009, Lausanne, Switzerland

1. Programme

Thursday, 4 June 2009

10.00 – 10.30 Opening Session

Welcome address: Dominique Arlettaz, Rector- University of Lausanne

Introductory speech: Jean-Marc Rapp, EUA President

10.30 – 12.30 Plenary Session I: European Doctoral Education in the World

Chair: Mary Ritter, Pro Rector for Postgraduate and International Affairs, Imperial College London, UK and EUA-CDE Steering Committee Vice Chair Alexandre Quintanilha, Director for the Institute for Molecular and Cell Biology, Porto, Portugal, Barbara Evans, Dean at the Faculty of Graduate Studies, University of British Columbia, Canada

14.00 – 15.30 **Parallel Working Group Session I**

WG 1: Supervision in structured programmes

Chair: Martina van de Sand, Managing Director, Dahlem Research School, Freie Universität Berlin, Germany; Rapporteur: Therese Zhang, Project Officer, EUA

WG 2: Research careers

Chair: Melita Kovacevic, Vice-Rector, University of Zagreb, Croatia; Rapporteur: Sandra Bitusikova, Senior Adviser, EUA

WG 3: Internationalisation

Chair: Johnny Laursen, Vice-Dean for Research, Aarhus University, Denmark

Rapporteur: Mary Ritter, EUA - CDE Steering Committee vice Chair

WG 4: Research assessment and doctoral education

Chair: Nigel Vincent, Associate Vice-President for Graduate Education, University of Manchester, United Kingdom; Rapporteur: Jean Chambaz, EUA-CDE Steering Committee Chair

WG 5: Collecting data on doctoral programmes

Chair: Josep Manel Torres Solà, Coordinator of Quality Evaluation, AQU Catalunya, Spain; Rapporteur: Andreas Frijdal, EUA-CDE Steering Committee Member

WG 6: The role of networks in European doctoral education

Chair: Thomas Ekman Jørgensen, Senior Programme Manager, EUA Rapporteur: Reka Sipos, Events Manager, EUA

16.00 – 17.00 **Parallel Working Group Session II – Priorities for the future**

WG 7: Supervision in structured programmes

Chair: Martina van de Sand, Managing Director, Dahlem Research School, Freie Universität Berlin, Germany; Rapporteur: Therese Zhang, Project Officer, EUA

WG 8: Research careers

Chair: Melita Kovacevic, Vice-Rector, University of Zagreb, Croatia
Rapporteur: Sandra Bitusikova, Senior Adviser, EUA

WG 9: Internationalisation

Chair: Johnny Laursen, Vice-Dean for Research, Aarhus University, Denmark
Rapporteur: Mary Ritter, EUA - CDE Steering Committee Vice Chair

WG 10: Research assessment and doctoral education

Chair: Nigel Vincent, Associate Vice-President for Graduate Education, University of Manchester, United Kingdom
Rapporteur: Jean Chambaz, EUA-CDE Steering Committee Chair

WG 11: Collecting data on doctoral programmes

Chair: Josep Manel Torres Solà, Coordinator of Quality Evaluation, AQU Catalunya, Spain
Rapporteur: Andreas Frijdal, EUA-CDE Steering Committee Member

WG 12: The role of networks in European doctoral education

Chair: Thomas Ekman Jørgensen, Senior Programme Manager, EUA – Rapporteur: Reka Sipos, Events Manager, EUA

17.00 – 18.00 Collaborative Doctoral Education: University-Industry Partnerships for Enhance Knowledge Exchange

Friday, 5 June 2009

8.30 – 9.30 Business meeting on the CDE in 2009-2010 (members only)

9:30 – 11.00 Plenary Session II: Input from stakeholders

Chair: Arthur Mettinger, Vice Rector for Educational Program Development and Internationalisation, University of Vienna, Austria

John Wood, Principal of the Faculty of Engineering, Imperial College London/European Research Advisory Board, UK

Gonzalo Hennequet, Head of Energy Management & Energy Storage Group Advanced Automotive Technologies, Research & Advanced Engineering Division, Renault, France

Karoline Holländer, outgoing President EURODOC, Germany and Nicola Macharová, incoming President EURODOC, Slovakia

11.30 – 12.30 Speakers' Corner

12.30 – 13.30 Priorities for the future

Chair: Jean Chambaz, EUA-CDE Steering Committee Chair

Thomas Ekman Jørgensen, Senior Programme Manager, EUA

2. Participants:

Over 200 representatives from 38 countries attended the Annual Meeting of the EUA Council for Doctoral Education. From Georgian side, with financial support of the National Tempus Office, the meeting attended representative from the Ivane Javakhishvili Tbilisi State University, which was the candidate for EUA - CDE membership by that time. From July 2009 Ivane Javakhishvili Tbilisi State University became the full and only one Georgian member of European University Association Council for Doctoral Education.

Membership gives an opportunity:

- To share experience with European colleagues ;
- To take part in various workshops, seminars and meetings concerning the actual issues of Doctoral Education
- To present the annual thematic conferences and EUA - CDE member meetings
- To be regularly informed about new tendencies in Doctoral programmes among European countries and worldwide (publications, conference materials, news and etc.)

And the most important matter

- To take part in joint research projects.

3. Conference aims, problems and results:

The Annual Meeting of the EUA Council for Doctoral Education aimed: solving various problems which rose up among Bologna process participant countries concerning reforms in doctoral education process, Planning European Doctoral Education future development priorities, also sharing experiences and deepening international relationships.

Main points discussed on plenary meetings (Attachment #1):

- Philosophical dimension of Doctoral Studies;
- Main Characteristics of European Doctoral Education – “foreigner point of view”;
- Collaboration between business sector and university in the field of Doctoral Education;
- The role of small countries and “small Europe” in development process of global science;
- The role of young scientists and PHD students in development of European Doctoral Education process.

Six working groups functioned in addition with the plenary meetings:

- Supervision in structured programmes ;
- Research careers;
- Internationalization ;
- Research assessment and doctoral education;
- Collecting data on doctoral programmes;
- The role of networks in European doctoral education;

Each participant had an opportunity to work with two workgroups.

On the last section working groups represented results, conclusions and findings concerning their working thematic. (Attachment #2)

At the end of the meeting, preliminarily chosen 9 participants made short speeches on “Speakers’ Corner”- section, among them was participant from Georgia – Irine Darchia (for farther information please see an attachment).

5. Conference relevancy for Georgia:

Main problems and aspects discussed on Annual Meeting of the EUA Council for Doctoral Education fully correspond to structural, economical and conceptual problems of Georgian Higher Educational Institutions. The certification of this will be the recommendations worked out on Lausanne meeting.

(See an attachment – working group member’s reports and recommendations, I. Darchia speech resume)

6. The advantage of European Doctoral Education:

- System of stable funding of Doctoral education (various systems: University, research, PHD student funding);
- Social guarantees of PHD students (depends on country);

- Doctoral programmes based on funded researches;
- Modernized and constantly upgraded infrastructure (laboratories, libraries, electronic resources and etc.)
- High level of confidence and prestige towards “Old European Universities”;

Similar problems of European and Georgian Doctoral programmes:

- New type (so called structured) of Doctoral Programs – made up in correspondence of Bologna process requirements;
- Various unanswered questions about Doctoral Education structure and content;
- Administration problems in Doctoral Education;
- Research assessment system in process of formation;
- Doctoral programmes quality assurance in process of formation;
- Obstacles in creation of national and international networks of Doctoral Education;
- Legal problems and questions concerning joint Degrees;

7. Recommendations, worked out from plenary meeting presentations, discussions, workgroup reports and recommendations

Ministry of Education and Science of Georgia

- Creation and approval of state strategy for Doctoral Education development in Georgia (if it’s not too late...);
- Funding (or even partly funding) of Doctoral Education, especially in the fields of humanities and fundamental studies from state budget to establish stable Doctoral Education system and scientific researches;
- Creating an association or fund by model of French “national association for technological research” (depending on state economic and social-political situation);
- Recognition of joint Doctoral programs as a state priority. This will help to attract many international grants as Tempus;
- Allocation of funding for international PHD programmes and their distribution on the basis of objective and transparent competition;
- taking measures for business (private) sector motivation growth to fund Doctoral Education – for example: tax remissions (depending on state economic and social-political situation);

- Regulation of various legal issues concerning joint and double degrees, including legislative level for preparing necessary documentations and legislation acts by minister of Education and Science of Georgia (for example: the regulation for joint/double degrees of Georgian and foreign universities)
- Encouragement of Georgian Universities by Ministry of Education and Science for creating joint programmes and courses in Doctoral Education (allocation of scholarship programmes for students, funding of special joint PHD courses and programmes, managing infrastructural bases for collaborative work purpose and etc.);
- Translation and publishing of various recommendation documentations for regulation of joint PHD programmes – “guidelines”, published in Europe;

National Education and Accreditation Centre

- Before starting the programme accreditation process, it is necessary to toughen PDH institutional accreditation requirements in “Programme part” of new Institutional accreditation regulation. (As an analog it’s possible to use “the Institutional accreditation of professional high educational programmes”; accreditation should inspect the university scientific capacity and potential for having PHD programmes.)
- National Education and Accreditation Centre should permanently collect and analyze the statistics concerning the PHD programmes;

Georgian scientific funds

- An alternation in grant issue process rules from Georgian scientific funds must be elaborated (Reflecting PHD programme execution in grant project application; giving the preference to grant projects, which has a basis to execute the PHD programmes.)

Accredited HEIs of Georgia

- Creating and approval of state strategy for Doctoral Education development in Georgia (if it’s not too late...);
- Funding of Doctoral Education especially in fields of humanities and fundamental studies from state budget to gain stabile Doctoral Education system and scientific researches;
- Constant attention from Universities to improve scientific-research infrastructure;
- Transforming the PHD admission and study process to a transparent system;
- Publishing all PHD programme annotation and PHD students information on university’s web site;

- Systematic updating the PHD students information in student's accreditation database;
- Defining administrative personnel for PHD programmes (PHD programme administration and PHD thesis defence procedures.)
- PHD student's services, solving their various problems from academic as well as administrative personnel.
- From the time of PHD student admission, university should sign a contract with defined responsibilities, duties and rights for students, academics and administrative sides (compare "Supervision and training charter for early stage researchers, EURODOC"); (See the TSU contracts for PHD students)¹
- Defining the responsibility and functions of PHD programme coordinator and programme supervisor. Their responsibility growth and more active involvement in programme execution. (See TSU academic counsel regulation # 172, part 4);
- Defining upper limit for the number of PHD students for programme supervisor, with university (faculty) regulations; (See TSU academic counsel regulation # 171, part 4.2);
- Defining the university (faculty) regulation for co-supervisor institute, to provide students with qualified help and supervision (for specific thematic thesis);
- Managing the creative and collegiate environment by activating special PHD seminars and colloquiums; (providing programme supervisor and PHD students' systematic meetings and public discussions about scientific issues and etc.) (See TSU academic counsel regulation # 171, part 2);
- Creating the PHD student study and research program schedule and monitoring the process by responsible administrative staff or structural unit ; (See TSU academic counsel regulation # 171, form1, 2, 3);
- Managing all conditions for scientific supervisor development. (To inform them about any changes in PHD programmes, university regulation news, special work for better acknowledgement of their responsibilities and etc.);
- Creating the students' employment centre, as well as activating already functioning structures; (See University career service activities)
- Using alumni networks, associations or funds to inspect and monitor PHD students' employment and professional growth statistics. (not only high score students but every student's future success and failure should be important for university);

¹With italic script is given the information about the TSU experience in PHD contracts

- University membership in various international organizations concerning Doctoral Education; (TSU is a member of EUA - CDE);
- Introduction of electronic research system, membership and using the GRID – net possibilities.(TSU will soon become a member of GRID);
- Defining the meanings of internationalization in university (faculty) regulations of Doctoral Education (It is already done on legislative level) for example in Doctoral Education University (faculty) regulations, Internationalization should be a must for gaining Doctoral academic degree and etc. (See TSU academic counsel regulation # 171, I. 2; II. 10. 4);
- Cooperative work of administrative staff and academics for making Doctoral Education truly internationalized. (From administrative part – organizing all required documentation, contracts and information on time, in case of need, University should provide technical-material base improvement activities and allocate funding for mobility and wages.)
- Assistance of PHD students and academic staff in international mobility. (Searching for additional funds, managing all organizational and legal arrangements for sabbatical leaves and scientific missions. Creating and activating credit recognition procedures, arranging comfortable conditions for foreign students and academic staff works.
- Allocating funding for international Doctoral programmes from University.
- Harmonization and approach of study and research process. Purposeful use of scientific grants in Doctoral Education;
- Assistance to Doctoral Programmes provided on the basis of funded research.
- Creating University (Faculty) regulations for helping and encouraging Doctoral Programmes provided on the basis of funded research. (for. ex. activating number free education programmes for PHD students, also PHD programmes with narrow specialization, salary growth for these sector supervisors); (See TSU academic counsel regulation # 172, part 3. 4)
- Stirring up for joint programmes implementation between University and scientific – research centres/business sector ;
- Deepening the inter-faculty relationship for providing interdisciplinary PHD programmes and courses;
- Translating and publishing the recommendations (“guidelines”) about the regulations of joint Doctoral programmes in Europe with the help of University;
- Regulation of various matters considering implementation of joint national and international doctoral programmes; (See TSU academic counsel regulation # 172, part 3, 4–6)

- Start dialogue with business sector for obtaining funds for execution of joint programmes; (private contacts, workshops, conferences, meetings and etc.)
- Researching Georgian market for identification the companies and enterprises to start joint doctoral programmes with specific scientific issue. In the beginning with co-funding by university and companies/enterprises.
- Analyzing the university potential and identifying a scientific-research direction which has an ability to assist a business sector in solving various problems with scientific view.
- Creating Georgian Doctoral Education web(s) in collaboration with various Georgian Universities, scientific-research institutes and centres (implementation of joint Doctoral programmes and course s; creation of “credit recognition and exchange “system, consumption of same technical base);

Quality assurance divisions

- The main indicator of PHD programme quality assurance could be questionnaires filled by PHD students (with this method we could understand the level of students’ satisfaction with their supervisor’s competence, how regular and significant are their meetings and discussions. How student is involved and introduced in changes proceeded in University, is the gained information /assistance helpful and timely? Is the technical- material base in corresponding state) (See TSU statement for quality assurance);
- Drop a boundary between research quality evaluate and PHD programmes quality assurance mechanisms; (Research quality – quality of form and procedure);
- Defining the significance of articles published in impact-factor magazines in research evaluation process (Medicine vs. other fields: impact-factor – referring/internationalization); (See TSU academic counsel regulation # 171, II. 10. 4)
- Defining role and importance of articles published by PHD students during doctoral education. (Medicine vs. other fields, Soviet traditions vs. western experience) Measures as peer review systems and citation indices have to be used with care, if implemented as measures for quality of doctoral research (EURODOC). (See TSU academic counsel regulation # 171, II. 10. 4);
- Preparing regulations and foundation for joint national and international programmes preparations;
- Working out unified platform of PHD programme quality assurance, for implementation joint doctoral programmes (Unified quality assessment system for PHD programmes);

Academic Staff

- Individual work with students, taking care of their problem solving;
- Defining Doctoral programme aims, results and employment spheres. (In programme content should be foreseen future employment perspectives); (See TSU academic counsel regulation # 172, part 6);
- Comprehending doctoral education components adequacy (different timetable, content and structure for bachelor's and master's programmes)
- Including transfer skills – f. e. academic writing, management, project writing, computer skills and etc. (See TSU academic counsel regulation # 171, II. 7, part 2);
- By common effort of academic staff and administration for real internationalization of Doctoral Programmes. (using personal contacts from academic staff, international trips and developed relationships);

Georgian research centres and institutes

- Implementation of joint doctoral programmes between Scientific-Research centres/institutes and Universities. (on Scientific-Research centres'/ institutes' technical base);

Business Sector

- Funding Doctoral Education from business sector is a deposit for business development as well as for doctoral programmes and scientific – research progress.

Additional information about the Annual Meeting of the EUA (European University Association) Council for Doctoral Education

Please visit the link - <http://www.eua.be/events/eua-cde-annual-meeting/programme>

Main recommendations and conclusions of an Annual Meeting of the EUA (European University Association) Council for Doctoral Education in University of Lausanne, Switzerland

Main recommendations/conclusions/ “messages” mentioned on plenary meetings:

1. Philosophical dimension of Doctoral Education.

Alexandre Tiedtke Quintanilha - The director of the Institute for Molecular and Cell Biology (IBMC) in
Porto, Portugal

- Doctorate is not just amount of regulations, reviews, documentations and numbers;

- Doctorate is a result of creative and dynamic process;
- Collegiality and Creative atmosphere for work;
- Regular meetings of scientific supervisors, doctorates and PHD students, for actual scientific problem discussions;
- Regular discussions;

2. 'European Doctoral Education in the World' ("....from the outside looking in")

Barbara Evans - Dean at the Faculty of Graduate Studies, University of British Columbia)

- narrow & deep
- can be very short duration;
- more similar to Australia;
- Less resemblance with Canadian and American PHD programmes;
- 'Not enough' coursework! (students not 'adequately prepared');
- considerable variation (& true elsewhere);
- Bologna reforms happening at different rates;
- well-funded at least in some countries;

3. Collaborative Doctoral Education: University-Industry Partnerships for Enhance Knowledge Exchange (DOC career project)

Lidia Borrell-Damian, Senior Programme Manager, EUA

Twelve messages for developing collaborative Doctoral Programmes – General points for all partners

- 1) Identify knowledge/technological needs and challenges which need R&D input
- 2) Exchange views on knowledge/technological challenges with university/industry
- 3) Plan medium-long term R&D strategy (e.g. within five years)
- 4) Develop high quality research proposals
- 5) Know the costs of your research and identify funding sources
- 6) Raise your awareness field (university, industry)
- 7) Develop/Participate in for a soft ways of interaction between students, researchers and industry experts with good research content (conferences, fairs, etc.)
- 8) Organise small -size highly-specialised workshops/meetings pooling experts from different research fields and sectors
- 9) Seek the right expertise to assist you (IPR issues, contractual issues, etc.)

- 10) Formalise doctoral collaborations in solid and fair agreements combining structure and flexibility
- 11) Consider physical proximity as an asset to develop mutual trust -promote face-to-face
- 12) Commit to excellence in doctoral education, research and management

Doctoral Programs in Cooperation with Business

Gonzalo Hennequet - Head of Energy Management & Energy Storage Group Advanced Automotive Technologies, Research & Advanced Engineering Division, Renault, France

- ANRT means «National Association for Technological Research» (Association Nationale Recherche Technologie), His web site (www.anrt.asso.fr) allows to both Industries and students Information about ongoing cooperative doctoral themes.
- The doctoral subjects are submitted by Industry to the ANRT Executive Committee. Each Company negotiates a specific “quota” for each year,
- The submission file contains:
 - A depth description of the Research subject, including added value for the Company,
 - A “scientific supervision” University Laboratory which will be in charge of the Scientific guidance of the doctoral thesis.
- The students who apply for a specific Doctoral theme have to follow a selective process conducted by both industry and the associated University Laboratory.
- A specific “scientific supervision” contract link the proposed Laboratory with the Company.
- The selected Doctoral applicants will be hired by the Industry for three years at 80% of the starting salary related to their degree.

A Vision for European Research 2030 the role of Research Training

John Wood - European Research Advisory Board, UK

The Mandate and Role of ERAB

- Modernisation of European Universities to be fit for purpose – how many can be supported at international level?
- Optimise the relationship between public and privately funded research – “Open Innovation”
- Freedom of Knowledge (5th Freedom)
- Engaging the citizen in the excitement and purpose of research –justifying research to the taxpayer
- The role of ERA in the Global environment

The future is not what it used to be! - Empowering young people to own the future.

- Research is global –what can little Europe do?
- Grand challenges are pressing –what is the role for small scale research?
- There are too many sub-critical universities. How many can be supported at the international level?

Burying our heads in the sand-the status quo is not an option!

- The world of research is changing
- Still need for bottom up ideas but....
 - The challenges before the world are so immense that we need to look at how we train people to fit into large teams yet retain their own individual identity and allow room for individual creativity.
- Is the idea of the conventional PHD - past its sell by date?

Upcoming issues:

- Globalisation of research
- The real impact of e-research
- Increasing requirement to deliver “whole body” solutions within a global context
- Impact of large research infrastructures
- To what extent do we start to see the student/researcher as a cog in a large machine?
- Where is creativity in this context?

No longer one technique in one place!

- Many research areas demand a multi technique approach.
- Users are not necessarily expert in these techniques
 - E.g. Biologists will send samples and remotely access data.
- Access Grid will enable several scientists to control experiments in real time
- Interoperability between equipment and data sets becomes imperative.

Implications for European Doctoral Training in the future

- Students should spend a significant time in another Member State
- Implications of research for global challenges need to be understood
- Essential that researchers understand the link between evidence regulations
- How much can be shoe - horned into a Ph.D. programme or do we need another model to achieve a “European Research Passport”

- Are academics up to the job?

Work Group #1

Supervision in structured programmes

There are different models of leading: Transparent and inclusive

- It has no importance how many person is engaged, it is important to be foreseen requirements for creations qualitative thesis.
- The use of co-supervisors for science-research environment in suitable way.
- Reinforce the significance of so called “post-docs” and qualification grows for the aim to share necessity experience for leading.

Consent on leading

- By all three sides (imply: PHD student, supervisor, university) foresee existing expectations.
- How to find compromise between regulation and inspiration.

Encouragement/rewarding V.S. Regulation/sanction

- Find adequate forms of encouragement.

Formation of supervisors’ culture

- Care about supervisors’ professional development.
- The qualification rise of young personnel.

Work Group #2

Research careers

The career and personal development

- Joint responsibility of university and supervisor to provide PHD student a qualified help and assistance, consultancy.

Transfer skills

- Not only for non-academic career, but for university career as well;

Tracing PHD students

- Gathering information about students future development, career growth (including students who didn’t defend a thesis);
- University should invest human and material resources in this project;

- Problem of terminology – necessity in Dictionary

Work Group #3

Internationalization

What is Internationalization?

- Internationalization is inseparable from research considering field specific characteristics;
- Focus on partnership

How to initiate international partnership?

- Method of approach – “bottom to up”
- Strategic approach – “Top down”
- Why – money, research, altruism?
- With whom?
- You should add 3rd component- finances;

Next step

- Do not hurry;

Funding

- Direct expenses – salary, travel and etc.
- Non- direct expenses – administration and support;

Characteristic of partnership

- Flexibility
- It should be important to PHD student (stimulation, encouragement is accessible but not obligatory);

Deficit of discussions among international programme supervisors

- Regularity is important;
- It is important to have guidelines, specially selected methodological directions,
(Legal aspects – new initiative of Doc oral Education council);
- Exchanging of most recent information;

Work Group #4

Research assessment and doctoral education

Research assessment system is tightly in contact with: results, environment, influence, appreciation

- This is in conflict with quality assurance and is connected with some processes;
- The aim of Doctoral Education is to force student to study on their personal experience, and original research to develop their creativity, innovative practice, and independence. To prepare them for various working career.

Doctoral Education assessment should be inserted in research regularly assessment process

- Reciprocal Obligatory and connection with doctoral education process stability;

The meaning and concept of spreading the Scientific – Research environment

- Creation of high quality Scientific – Research environment;
- Research results;
- Career development;

Work Group #5

Collecting data on doctoral programmes

Collecting data on doctoral programmes important for responsibility side

- Consensus on this matter;

Big differences between countries

- from one side – “no money no data” and other side – some activities to gather data and information;
- Rapid spreading of data collection experience and practice;

The terminology

- What is - structured programme?

Direction of regulations and statistics

- f. e. defining the maximum number of PHD students to lead by one supervisor;

Work Group #6

The role of networks in European doctoral education

Why and how to involve in university network?

- The aim of a network– additional value, (network is an instrument not an aim)
- How to start? – general base;
- How they work? – Instruments, structures, policies;

Universities work on various levels using networks

- On institutional level (PHD students networks – inside the University);
- National;
- International;

Field networks

- Critical mass;
- Offering joint programmes, coerces;
- Creating joint methodological guidelines (to avoid legal obstacles);

The role of EUA Council for Doctoral Education

- Guidelines for national programmes;
- network creation;
- Exchanging the best experience for attracting financing;
- Most recent news of EUA Council for Doctoral Education;

General conclusions

The general characteristics of 3rd level education specifications

- Flexibility and necessary assistance for each student (starting with employment to internationalization);
- The double aspect of study and research, influences on institutional structures and strategies;
- Creating more distinct terminology to correspond Doctoral Education level;

... Farther we go, the horizon is seem to be far

“Speakers corner”

The resume of I. Darchia speech

Educational component in Doctoral programmes

- Is it necessary to include any other educational components but courses developing transparent skills in doctoral education?
- If it is necessary what and how should we teach?
- What kind of courses should we offer PHD students in Doctoral programmes?
- How specific should they be?
- Programme courses should be more general or specific oriented on narrow issues of concrete thesis?

- If the education course is general how interesting it will be for the student of 3rd level (who didn't change a specialization)?
- For "Specific" courses it will be difficult for university to gather enough students (From financial side – to provide a course);
- Is it possible for PHD student (who has changed the specialization) to attend important courses on bachelor's and master's programmes of same field?
- Could we use Doctoral programme networks for reducing the price of Doctoral Education?
- What kind of teaching methodology should be provided on Doctoral Education?

Conclusion:

Next meeting of the EUA Council for Doctoral Education (December 2009- Zagreb, Croatia) will try to answer above mentioned questions.

Competencies for the Future

Tinatin Zurabishvili & Abdul Kakhidze

October 23-24, 2009, Warsaw, Poland

1. Programme

1st Day (Friday, 23 October 2009)

09.30 - 09.45 Welcome by the Hosting University

Prof. Marta Kicińska-Habior, Vice-rector for Student Affairs, University of Warsaw

09.45 - 10.00 Introduction to the seminar and its intended learning outcomes on behalf of the UNICA-Brussels Education Services Consortium Jolanta Urbanikowa, University of Warsaw

10.00 - 10.45 Welcome and Latest information on the Higher Education Reform Project by Lene Oftedal and Ruurd Wallis de Vries, European Commission and Klaus Haupt, Education, Audiovisual and Culture Executive Agency, incl.

- Tempus involvement by Klaus Haupt
- ECTS and DS labels by Ruurd Wallis de Vries
- Green Paper on Learning Mobility by Lene Oftedal

10.45 - 11.30 1st Keynote speech followed by a Q&A session: University Strategies in the field of Competences for the Future Melita Kovacevic, University of Zagreb

11.30 – 12.00 Coffee break and poster session

12.00 – 13.00 2nd Keynote speech followed by a Q&A session: Enterprises and Competences for the Future

Diem Ho, Manager of University Relations for IBM Europe, Middle East and Africa

13.00 – 14.15 Lunch and poster session

14.15 – 17.30 Group discussions: 5 parallel groups on the following topics:

1. **Work Placements:** session chaired by Jolanta Urbanikowa, with the contribution of Els van der Werf, Hanze University Groningen.
2. **The Dialogue with the Stakeholders:** session chaired by Diem Ho, with the contribution of Monika Domańska, Cracow University of Technology.
3. **University Strategies – Shaping Policies:** session chaired by Melita Kovacevic, University of Zagreb, with the contribution of David Coyne.

4. **Skills Upgrading and Curriculum Development:** session chaired by Fiona Hunter, Carlo Cattaneo University (Castellanza), with the contribution of Roland Sommer, Federation of Austrian Industries.

5. **Mobility and Skills:** session chaired by Torbjørn Grønner, University of Oslo, with the contribution of Marek Frankowicz, Jagiellonian University Krakow.

17.30 Closure 1st day

17.30 – 18.30 Poster session

2nd Day (Saturday, 24 October 2009)

09.00 – 10.30 Panel Discussion with representatives from labour market: The role of the Bologna and Higher Education Reform expert vis-a-vis the labour market and the Lisbon Agenda. With the participation of Mr. Krzysztof Chelpinski, Polish Federation of Employers, Mr. Bartłomiej Banaszak, Parliament of Polish Students and ESU Board Member, Mr. Wojciech Szewko, Business Centre Club, Mrs. Melita Kovacevic, University of Zagreb and Mr Roland Sommer, Federation of Austrian Industries.

11.00 – 12.00 ‘Your time slot’: this session will provide participants with an open opportunity to address the plenary with some burning issues related to Competences for the Future and the role of the Bologna / Higher Education Reform experts (new constructive ideas and proposals, innovative practices, topics of interest, etc.)

12.00 - 12.30 concluding session

2. Participants

Approximately 120 Bologna experts have participated in the workshop, including quite a big number of countries which are not yet part of the Bologna process. Two participants from Georgia attended the seminar – Mr. Abdul Kakhidze (Batumi) and Tinatin Zurabishvili (Telavi).

3. Main message of the seminar

Universities should do their best in order to make sure that the qualifications received by the university graduates are relevant for their future professional carriers; discussions held during the seminar (both plenary sessions and the working groups) were focused on the possible ways to achieve this goal; importantly, representatives of the so called “world of work” were also participating in these discussions; and results of a few research projects in this area were also presented.

4. Relevance of the seminar for Georgia

In Georgia, as in all countries that are part of the Bologna process, the problem of employability of the graduates is very acute; it is much more problematic in Georgia compared to the EU countries. Hence, it should be claimed that similar discussions should certainly take place in Georgia as well. Dialogues with the potential employers, as well their involvement in the design of university curricula (especially – in cases of applied disciplines) are necessary part of future success of Georgian university graduates.

Hence, the main message of this seminar for the Georgian higher educational system is the need to start respective dialogue. At the same time, there are certain risks that Georgia should be aware of, namely:

- it's never possible to determine complete list of the potential employers, hence, whatever conclusions are reached during the dialogue, they should be treated with certain caution, and the universities should be able to broaden conclusions made during the discussions;
- provided fast development in the areas of modern scholarship, no curriculum will be able to offer skills that will be sufficient for the entire professional carrier of the graduates, hence, it should be well understood that additional educational programs/professional trainings will necessarily be part of the successful professional carrier of the graduates;
- Although training for the future job is one of the main tasks of the universities, the overall and, possibly, most important goal that the universities have in any society is to contribute to development of active citizens who are able to think critically.

One more important issue to consider in the Georgian case is the possibility to introduce QA in terms of work placement. We are not familiar with this concept yet, but this will probably start developing in the countries that are part of the Bologna process.

5. Activities to implement in Georgia in terms of the topics discussed during this seminar

Speaking about the situation in Georgia, the starting point could be the following: The universities should establish continuous system of tracking their graduates and, specifically, employment of their graduates according to the qualification received. So far, such information is not available in Georgian

universities, except a few private HEIs. In addition to collecting information about employment histories of their graduates, the universities may also be interested in regularly updating post-university educational programs (trainings, short courses, etc.) their graduates may be involved in (life-long learning, etc.)

Second necessary step would be continuous dialogue of the representatives of academic programs offered to the students with the “world of work”, in order to find out how the potential employers evaluate level of education of the graduates. Decision about the actual involvement of the professionals in designing the curricula would be better to make individually for each of the programs offered, although two considerations are worth to be mentioned here:

- a) when we speak about academic higher education, we should, to the extent possible, make sure that the curriculum is not very technical and narrow, but also offers opportunities for personal development; and
- b) There is no way to know in advance where the graduates will try to find their jobs, hence, maximum of opportunities should be considered.

Related to the previous point – it seems important to reconsider the requirement of the Georgian Law on Higher Education, requiring university professors to hold a PhD in order to be able to teach in the HEI. There are certain fields where Georgia needs qualified professionals, but which cannot be mastered in the academic environment only – to name just a few, winemaking, tourism, even journalism. These areas would be best taught by practitioners, NOT by the academics.

More attention should be devoted to development of learning outcomes at the level of both teaching courses and academic programs.

It would also be highly recommended for the universities to develop adult learning programs in the areas that are of high demand – sometimes it would be better to offer credits for those who successfully participate in these programs, but sometimes such programs may be without any credits.

Finally, it seems crucial in the Georgian case to be able to find good solutions in respect to internships – both in terms of organizations where the students will be placed for their internships and in terms of the conditions under which they will be placed there. Till now, many universities pay the organizations for admitting their students for internships – for instance, they pay schools for admitting pedagogy students for internships, and in addition, they pay certain teachers at those schools for supervising the students during the period of internship. Ideally, the universities should only pay for supervision, NOT for

organizational acceptance of the students, since any organization accepting interns is also interested in having them, and they make them do certain job at no cost, or at a very minimal cost. This can be one of the guarantees of the future employment.

6. Presentations made during the seminar

Detailed information about the seminar and all presentations are available at:

<http://warsaw2009.bolognaexperts.net/>

Structuring doctoral programmes - a means for continuous improvement

Second EUA-CDE Workshop:

Irine Darchia

10-11.12.2009, Zagreb, Croatia

1. Event programme

Thursday, 10 December 2009

8:30 – 9:00 Registration

9:00 – 10:30 Welcome address and Keynote speech

Melita Kovacevic, Vice-Rector for Science and Technology, University of Zagreb, Croatia and EUA-CDE Steering Committee Member Keynote speech Chair: Jean Chambaz, Vice President for Research, Pierre et Marie Curie Faculty of Medicine, France and EUA-CDE Steering Committee Chair

Daniel Denecke, Director of Best Practices at the Council of Graduate Schools (CGS), United States

11:00 – 13:30 Working Group Session I

WG 1: How and why to attain critical mass?

Chair: Jean Chambaz, Vice President for Research, Pierre et Marie Curie Faculty of Medicine, France and EUA-CDE Steering Committee Chair

Hans Lindquist, Vice Dean of the Faculty of Humanities and Social Sciences, Växjö University, Sweden

WG 2: How to balance the tasks of doctoral candidates?

Chair: Thomas Ekman Jørgensen, Head of Unit, Council for Doctoral Education, EUA

Verity Elston, Deputy Dean, Ecole Polytechnique Fédérale de Lausanne, Switzerland

WG 3: What needs to be structured?

Chair: Melita Kovacevic, Vice-Rector for Science and Technology University of Zagreb, Croatia and EUA-CDE Steering Committee Member

Helmut Brentel, Executive Director, Johann-Wolfgang-Goethe-Universität Frankfurt-am-Main, Germany

14:30 – 17:00 Working Groups Session II

WG 4: The role of structured programmes at different institutional levels

Chair: María Morrás Ruiz-Falcó, Vice Rector for International Relations, Universitat Pompeu Fabra, Spain and EUA-CDE Steering Committee Member

Katja Breskvar, Head of Doctoral School, University of Ljubljana, Slovenia

WG 5: How to balance creativity and structure?

Chair: Berit Rokne, Professor, Section for Nursing Science, University of Bergen, Norway and EUA-CDE

Steering Committee Member

Christiane Wüllner, Central Coordination, Officer, Ruhr-Universität Bochum, Germany

WG 6: Building a research community

Chair: Amélie Mummendey, Professor of Social Psychology Friedrich Schiller University Jena, Germany and EUA-CDE Steering Committee Member

Gerold Baier, Lecturer in System Biology, University of Manchester, United Kingdom

Friday, 11 December 2009

9:00 - 10:30 Working Groups Reports

Chair: Alexandra Bitusikova, Senior Adviser, Council for Doctoral Education, EUA

11:00– 12:30 plenary discussion of recommendation and follow-up

2. Participants.

Second EUA-CDE Workshop attended 70 representatives from 28 countries. From Georgia, with National Tempus Office funding, the meeting attended representative from Ivane Javahkishvili Tbilisi State University Plenipotentiary and unique Georgian member of European University Association Council for Doctoral Education.

3. Conference aims, problems and results:

Second EUA-CDE Workshop aimed: solving various problems which rose up among Bologna process participant countries concerning reforms in PhD Programmes, Planning future development priorities for European Doctoral Education, also sharing experiences and deepening international relationships.

Main points discussed on plenary meetings:

- How and why to attain critical mass?
- How to balance the tasks of doctoral candidates?
- What needs to be structured?
- The role of structured programmes at different institutional levels
- How to balance creativity and structure?
- Building a research community

“Building culture for change” six work groups functioned in addition with the plenary meetings

1. Council of Graduate Schools (CGS), United States - sharing experiences;
2. How and why to achieve critical mass
3. How to balance the tasks of doctoral candidates
4. What needs to be structured?
5. The role of structured programmes at different institutional levels
6. How to balance creativity and structure
7. Building a Research Community

Each participant had an opportunity to work with two workgroups.

<http://www.eua.be/events/second-eua-cde-workshop/presentations/>

On the last section workgroups represented results, conclusions and findings concerning their working topics.

http://www.eua.be/fileadmin/user_upload/files/Newsletter_new/Structuring_Doctoral_Education_conclusions_ppt.pdf

4. Conference relevancy for Georgia:

Main problems and aspects discussed on Second EUA-CDE Workshop fully correspond to structural, economical and conceptual problems of Georgian Higher Educational Institutions.

5. The advantage of European doctoral education:

- Stable funding of Doctoral education (various systems: funding of University, research, PHD student);
- Social guaranties for PhD students (depends on country);
- Doctoral programmes based on funded research;
- Modernized and constantly upgraded infrastructure (laboratories, libraries, electronic resources and etc.)
- High level of confidence and prestige towards “Old European Universities”;

The similar problems of European and Georgian Doctoral programmes:

- New structured Doctoral Programs – made up in correspondence of Bologna process requirements;
- Various unanswered questions about Doctoral Education structure and content;

- Administration problems in Doctoral Education;
- Research assessment system in process of formation;
- Doctoral programmes quality assurance in process of formation;
- Obstacles in creation national and international networks of Doctoral Education;
- Legal problems and questions concerning joint Degrees;

6. Recommendations, worked out from plenary meeting presentations, discussions and workgroup reports

General recommendations for Institutions and State Structures

1. Funding (or co-funding) of Doctoral Education especially humanities and fundamental studies from State budget to gain stable Doctoral Education and scientific research system;
2. Development of institutional, regional, national and international strategies for whole Europe, for future development of structuring doctoral programmes;
3. Development of university Standards for Doctoral Education programmes;
4. Improvement of formal and informal communications among scientific society;
5. Deepening the inter-faculty/inter-disciplinary relationships for providing inter-faculty/inter-disciplinary PHD programmes and courses;

Specific Recommendations for HEIs

6. Defining Scientific Priorities, according to human and personnel resources of HEIs.
7. Supporting research at university level (especially if PhD students participate in research process)
8. Considering research components in PhD programme developing and implementation process. (Working in research groups, communications with supervisor, research planning and monitoring);
9. Offering courses to PhD students, that deepen knowledge, advanced methodologies and exposing to research discussions.
10. Regular monitoring of Doctoral research educational process, on the basis of self-appraisal.
11. Achieving critical mass, by teaching and working in interdisciplinary environment.
12. Offering research thematic that increase the depth of the individual research.
13. Including PhD students in various scientific discussions, during the PhD programme.
14. Opportunities for PhD students to assist a professor and participate in various research processes.

15. Defining rights and responsibilities of PhD student, with university regulations/contracts and etc.
16. Taking care of professional development of involved academic staff. Cooperative work of administrative staff and academics for making Doctoral Education truly internationalized. Inform scientific supervisors of any changes providing in European Doctoral Education.

7. For additional information about the Second EUA-CDE please visit the link

<http://www.eua.be/events/eua-cde-annual-meeting/programme>

Work group 1

How and why to achieve critical mass

Why?

- The lonely researcher is history
- We need to build a doctoral community based on the institutional priorities in
- research – build on strength
- Critical mass has the potential research quality
- Increases motivation of the doctoral candidates
- Leads to higher productivity
- Increases accountability
- Better possibilities for funding
- Increases the depth of the individual research

How?

- Critical mass and research intensity can be attained using different strategies
- A question of content rather than numbers
- Building networks and clusters
- Using inter- and intra-disciplinary co-operation
- Regional, national and international strategies

Work group 2

How to balance the tasks of doctoral candidates

The core component of doctoral education is research

- Research practice should significantly prevail over coursework
- The research project should build the capacity of autonomous research
- Original research corresponding to and being communicated according to the
- criteria of the discipline

Coursework

- Deepens knowledge, advanced methodologies and exposing to the research
- discussions
- Opportunities for career developments
- Should make sense for the individual research and career projects
- Minimum and maximum requirements

Teaching/research assistantships

- Clear contractual and balanced arrangement
- Activities should be part of professional development – not only for financing or
- dependent on research agendas outside the candidate's own research
- Part of high-level academic education

Status of the doctoral candidate

- Recognised as an early stage researcher
- Should contain clear rights and duties

Work group 3

What needs to be structured?

Making faculty take responsibility and ownership

- Developing awareness of supervisors
- Professional development of faculty

Looking at output and outcomes

- Structures to improve completion
- Financial support is important to improve completion rates
- Part time arrangements
- Securing a wide spectrum of competencies developed through research

Data collection

- Monitoring progress

Nurture support structures for a research culture

- Extending support for research capacity and infrastructure for all disciplines
- Developing continuous self-assessment

Work group 4

The role of structured programmes at different institutional levels

Who decides what – and where?

- Government regulations – should recognise university autonomy
- Universities should independently develop strategies and standards for doctoral education based on the research strategy of the institution
- Including freedom to choose to implement credit systems or similar
- Limit the number of different doctorates
- Do not over regulate at the top – do not under regulate at the bottom

Diversity of models according to university culture

- Providing transparent supporting structures
- Have clear decision processes
- Universities must be accountable based on self-evaluation

Work group 5

How to balance creativity and structure

- There is no contradiction between creativity and structures
- Excellence comes with excitement
- Structures must be flexible to foster creativity as a process and originality
- Admission should take into account the creative potential of the candidate
- Finding an individual balance between research and coursework

Work group 6

Building a Research Community

The research community should be self-organised

- Open to society and to other stakeholders

Structuring the community

- Physical space to accommodate informal communication
- Events
- Build bridges to MA and postdoc level
- Problem-based approach to inter-disciplinary communities

Building collective identity and recognising the community and organisation of doctoral candidates

- Part of institutional strategies and included in self-assessment

Dedicated and sustainable funding for community building

Bologna Ministerial Anniversary Conference 2010

Lali Bakradze

11-12.03.2010, Budapest & Vienna

1. Conference programme

Thursday 11 March 2010

10.00-12.00 Registration / Budapest Parliament

11.30 Press briefing

13.00 Ministerial Conference - First Session Part One / Budapest Parliament

OFFICIAL OPENING

István Hiller, Minister of Education and Culture, Hungary

Màrius Rubiralta, Secretary General of Universities, Ministry of Education, Spain

Androulla Vassiliou, EU Commissioner for Education, Culture, Multilingualism & Youth

THE EUROPEAN HIGHER EDUCATION AREA: ACHIEVEMENTS, CHALLENGES AND PERSPECTIVES

- Degree and Curriculum Reform
- Cooperation in Quality Assurance
- Don F. Westerheijden, Researchers' Consortium Gerhard Riemer, BUSINESSEUROPE
Sjur Bergan, Council of Europe Jens Vraa-Jensen, Education International
Achim Hopbach, European Association for Quality Assurance in Higher Education
Lars Nielsen, European Association of Institutions in Higher Education
Ligia Deca, European Students' Union Jean-Marc Rapp, European University Association
David Crosier, Eurydice
- Ministerial discussion

15.00 Ministerial Conference - First Session Part Two / Budapest Parliament

THE EUROPEAN HIGHER EDUCATION AREA: ACHIEVEMENTS, CHALLENGES AND PERSPECTIVES

Mobility and Recognition - Don F. Westerheijden, Researchers' Consortium

Sjur Bergan, Council of Europe

Jens Vraa-Jensen, Education International

Lars Nielsen, European Association of Institutions in Higher Education

Ligia Deca, European Students' Union - Jean-Marc Rapp, European University Association

David Crosier, Eurydice - Stamenka Uvalic-Trumbic, UNESCO

Ministerial discussion

Closing: István Hiller Minister of Education and Culture, Hungary thereafter

Transfer to Vienna (Austria)

Friday 12 March 2010

09.00 Ministerial Conference – Second Session Part One

THE EUROPEAN HIGHER EDUCATION AREA: ACHIEVEMENTS, CHALLENGES AND PERSPECTIVES

Social Dimension - Don F. Westerheijden, Researchers' Consortium

Ligia Deca, European Students' Union - Jean-Marc Rapp, European University Association

David Crosier, Eurydice

Ministerial discussion

11.00 Ministerial Conference – Second Session Part Two

The European Higher Education Area:

Achievements, Challenges and Perspectives Essence and Impact

Lars Nielsen, European Association of Institutions in Higher Education

Ligia Deca, European Students' Union

Jean-Marc Rapp, European University Association

13.00 Press conference

13.00 Joint Luncheon

14.30 Bologna Policy Forum – Part One / Hofburg Imperial Palace

Key note by Juan Ramon de la Fuente

President of the International Association of Universities

Parallel working groups on:

- The role of higher education in the global knowledge society: How do systems and institutions of higher education deal with the challenges of responding to multiple expectations?
- Brain drain – brain gain – brain circulation: a matter of perspective or different realities? What does it mean for societies in general and for higher education systems?
- Cooperation and competition – which is winning out or can they coexist in international higher education?

17.30 Bologna Policy Forum - Part Two / Hofburg Imperial Palace

18.30 End of conference

2. Participating countries

Conference was attended by 253 representatives of 47 Bologna process member country delegations, also 60 representatives of international organizations (European Commission, Council of Europe, UNESCO European Centre for Higher Education, European Association of Institutions in Higher Education, European Students' Union, and European Association for Quality Assurance in Higher Education, Education International Pan-European Structure, and BUSINESS EUROPE)

On the second day of conference representatives from 23 countries (Argentina, Brazil, Canada, China, Columbia, Egypt, Ghana, Israel, Japan, Jordan, Kyrgyzstan, Malaysia, Mali, Mexico, Morocco, New Zealand, Philippines, Saudi Arabia, Senegal, South Africa, Thailand, Tunisia, USA) also attended the "Policy Forum"

3. Budapest-Vienna Declaration (Main Message)

1. "We, the Ministers responsible for higher education in the countries participating in the Bologna Process, met in Budapest and Vienna on March 11 and 12, 2010 to launch the European Higher Education Area (EHEA), as envisaged in the Bologna Declaration of 1999."

2. Second message is based on our agreed criteria for country membership; we welcome Kazakhstan as new participating country of the European Higher Education Area. Though, the membership of bologna process does not always implicate plenipotentiary membership of European Higher Education Area.

In accordance the existence of European Higher Education Area was declared, which was established based on principals of bologna communiqués and declarations and 3 characteristics indicated in Bergen communiqué:

- The European Standards and Guidelines (ESG) for quality assurance
- Qualification Frameworks
- Recognition policies

Declaration says: "We have taken note of the independent assessment and the stakeholders' reports. We welcome their affirmation that institutions of higher education, staff and students increasingly identify

with the goals of the Bologna Process. While much has been achieved in implementing the Bologna reforms, the reports also illustrate that EHEA action lines such as degree and curriculum reform, quality assurance, recognition, mobility and the social dimension are implemented to varying degrees. Recent protests in some countries, partly directed against developments and measures not related to the Bologna Process, have reminded us that some of the Bologna aims and reforms have not been properly implemented and explained. We acknowledge and will listen to the critical voices raised among staff and students. We note that adjustments and further work, involving staff and students, are necessary at European, national, and especially institutional levels to achieve the European Higher Education Area as we envisage it. “

Thus the European Higher Education Area exists virtually, but for converting it into reality it is important to implement all the agreements done through Bologna Process. It is clearly declared, that the Ministers are committed to the full and proper implementation of the agreed objectives and the agenda for the next decade set by the Leuven / Louvain-la-Neuve Communiqué 2009:

- Introduction
- Qualifications Frameworks / Three-Cycle System
- Joint Degrees
- Mobility
- Recognition
- Quality Assurance
- Social Dimension
- Employability
- Lifelong Learning
- EHEA in a global context
- Stocktaking

Once again was stated that after 10 years of Bologna implementation there is still lack of information and relevant communication with all parties interested is absolutely needed.

“Second Bologna Policy Forum, Vienna, 12 March 2010”

First Bologna Policy Forum was held in 2009 in Leuven / Louvain-la-Neuve summit, where also participated representatives of non-Bologna countries. Forum aims to keep worldwide dialogue. In

Vienna - the Second Bologna Policy Forum participated: 47 Bologna countries and representatives of 23 non-member countries.

Bologna Policy Forum – Part One

3 main aspects have been discussed:

- The role of higher education in the global knowledge society: How do systems and institutions of higher education deal with the challenges to response to multiple expectations?
- Brain drain – brain gain – brain circulation: a matter of perspective or different realities? What does it mean for societies in general and for higher education systems?
- Cooperation and competition – which is winning, or can they coexist in international higher education?

These aspects reflected in Forum Report which was adopted by representatives from 70 countries.

The main message of Policy Forum was:

“Higher education systems and institutions respond to growing demands and multiple expectations, discussed mobility of staff and students, including the challenges and opportunities of “brain circulation”, and the balance between cooperation and competition in international higher education.

To address the great societal challenges, we need more cooperation among the higher education and research systems of the different world regions. While respecting the autonomy of higher education institutions with their diverse missions, we will therefore continue our dialogue and engage in building a community of practice from which all may draw inspiration and to which all can contribute

To facilitate policy debates and exchange of ideas and experience across the European Higher Education Area and between countries, institutions and organizations participating in the Second Bologna Policy Forum, we will each nominate a contact person and inform the Bologna Secretariat by May 31, 2010. These contact persons will also function as liaison points for a better flow of information and joint activities, including the preparation of the next Bologna Policy Forum at ministerial level.

Cooperation based on partnership between governments, higher education institutions, staff, students and other stakeholders is at the core of the European Higher Education Area. This partnership approach should therefore also be reflected in the organisation of the next Bologna Policy Forum at ministerial level in 2012.”

4. Conference Relevancy for Georgia

Georgia is a Bologna Process member country, and also aim the integration in European structures, thus it is very important to analyse all the achievements and failures of the Bologna process. International organizations reported the reforms proceeded in 46 countries. On European level it is clearly declared that a huge work have been done to redesign the educational structure, but quite a few for content replacement. As it is said in students' publication, which is based on research in 46 countries – despite all, even now core matters are:

- Moving up a gear with mobility
- A commitment to education for all
- National Action Plans for the social dimension
- Stronger student participation
- Action on NQFs
- Enhancing employability
- Mainstreaming Lifelong Learning as an integral part of the education system
- Developing doctoral education by ensuring equal support to all doctoral students
- Developing a relationship with the rest of the world based on cooperation and sustainable development

Qualification framework is certified in only 6 countries. Towards the Qualification Framework development process it was admitted, that it is most difficult to run it through the practical work.

5. Activities which Georgia should provide for the further implementation of the Bologna Process:

First of all, we should give a glance at Bologna Process principals' execution matters, for this we can use reports of researches made for bologna process.

- High quality higher education for all
- Cater for the diverse student and societal
- Needs
- Equal opportunities for all, free from discrimination
- Student participation
- Academic freedom

- Education as both a public good and a public responsibility

The Budapest – Vienna Declaration concerning European Higher Educational Area was translated into Georgian and published on web site of the Ministry of Education and Science of Georgia -

www.mes.gov.ge

6. Presentations of the conference

Please check the link below:

http://www.ond.vlaanderen.be/hogeronderwijs/bologna/2010_conference

National Qualifications Frameworks and the European Overarching Frameworks

15 April 2010, Dublin, Ireland

Ketevan Gurchiani

1. Schedule

- 9.00 Opening addresses: Facilitator – Pat Leahy, Political Editor, Sunday Business Post Sean Haughey, T.D., Minister for Lifelong Learning – Michael Kelly, Chair of Higher Education Authority – Paul Haran, Chair of the National Qualifications Authority of Ireland – Gordon Clark, Head of Unit 1, Co-ordination of Lifelong Learning Policies at Directorate for Education and Culture, European Commission
- 9.40 Overview of Conference Themes – Bryan Maguire, Higher Education and Training Awards Council (HETAC)
- 11.15 Reactions to issues: Why two meta-frameworks? Mike Coles, Senior Researcher, Qualifications and Curriculum Development Agency, England – Edwin Mernagh, Independent Consultant
Reactions from Irish National Team of Bologna Experts
- 12.00 Reactions to issues: Role of qualifications frameworks in relation to recognition and mobility
Wilfried Boomgaert, Flemish Ministry of Education and Training (Belgium) – Bartley Rock, Bologna Expert and former USI Education Officer – Elisabeth Sonnenschein, Central Office for Foreign Education in the Secretariat of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany
- 12.40 Reactions to issues: European Directives and qualifications frameworks – Stan Lester, Independent Consultant – Anne-Marie Ryan, Chair of the Working Group Education Training & Competencies (WG ETC) of the European Council of Nursing Regulators (FEPI) and Chief Education Officer, An Bord Altranais
- 14.50 Reactions to issues: Sectoral qualifications and the links with national and meta-frameworks Pre-recorded reactions from Brian Joyce, Irish Aviation Authority and Frank Mockler, ECDL Foundation Jens Bjornavold, European Centre for the Development of Vocational Training (Cedefop) Sjur Bergan, Council of Europe
- 15.30 Reactions to issues: Global frameworks, the international perspective, issues and opportunities/challenges – Arjen Deij, European Training Foundation – John Dawkins, Chair of

Australian Qualifications Framework Council – Meredith Edwards, University of Canberra – Cliff Adelman, Institute for Higher Education Policy

16.10 Short plenary and closing address

Informational boards gave information about core tendencies and projects:

- General EQF stand (hosted by National Qualifications Authority of Ireland);
- General Bologna stand (hosted by the National Academy for Integration of Research, Teaching and Learning [NAIRTL]);
- The compatibility of Qualifications in Ireland and New Zealand project (represented by Prue Wilson, Senior Policy Analyst, Strategic and Corporate Policy, New Zealand Qualifications Authority);
- SECCOMPAT project: EQF AND COMPATIBILITY OF SECTORAL QUALIFICATIONS BETWEEN COUNTRIES (No. 137852-LLP-2007-LT-KA1EQF) (represented by Vidmantas Tutlys, Centre for Vocational Education and Research, Vytautas Magnus University, Lithuania);
- Tuning Project - Nursing (represented by Inger-Margrethe Jensen, VIA University College Faculty of Health Sciences, Denmark);
- National Europass Centre and Qualifications Recognition (National Qualifications Authority of Ireland);
- Publications stand.

2. Conference participants

Conference attended representatives from ministries of education of various countries, accreditation agencies, university official representatives and NQF development group members.

3. Conference Main Topic

The main topic of the conference was - how is it possible, that the two meta- frameworks ensure Lifelong Learning, recognition of degrees and promotion of mobility.

Qualifications frameworks offer this potential. Frames should be used actively in the mobility / recognition process.

Regardless of which qualifications framework will be chosen by country to discuss as starting point, for the effectiveness of the qualification framework, it is essential that the national qualifications framework reflects national priorities and problems.

4. The relevance of the workshop for Georgia

Information concerning the national qualifications framework helps involved parties to better understand problems and questions such as - how can we use the national qualifications framework in the self - certification process before and after the process. What should be starting point for the NQF implementation, how to avoid copying other systems.

Qualifications frameworks will facilitate achieving of following goals:

- Lifelong Learning
- recognition of degrees
- mobility
- employability

5. Activities to be carried out in Georgia:

The most acute issue is approval and adoption of the already developed version of national qualifications framework. In March 2010 the working group has finished final discussion of the NQF draft, but it has not yet been approved and the consultations are already terminated. For the working group, as well as the academic society at large it is still unclear when and in what form this document will be adopted.

NQF - is actually of a descriptive nature, turned out to be a motivating action for enhancement of learning and research quality in many European countries. To use NQF as a stimulus for quality enhancement will be the most important aspect of its implementation in Georgia.

6. Seminar presentations

Information concerning the seminar presentations is available on the link below:

<http://www.nqai.ie/QualificationsFrameworksConference2010.html>

Recognition in Higher Education – How To Make Work It!

Mikhail Basilaia

7-9 June 2010, Tallinn, Estonia

1. Programme

Monday, 7 June 2010

9.30 - 12.00 HEREs-EACEA roundtable

9.30 - 12.00 Seminar for NA representatives dealing with National Teams of Bologna Experts

9.30 - 13.00 Registration for Bologna and Tempus Higher Education Reform Experts

13.00 - 15.00 Recognition: Principles and Tools

- Lisbon Convention Post 2010 - Carita Blomqvist, Finnish National Board of Education and President of the Bureau of the Lisbon Recognition Convention
- ECTS as a Tool for Recognition - Vera Stastna, Charles University Prague
- What are the Learning Outcomes and What are not? - Bologna Expert Anthony Vickers
- Diploma Supplement - Leonard Van der Hout, Bologna Expert and Head International Affairs at Hogeschool van Amsterdam
- The aim of the 'Principles and Tools' Session is to refresh memories and upgrade the knowledge level of the audience consisting of both Bologna and Tempus Higher Education Reform Experts.

15.30 - 16.15 Opening Plenary with contributions by Arthur Mettinger (Seminar Chair), Rein Raud (Rector Tallinn University), Lene Oftedal (EAC), Jacques Kemp (EACEA) and Andy Gibbs (on the buddy system novelties)

16.15 - 16.45 Information Session on the Virtual Community for Bologna and Tempus Higher Education Reform Experts (state of the art, new developments for 2010-2011, helpdesk during the Tallinn seminar, etc.) - by Anthony Vickers, Bologna Expert and Antonio De Marco, Creative Director Youth Agora

A helpdesk will be provided at certain time slots during the Tallinn seminar for Experts who wish to learn more about the Virtual Community features, update their profiles, upload their pictures, exchange views and comments etc.

16.45 - 17.45 Keynote 1 followed by Q&A

- Keynote 1: ‘Recognition: General Overview and Latest Developments’ by Gunnar Vaht, Head of the Estonian ENIC-NARIC

09.00 - 11.00 Keynotes 2 - 4 followed by Q&A

- Keynote 2: ‘The ESN PRIME Project - The Students’ Perspective’ by Marketa Tokova, ESN President
- Keynote 3: ‘Recognition in Higher Education in Lebanon’ by Chafic Mokbel, HER Expert Lebanon
- Keynote 4: ‘Recognition and Recruitment: The viewpoint of Industry/Enterprise’ by Toomas Tamsar, Pärnu Konverentsid, Estonia
- Report on the ECTS/DS Label Applications by Ruud Wallis de Vries, EAC Location: Tallinn Hall, M-218

11.00 - 11.30 Coffee break and Poster session

11.30 - 13.30 Workshops 1 - 4

- Workshop 1: Lisbon Convention and Global Recognition (foreign degrees) -Trainers:
 - Group A: Luciano Saso, La Sapienza University, Roma and Aleksandr Hakobyan, TEMPUS HER Expert, Yerevan State University, Armenia
 - Group B: Jessica Stannard, NUFFIC International Recognition Department and Marketa Tokova, ESN President
- Workshop 2: Access from Bachelor to Master (Vertical Mobility) Trainers:
 - Group A: Arthur Mettinger, University of Vienna and David Baldinger, Austrian Bologna Service Point,
 - Group B: Maria Kelo, Higher Education Expert and Jean-Luc Lamboley, Bologna Expert
- Workshop 3: Applying for the ECTS/DS Label – Trainer(s): Ruud Wallis de Vries, EAC, Misia Coghlan, EAC, Sven Arild Pedersen, Bologna Expert, Norway and Ekaterini Galanaki, Bologna Expert, Greece
- Workshop 4: Linking ECTS & Learning Outcomes - Trainer(s): Anthony Vickers, Bologna Expert and Anna Muraveva, Deputy Director NTO Russia. Due to the number of participants workshops 1 and 2 will be doubled and held by two different teams of trainers.

Workshop number 4 will run with a special focus on the tools offered through the Virtual Community.

14.00 - 14.30 Coffee break and Poster session

14.30 - 16.30 Workshops 1 - 4

16.30 - 17.00 Coffee break and Poster session

17.00 - 18.30 Optional Visit and Info Session on HER at Tallinn University or City Tour
09.00 - 11.00 Workshops 1 - 4
11.00 - 11.30 Coffee break and Poster session
11.30 - 13.30 Workshops 1 - 4
14.30 - 15.30 Closing Plenary and 'Your Time Slot'. with a contributions by Mats Estonius, Vice-rector for research, Tallinn University, and Arthur Mettinger, Seminar Chair

2. Participants of the seminar

180 representatives from 56 countries attended the seminar. The seminar participated representatives from the following institutions: Vienna University, European Commission DG EAC, European Commission EACEA, UNICA, Brussels, Education Services, University of Tallinn, and Tallinn University of Technology.

3. The main message of the seminar

Main topic of the seminar was discussion of documentations related to the recognition of higher education. Special presentation, concerning the present recognition problems, including institutional issues (research in the framework of the students interviewed across the Europe and compared the higher educational institutions regarding the requirements for recognition) has been made.

Current documents and the European institutions /agencies are sufficient to solve the problem of recognition. The real problem is not the lack of them, but the non-fulfilment of existing agreements and the barriers made by the higher educational institutions.

In this regard there were provided examples:

- Good - University by itself is providing the students' documents verification;
- Bad - University demands documents with notary/apostle certification;

The seminar stressed the problems for solving the recognition issues:

ESTC system, the general development of the Diploma Supplement obtained according to the rules, LOLA (Learning Outcomes - Learning and Assessment), the higher educational institutions to encouragement for obtaining the ECTS and DS certificates.

4. Seminar's relevance for Georgia

Workshops 3: Applying for the ECTS / DS Label

Workshops focused on the ECTS / DS and the importance of label obtaining for higher education institutions. The most important (and difficult as well) are the translations of all program course descriptions in English. The ECTS / DS label makes easier the students education recognition, thus this is the easiest way for student documents verification. The reason is that the programs and courses and all related materials (course description, learning outcomes, assessment...) are translated into English.

Workshops 4: Linking ECTS & Learning Outcomes

Workshop was about the rating of learning outcomes, focused on training the rules for writing outcomes, necessary active verbs etc. The definition of correct criteria for assessment is also very important (written tests, oral tests, group work...). Because of increasing importance of LOLA - Learning Outcomes - Learning and Assessment, Georgian Higher educational institutions should also pay attention to it.

On the seminar there was again presented a web – page for the people employed in the field of education - <http://www.bolognaexperts.net/>. Web - site registration required.

There are provided open forums and discussion groups, which are related to various problems of higher education; It is possible to find thematic materials. Web –page is a kind of social network; facilitates the connections and contacts for various countries representatives for comment and to find specific information quickly.

5. The important aspects for the education system of Georgia

From the various issues reviewed on the seminar, the most important topic is LOLA (Learning Outcomes – Learning and Assessment), which is a novelty not only for Georgia, but for many of the European countries. LOLA defines the Learning Outcomes and the study results of higher education institutions courses.

Learning outcomes should be specified together with assessment criteria (how to evaluate training results – written, test, oral exam, some kind of practical work, depends on the individual courses content. There may be several evaluation criteria for every course.). Each program curriculum shall have learning outcomes.

It is also possible to attach the learning outcomes of the program as the diploma supplement.

The structuring of learning outcomes is not an easy process. As a whole seminar, also workshops were mainly dedicated to the learning outcomes creation process. Study results include the drawing up of the selection of verbs, they should be selected for taking with the different criteria: learning what is core in course: Course duration, course specific data rates; Because the seminar focused on the recognition of higher education institutional aspects (higher education institutions should have the opportunity to be

able to recognize the student's higher education Independently which means ECTS system transition) LOLA is important for Georgian higher educational institutions. The materials (including the relevant verbs with indications) are in English. The higher education institutions will need to construct the learning outcomes in English, but it is desirable to translate core materials (including verbs) in Georgian.

For detailed materials please visit the link: http://www.bolognaexperts.net/learning_outcomes/

6. Seminar Presentations Presented at the seminar and all other materials are available at <http://tallinn2010.bolognaexperts.net/content/programme-and-seminar-documents>

The Social Dimension of Higher Education: Building Excellence and Equity

Tinatin Zurabishvili & Abdul Kakhidze

November 22-24, 2010, Nicosia, Cyprus

1. Agenda

Monday, 22 November 2010

12:15 - 12:45 'Social Dimension of the Youth on the Move initiative'

13:45 - 14:15 Introduction to Open Space Groups and update on Experts communication tools

14:15 - 14:45 'Counteracting Social Exclusion. A role for Higher Education?'

14:45 - 15:15 'Implementing the European Universities' Charter on Lifelong learning: shaping inclusive and responsive university strategies'

15:15 - 15:45 'The Goals and Achievements of the Bologna Working Group on Social Dimension'

16:15 - 17:45 Discussion Groups, 1st Round

Tuesday, 23 November 2010

09:00 - 09:30 Start-Up for Life. Education for Entrepreneurship - as a key for Social Mobility for marginalized population. The Israeli Case-Study

09:30 - 09:50 Presentation of the Open Space Groups Programme

09:50 - 10:00 Address by Jacques Kemp, EACEA

10:00 - 10:15 Address by Mónica Holik, EACEA

10:15 - 10:30 ECTS and DS labels - presentation of brochure

11:00 - 12:30 Discussion Groups, 2nd

13:30 - 15:00 Join the Open Space Groups

Wednesday, 24 November 2010

09:00 - 10:30 Discussion Groups, 3rd Round

10:30 - 12:00 Discussion Groups, 4th Round

12:30 - 13:15 Wrap-up session and closing

2. Participants

134 Bologna experts from different countries have participated in the workshop. Two participants from Georgia attended the seminar – Mr. Abdul Kakhidze (Batumi) and Tinatin Zurabishvili (Tbilisi).

3. Main message of the seminar can be summarized as follows:

We should try to increase accessibility of the higher education for those coming from relatively disadvantaged social and economic background; there may be a number of ways to do so, and every country may have specific solutions, but this need exists everywhere, and the Bologna experts should not stay away from this process.

4. Relevance of the seminar for Georgia

Accessibility of higher education is an extremely relevant issue for Georgia, and although this issue is being discussed for the last few years, we don't have the solution yet. The existing statistics show that the applicants from privileged backgrounds have more chances to be enrolled in HEIs and get state funding for their education, simply because they perform better during the entrance exams. Paradoxically, those who depend most on external (e.g., state) funding of their university studies, have less chances to get it.

In Georgia, performance at Unified Entrance Examinations (UEE) to HEIs is so far the only criteria that determines whether the applicant will get state funding for their higher education. The applicants from less privileged backgrounds, who usually come from provincial settlements (hence – worse schools and, often, poor families) can hardly compete with their peers from the capital; their chances to prepare well for the UEE are much lower not only due to the lack of money in their households, but also lack of qualified teachers in their settlements, etc. Even when enrolled at the university, they often face the need to invest more in their education, since living costs (in another settlement) add up to the cost of education.

5. Activities to implement in Georgia in terms of the topics discussed during this seminar

Access to higher education is an issue that can only be solved on an institutional and/or governmental level. At the national level, a system of scholarships could be established specifically targeting applicants from disadvantaged backgrounds. Second, performance at Unified Entrance Examinations could be re-considered and not count as the only criteria to award scholarship. One of the options to consider in this respect is to elaborate a system when the state funding does not get awarded for the entire period of BA

studies (i.e., 4 academic years), but, for instance, for the first year only; and every year the students showing best performance get the scholarship, hence – potentially increasing the number of students having scholarship.

The universities can also work in this direction and provide internal scholarships / waivers of fees to their students. At the same time, I think we should make sure that while solving the issue of accessibility of higher education, no compromise should be made to the quality of education provided.

6. Presentations made during the seminar

Presentations are available at:

<http://www.bolognaexperts.net/nicosia2010/dashboard> (HERE login info may be needed)

Promoting learning Mobility

Giorgi Chantladze and Abdul Kakhidze

21st-23 March 2011, Brussels, Belgium

Programme

1. Introduction by Mr Klaus Haupt, Head of Unit, Tempus and bilateral cooperation with industrialised countries, Education, Audiovisual and Culture executive Agency (EACEA)
2. Welcome addresses by Mrs Helene Skikos, Policy Officer, Cooperation and International programmes, Directorate General Education and Culture, European Commission
3. The EU Higher Education Modernisation agenda, by a representative of Directorate General Education and Culture, European Commission
4. Presentation and debate on ECTS implementation – the concept of students' workload and learning outcome by Mrs Raimonda Markeviciene, Head of International Programmes and Relations Office, Vilnius University, Lithuania and Mr Tim Birtwistle, Professor Emeritus at Leeds Law School, Leeds Metropolitan University, United Kingdom
5. Conclusions

Seminar aims:

- Dissemination of the information concerning the students mobility
- Creation of joint discussion groups of experts and students for discussing various issues concerning the student mobility.

Seminar started on 21st of March, participants were welcomed by:

- Klaus Haupt - Head of Unit Tempus and Bilateral Cooperation with Industrialised Countries -- Education, Audiovisual& Culture Executive Agency
- Helene Skikos - International Policy Officer, Directorate-General for. Education and Culture, European Commission

Raimonda Markeviciene and Tim Birtwistle held the presentation about Recognition & Joint Degrees and presentation of ECTS system. Ms Raimonda mentioned the various dimensions of credit accumulation and Transfers in European system as well as the mental changes which were assembled with the system implementation in Lithuanian High Educational system.

Bernd Wächter – in his presentation (Mapping Mobility in EU) listed the statistic data of student's mobility geography and priority countries though the EU.

Els van der Werf – (Learning Mobility & Work Placements) spoke about the importance of Integration of work placements into the curriculum, as it helps students to find a job after the graduation.

Andy Gibbs – Bologna expert, presented the new achievements of bologna process experts' virtual community.

On 22 of March the seminar was continued in Campus of Erasmus Mundus in 6 workgroups, where the following issues were discussed:

- The placements
- Recognition & Joint Degrees
- Internationalization Strategies & Learning Mobility
- Learning Mobility & the role of the experts
- The ECTS Users Guide

On 23 of March the seminar was continued with the summary session of workgroup moderators, and at the end the representatives where presented to European Union's first astronaut - Frank De Winne (Belgium), who shared his experience and impression to the auditorium, he noted, that his flight to the Earth's orbital station could be considered as one of the motilities to the universe.

Considerable recommendations for Georgian Universities:

It is recommended to encourage Georgian students and academic staff for mobility not only inside, but also outside the country.

It is desirable to pay attention to such important areas, as mobility of students in a successful professional enterprises /organizations for work placement purposes.

For more information please visit the link below

<http://brussels2011.bolognaexperts.net/programme>

Seminar for Bologna Experts Modernization of Curricula

Lali Bakradze

07.06.2011, Oslo, Norway

1. Seminar Programme

Monday, 6 June 2011

10:15 - 11:00 Keynote by Robert Wagenaar followed by Debate: 'Tuning Revisited'

11:30 - 12:15 Keynote by Allan Päll followed by Q&A: 'Student Centred Learning - Toolkit for Students, Staff & HEIs'

12:15 - 12:45 Keynote by Jenneke Lokhof followed by Q&A: 'The Core2 Project'

14:00 - 15:45 Discussion Groups, 1st Round

16:15 - 18:00 Discussion Groups, 2nd Round Tuesday, 7 June 2011 University of Oslo, Library of Humanities and Social Sciences, Georg Sverdrups house, Moltke Moes vei 39, Bildern, Oslo

09:00 - 11:00 Open Space

11:30 - 13:15 Discussion Groups, 3rd Round

14:30 - 15:15 Closing Plenary

15:15 - 16:00 Closing Address

16:00 - 17:00 Wrap-Up Session, Final Remarks and Announcement Lisbon Seminar

1.2. HEREs Roundtable

Wednesday 8th June 2011, 9:30-12:30

Draft Agenda

9.30-9.40

1. Introduction by Mr Klaus Haupt, Head of Unit, Tempus & Bilateral Cooperation with Industrialised Countries; Education, Audiovisual and Culture Executive Agency (EACEA)

2. Presentation and debate on HEREs 2010 activities

9.40-9.55 - HIGHER EDUCATION REFORM EXPERTS: Overview of the Activity Report 2010 by Mr Jacques Kemp, Tempus & Bilateral Cooperation with Industrialised Countries unit; Education, Audiovisual and Culture Executive Agency (EACEA)

9.55-10.45 - The organisation of local activities: events, training, seminars by Mr Andriy Stavytskyy Associate Professor, Economic Cybernetics Department, National Taras Shevchenko University of Kyiv, Ukraine & Prof. Vadym

Zakharchenko, Vice-Rector on Pedagogical Affairs, Odessa National Maritime Academy,
Ukraine

11.00-11.45 - The development of HEREs support to the authorities by Prof. Chafic Mokbel, Balamand
University, Lebanon

11.45-12.30 - Outreach activities: communication, dissemination strategies. By Prof. Vera Dondur,
University of Belgrade; Head of the HEREs team of Serbia; President of National Council for
Science and Technological Development

Conclusions

2. Seminar Participants

2.1 On seminar participated 148 representatives of 47 member states as well as 21 participants from:
Algiers, Israel, Kirgizia, Lebanon, Morocco, Syria, Uzbekistan, Tajikistan, and Turkmenistan. In the
Seminar process participated 14 representatives from: EU commission, Tempus Unit, University of Oslo,
University of Vienna, UNICA, Brussels Education Services, Education Audiovisual and Culture Executive
Agency.

2.2. 8 June -Round Table took place for Tempus countries representatives.

1. Main Message of the Seminar

3.1. The implementation of the Bologna Process and the real function of common European Higher
Education Area is the main message of the seminar. The recognition of qualifications and quality
improvement is impossible without a student-oriented system.

3.2. The roundtable on June 8 was devoted to the reporting of achievements of Tempus programme in
2010 and the activities implemented in (Ukraine, Serbia and Lebanon). In the presentation were
mentioned the implemented activities from Georgian side as well.

4. Seminar relevancy for Georgia

The Seminar was organized in a non-traditional way. In addition of the plenary sessions and workshops
there was an “open space” area, in which the participation was open for everyone.

The Main question of the Session was - ‘TUNING REVISITED’ Modernization of Curricula in Europe and
Beyond: Are we failing? Or are we not succeeding?

In the presentation main points were put on “The role of Profiles, Competences and Learning Outcomes”- the document is a novelty and it was done together with TUNING and ENIC/NARIC in the Core 2 projects.

See the presentations:

Pp_tuning_revisited_wagenaar-oslo_6_june_2011.pdf;

Pp_tuning_revisited_wagenaar-oslo_6_june_2011.pdf)

The Alan pall presented the presentation – “Student Centred Learning”

http://oslo2011.bolognaexperts.net/sites/default/files/110506_bologna_experts_oslo_allan_pall1.pdf

- World has changed – We need a new informational competencies.
- Formal education should provide training for democracy
(Today, it is vitally important to orient the goals of the education system to society needs)
- Each of us have our role to play

The workshop - Using Learning Outcomes in Teaching, Learning and Assessment- Dr Declan Kennedy, Department of Education, University College Cork

1. What are Learning Outcomes?
2. How do I write Module Learning Outcomes and Programme Learning Outcomes?
3. How do I link Learning Outcomes, Teaching and Learning Activities and Assessment?

The workshop - A Practical Approach to Completing the Tuning Degree Profile, by Jenneke Lokhoff

On the Same bases the brochure was established in English and also in Georgian languages

- What is "Quality Profile" document and what is it required for

Transparency is very important in the context of student-cantered learning process. The students need to know in advance what are the consequences of this or that program and what they should expect to achieve from each of them. "Quality Profile" provides a brief, clear and focused way to describe the outcomes of the educational programme. It is an important tool of communication, transparency and recognition.

The Profile consists of seven units:

- General
- Goal
- Characteristics
- Employment and study
- Education style
- Program Competencies
- Program Learning Outcomes

The document is very interesting, but it creates some problems. In it is separately allocated competencies and learning outcomes. Tuning competences and learning outcomes of the project are two sides of one coin. The learning outcomes are provided by the teaching staff and in the process of gaining outcomes, there are developing academic competencies, these results could be formed by the students (thus, competence is an intangible product and it does not exist independently of humans).

Tuning explained- Competence is a dynamic combination of Cognitive and Meta Cognitive skills, demonstrating knowledge and understanding, interpersonal, intercultural and ethical values."

This dynamic combination will be different for every student, and the measurement of this combination and values will be impossible.

In a number of the examples given in the book in its respective competence and learning outcomes almost repeats one another (a history PhD program - individual research competences and learning outcomes).

The workshop “The Strategic Approach to Curriculum Modernisation” – by Vildana Alibabić. The University of Bihać. Bosnia and Herzegovina.

The workshop was presented on the bases of Bosnia Herzegovina Model. In reality the country does not really have a strategic approach and the Higher education institutions have to provide the changes depending on their decisions.

“Open space”- Types-of-student-mobility-by Jochen Hellmann

Eight Types of Student Mobility

Degree Mobility

- Full Degree Mobility
- Intercycle Mobility

Credit Mobility

- unstructured
- semi-structured
- structured

Unstructured

- Unstructured Self-organised Individual Mobility
- Short organised Group Mobility (type summer school)

Semi-structured

- Semi-organised Individual Mobility (Erasmus-type)
- Mobility Window (not mandatory)

Structured

- Mobility Window (mandatory)
- Integrated Mobility (type joint programme)

There was also provided an open discussion concerning the credits, which was headed by the Ruard Wallis de Vries.

5. Measures to be taken in Georgia, in terms of the modernization of curricula:

1. It is important to establish guidelines to develop "learning outcomes". The translation of Dyclan Kennedy brochure - Writing and Using Learning Outcomes: practical guide will be good for Georgia as well.
2. Seminars should be conducted in connection with the establishment of learning outcomes. Learning outcomes must be clear and measurable.
3. It is necessary to create a dictionary of higher education, including the terms used by Bologna Process, the European Union and in other documents of North America. These terms often have contradictory meanings or a different nature.
4. Also it would be interesting and useful to form the correct definition of Mobility and to include it in the form of the term. I consider it especially important to introduce such term, as "mobility windows". It would be important if representatives of the Ministry of Education and Science, would be involved in Bologna working groups in the process of the upcoming changes in terms of the credits

6. Other presentations of the conference

- Different Approaches to Learning & New Profiles of Learners.ppt
- How to Individualize Mass Teaching Programmes.pdf - Bolgna_presentation_uio_doris_jorde.pdf

Promoting Creativity – cultivating the research mindset

4th EUA-CDE Annual Meeting

Irine Darchia 9-10 June 2011, Madrid, Spain

Programme

Thursday, 9 June 2011

9.00 - 10.00 Registration - Foyer, Rectorado Building

10.00 - 10.30 Welcome Address - Aula Magna, Rectorado Building

Daniel Peña Sánchez de Rivera, Rector, Carlos III University of Madrid, Spain

Lucía Figar de Lacalle, Education Counsellor of the Community of Madrid, Spain

Lesley Wilson, Secretary General, European University Association (EUA)

Carmen Vázquez García, Vice-Chancellor for Postgraduate Studies and Quality, Carlos III University of Madrid, Spain

10.30 -12.00 Plenary I - What is Creativity in Research? - Aula Magna, Rectorado Building, Chair: María Morrás Ruiz-Falco, EUA-CDE Steering Committee Member and Delegate for the Internationalisation of Doctoral Studies, Pompeu Fabra University, Spain

Yehuda Elkana, President and Rector Emeritus, Central European University (CEU), Hungary and Visiting Scholar, Max-Planck-Institute for the History of Science, Germany

Kevin Byron, Enterprise Education Co-ordinator, The Learning Institute, Queen Mary, University of London, United Kingdom

13.30 – 14.30 Parallel Paper Session I

Participants will be invited to attend one of six parallel paper sessions

14.30 – 15.30 Plenary II – EUA-CDE Project Work in Doctoral Education (ARDE and CODOC) Aula Magna, Rectorado Building - Chair: Berit Rokne, EUA-CDE Steering Committee Member and Deputy Rector, University of Bergen, Norway.

Joanne Byrne, Project Officer, European University Association (EUA)

16.00 – 17.00 Parallel Paper Session II

Participants will be invited to attend one of six parallel paper sessions

17.00 – 17.30 Business Meeting - (CDE members only) - Aula Magna, Rectorado Building

Friday, 10 June 2011

9:00 - 10:30 Plenary III – Research, creativity and practice - Aula Magna, Rectorado Building

Chair: Amelie Mummendey, Vice-Rector of the Jena Graduate Academy, Friedrich Schiller University Jena, Germany and EUA-CDE Steering Committee Members

- Andreas Spiegl, Vice-Rector for Education and Research, Academy of Fine Arts, Austria
- Gülsün Saglamer, Former Rector, Istanbul Technical University, Turkey
- Colin Pilbeam, Director PhD Programme, Cranfield School of Management, United Kingdom
- Hannele Niemi, Professor of Education and former Vice-Rector for Academic Affairs, University of Helsinki, Finland

11:00– 12:30 Speakers' Corner- Aula Magna, Rectorado Building

Chair: Melita Kovacevic, EUA-CDE Steering Committee Member and Vice-Rector for Science and Technology, University of Zagreb, Croatia

14:00 – 14:30 Plenary IV - The European Research Area and the Innovation Union Aula Magna

Chair: Lesley Wilson, Secretary General, European University Association (EUA)

- Octavio Quintana-Trias, Director, Directorate B – European Research Area, Directorate-General for Research and Innovation, European Commission.

14:30 – 15:30 Stakeholder panel - Aula Magna, Rectorado Building

Chair: Lesley Wilson, Secretary General, European University Association (EUA)

- Georges Bingen, Head of Unit, C3 Marie Curie Actions, Directorate-General for Education and Culture, European Commission.
- Stina Vrang Elias, Managing Director, Danish Business Academy (DEA), Denmark
- Ludovic Garattini, President, European Council of Doctoral Candidates and Junior Researchers (Eurodoc)

15.30 – 16.15 Closing Plenary - Aula Magna, Rectorado Building

- Outcomes from paper sessions -Alexandra Bitusikova, EUA-CDE Senior Advisor and Vice-President for Research, University Matej-Bel, Banska Bystrica, Slovakia
- Jean Chambaz, Vice-President for Research, Pierre and Marie Curie University, France and EUA-CDE Steering Committee Chair

1. Seminar Participants:

4th EUA-CDE Annual Meeting Promoting Creativity – cultivating the research mindset, attended 180 representatives from 34 countries. From Georgian side National tempus office of Georgia funded representative from Tbilisi State University – Irine Darchia.

2. Event Aims, objectives and results

The aim of this conference is to look at creative ways of providing structured doctoral education that promotes individual autonomy and critical thinking.

Were discussed the issues and the solutions related to the Doctoral creativity and scientific - research mentality formation process. On the sessions were presented the examples of best practices of European Universities.

On the plenary sessions were discussed Main points: creativity in different Dimension of doctoral education in the new European project: Accountable Research Environment for doctoral education - ARDE, 2010-2013, Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe - CODOC, 2010-2012;

Each participant had an opportunity to participate in the work of six to two parallel sections. They are focused on the following problems / issues:

1. Structures to support creativity;
2. Assuring individual freedom in supervision arrangements;
3. Institutional accountability and individual autonomy;
4. Legal Frameworks – restricting or supporting?
5. Focusing on the individual in career development;
6. Creating a diverse portfolio of doctoral programmes in the institution

In each section successful doctoral programs and doctoral schools were presented, such as:

1. Faculty of Engineering, University of Southern Denmark (Denmark); Graduate School of the University of Frankfurt (Germany);
2. Graduate Institute of Education, University of Pierre and Marie Curie (France); Newcastle University (UK);
3. Ludwig Maximilian's University of Munich, Doctoral Education Centre (Germany), Coventry University (UK);
4. Cluj-Napoca University (Romania);

5. University of Hull, East Yorkshire (UK), Milan's Catholic University Graduate School of Psychology (Italy);
6. Dublin Region Higher Education Alliance for Technology in Education (Ireland), Dublin Institute of Technology (Ireland).

3. Event relevancy

All the majority of the structural and conceptual problems, raised at the seminar, were faced by Georgian higher education institutes as well while reforming Doctoral Education.

4. Recommendations of the Seminar

1. Creating research environment for intellectual atmosphere, targeted educational and research activities, with the help of appropriate infrastructure (for ex. - regular seminars, workshops, conferences, meetings, publications, trips, etc...);
2. Strengthening PhD thesis supervisor institution
3. Supporting joint activities within the various departments of the institution, and joint activities between universities and faculties.
4. Creating legal basis for awarding joint academic degrees with the minimum requirements;
5. Adopting transferable skills for PhD students (workshops / courses);

For detailed information on the conference please see link below

<http://www.eua.be/fourth-eua-cde-madrid.aspx>.

Enhancing quality through internationalization

Ketevan Gurchiani

5-7 October 2011, Lisbon, Portugal

Conference was organized by European Commission DG EAC: LLP Programme, European Commission EACEA: Tempus Programme, UNICA, Brussels Education Services, Universidade de Lisboa

Schedule

The conference had a separate meeting for HERE's on the first day, 5th of October.

Introduction by Mr Klaus Haupt, Head of Unit, Tempus and Bilateral Cooperation with Industrialized Countries - Education, Audiovisual and Culture Executive Agency (EACEA)

- Presentation, training and Q&A on National Qualification Framework

Chair: Mr Frank Mc Mahon, Bologna Expert & Former Director of Academic Affairs at Dublin Institute of Technology (Ireland).

Presentation by Prof. Elizabeta Bahtovska, National Bologna expert, full professor at the Faculty of Technical Sciences - University St Kliment Ohridski, former Yugoslav republic of Macedonia; and

- Internationalisation in Armenia: Bologna Process related reforms at national, institutional and program level By Dr Samvel Karabekyan, Yerevan University, Armenian HERE
- Conclusions

6th and 7th October were open for every participant and rich in content. Plenary sessions were followed by open space and discussion groups.

2. Conference participants

Conference attended representatives from ministries of education of various countries, accreditation agencies, university official representatives, HERE and NQF development group members. Among others active participants were Nvard Manasian from Armenia, Mohamed Abdel-Karim SALHEEN from Cairo, Egypt, Colm Murphy, Dublin, Ireland, Ami Shalit and Moshe Amir from Israel etc.

3. Conference Main Topic

The main topic of the conference was different facets of internationalization of higher education, main obstacles and achievement in the process of internationalization. There were some specific points, one of them being internationalization on PhD level. Key notes and presentations on this subject are very relevant for Georgia. Second important point is expectations institutions have from the process of internationalization and how it suits their mission.

Some of the main conclusions are listed below.

Lisbon Seminar Discussion Groups

Main Conclusions

Discussion Group 1: 'The Impact of Institutional Internationalisation Strategies on the Quality of Education Programmes'.

The Discussion Group participants conclude that the Bologna Experts can play an active role in the following fields:

a) Foster links between the EHEA/Bologna Objectives and Institutional Development and Strategies (Learning Outcomes, Qualification Frameworks, Credits, Student Workload, Lifelong Learning, Recognition of Prior Learning, Joint Masters, Doctoral Programmes...),

b) Carefully consider Terminology and link International Strategies to Institutional Missions. Discussion

Group 2: 'Increasing Quality of Education Programmes by means of Staff with vast International Experience &/or from Abroad'. The lessons learned for the Experts from Discussion Group 2 can be summarized as follows:

a) The Importance of Raising Awareness at the Institutional Level of Potential Positive Impact and Possible Risks,

b) Staffing should be embedded in the overall Internationalisation Strategy (Clear Objectives, Context Dependency),

c) Impact should be Differentiated according to Level (BA, Master, PhD) and Teaching vs. Research²

d) In Practice, the Staffing Strategies require a clear use of Terminology, supportive Data Collection as well as a Clear Methodology.

Discussion Group 3: 'Quality Indicators in Internationalization'. The Experts who joined Discussion Group 3 conclude that indicators need to be linked and thus serve an Institutional Goal: to Enhance the quality of Education. If one cannot come up with the indicators, how can one judge possible progress

made and describe quality in general? The Experts recommend for the indicators to be chosen to fit precise needs:

- a) For comparison with others,
- b) To evaluate the quality of internationalization at the home Institution.

Discussion Group 4: 'Added Value of Joint PhDs with Third Countries & a Compulsory Mobility Component'. The Experts are encouraged to address the following challenges

Joint PhDs:

- a) Explore Ways to Take Diversity into Account,
- b) Explore ways to face the Lack of Administrative Tools and Support (Overview),
- c) Aim at a better Understanding of Multilateral (not Bilateral)

Networks outside the EU. Discussion Group 5: 'The Erasmus Programme and its Impact on the Quality in HE Programmes.

The conclusions of Discussion Group 5 are included in the respective ppt. presentation

4. The relevance of the workshop for Georgia and activities to be carried out in Georgia:

The most acute issue is in accordance with missions of universities and so, that it has a positive effect on quality of education. In case of Georgia it is important that the few programs that support internationalization do not have the "stigma" of social programs. As the need of enhancing quality is maybe higher than in most EU countries, we do not have the luxury to spend time, money and efforts on poorly organized educational programs. One of the most important priorities would be internationalization on PhD level. The quality on the third level can really be achieved, if the new knowledge is produced that is shared and acknowledged internationally. Maybe EU programs should concentrate more on supporting mobility on PhD and removing obstacles (e. g. in Tempus projects students can travel only with minimum duration of two weeks, which does not allow PhD students to attend scientific conferences as part of these projects etc.).

6. Seminar presentations

Information concerning the seminar presentations is available on the link below:

<http://lisbon2011.bolognaexperts.net/>

Seminar on doctoral studies

21 October 2011, Brussels, Belgium

Irine Darchia

Programme

Friday 21 October 2011

European Management Centre

9:30- 9:45 Welcoming words, objectives of the seminar, Jordi Curell, Director, DG EAC

9:45-10:30 Major trends and challenges in doctoral studies at EU level

EU policies and actions

The Salzburg principles - Peter van der Hijden, European Commission and Thomas Jorgensen, European University Association Council for Doctoral Education

Followed by discussions

11:00 – 11:45 Presentation of the study on the organisation of doctoral programmes in EU Neighbouring countries and the Western Balkans, Elisabeth Zaparucha, Technopolis and Claire Morel, European Commission

Followed by discussions

11:45 – 12:30 Cooperation at doctoral level in the framework of Tempus and Erasmus Mundus, Philippe Ruffio, Executive Agency for Education, Audiovisual and Culture

Doctoral training under the Marie Curie Actions, Alessandra Luchetti, European Commission

Followed by discussions

14:00 – 14:30 The views of a Member State on international cooperation at doctoral level, Béatrice Khaiat, Campus France

14:30 – 15:30 Discussions in three regional groupings: Western Balkans, Eastern Europe, South Mediterranean: discussion on the study's findings and identification of priorities for further cooperation

15:45 – 16:15 Feedback from the three working groups

16:15 – 17:15 Discussions, vision for the future and conclusions, Jordi Curell European Commission

Participants

The seminar was attended by representatives of the European Neighbourhood and Western Balkans universities, participants in the survey of doctoral education of by the European Commission.

The event was attended by representatives from Tbilisi State University and the Free University, both public and private higher education institutions participating in this study.

The goals, the objectives and outcomes: The seminar was aimed at the European Commission's Directorate-General for Education and Culture of the Doctoral Research on the Education of the countries participating in the present study, attitude and vision to inform partner countries, Western Balkan countries in the EU neighbourhood and the identification of measures to strengthen support for doctoral education.

The event relevancy for Georgia:

As the Georgia and Georgian Universities are the members of the survey conducted by the European Commission, this event could be considered as the one of the most important meeting of 2011 year on doctoral education field for Georgia

Two public and two private HEIs were interviewed in Georgia – as well as the ministry of Education and NTO Georgia (Lika Glonti, Nodar Surguladze, Boris Lezhava, Irene Darchia, Ms. Gurchiani, Marina Kharchava, Sophie Bakhtadze).

The results reflected in the survey concerning Georgia:

1. Related indicators (2010 data): 2, 856 doctoral students, among them 59% are women; doctoral programmes offered by 43 HEIs, doctoral students according to fields of study (Arts and Humanities - 27%, Social Sciences - 15%, Business Administration - 15%, Engineering and Technology - 14%, Law - 9%, Natural Sciences - 8%, Mathematics and Information Technology - 6%, Education - 3%, Agricultural and Veterinary Sciences - 2%, Health - 15);

2. Information concerning the organization of doctoral programs:

Legislative requirements, internal university regulations, including doctoral education in the field of higher education and public policy doctoral program structure, definition, duration, funding system, the status of doctoral students, doctoral students' rights, the organization of doctoral programs;

3. The content of doctoral programs: educational and research component, training in research, doctoral-making procedures for doctoral research supervisor, thesis defence procedures, internal and external quality assurance systems; graduates employment after the thesis defended.

4. International collaboration, mobility and joint degrees: International Co-operation on existing data, foreign PhD students in HEIs;

5. Challenges and possible future activities: insufficient funding, the need to improve the quality of doctoral programs;

6. Possible measures to be carried out by the EU in support of the doctoral program in Georgia: support of Joint programs / joint degrees, mobility grants, to increase the number of scholarships. In the report were two mistakes, first: It is stated that PhD students are funded by vouchers in Georgia, which is still a future plan. Also it is mentioned that the Erasmus Mundus Joint Doctoral Program "European literature", is functioning, while the application was submitted for the grant, but not financed.

7. Recommendations for Georgia:

1. Getting priorities and the public policy through the Research / Doctoral education
2. PhD / Doctoral programs in public financing system
3. Supporting research programmes
4. Improvement of internal quality assurance system
5. Gaining different standards for accreditation of doctoral programs and the development of indicators

For more detailed information see the link

<http://doctoralstudies.teamwork.fr/>

JOI.CON project: Management of Joint Programmes

Lali Bakradze

18 January, Leipzig, Germany, 13 June, Bologna, Italy (2012)

About JOI.CON project

The project "Joint Programme Management - Conferences and Training" aims to train future coordinators of Joint Programmes in administrative processes during the establishment phase of such programmes. It was selected by the European Commission as an ERASMUS Accompanying Measure in 2011. The one-year project is coordinated by the University of Leipzig, Germany, and supported by 5 European universities and 2 networks.

1. Programme

9.00 a.m. Registration

10.30 a.m. Opening - International Programmes at the University of Leipzig Prof. Dr. med. Beate A. Schücking, Rector of the University of Leipzig

10.45 a.m. Brussels Perspective – Next Generation of European Programmes Vito Borelli

11.15 a.m. Internationalisation of Higher Education – The German Approach Claudia Wolf/Nina Salden, German Academic Exchange Service (DAAD)

11.45 a.m. How to Manage Joint Programmes – Obstacles and Solutions Francesco Girotti, University of Bologna, Coordinator of JOIMAN Gry Kibsgaard, University of Bergen

2 p.m. Successful Joint Master Programmes – An Example

2.30 p.m. Successful Joint Doctoral Programmes – An Example European Neuroscience Campus Network

3 p.m. Discussion

4 p.m. Introducing JOI.CON – A New Training Approach Dr. Svend Poller, Director of the International Centre of the University of Leipzig and Coordinator of JOI.CON

5 p.m. End of the Conference

1.2. Second Seminar (Bologna)

9.00 a.m. Registration

9.30 a.m. Opening - Carla Salvaterra Vice Rector of International Relations at the University of Bologna

9.45 a.m. JOI.CON – Tackling Joint Programmes through an Innovative Training Approach

Tabea Mager, JOI.CON Project Coordinator, International Centre of Leipzig University

10.15 a.m. Success and Obstacles in Curriculum Development Projects Gilles Gervais, Erasmus Project Manager, Education, Audiovisual and Culture Executive Agency (EACEA)

11 a.m. JOI.CON Training Corners Trainers and trainees are at your disposal to discuss the project and their experience

11.30 a.m. Joint Research Cooperation within Marie Curie Actions – Current Situation and Future Perspectives - Przemyslaw Jankowski, Policy Officer, European Commission - Education and Culture (EAC), People Programme - Marie Curie Actions

12 a.m. Joining Forces with Non-European Partners – The Aspect of Employability Giancarlo Spinelli, Rector's Delegate for International Networks, Politecnico di Milano

12.30 a.m. Recognition of Joint Qualifications in the EHEA – Problems and Good Practices Luca Lantero, Vice Director of CIMEA, NARIC Centre and EM National Structure Italy

2 p.m. (parallel sessions)

Workshop Master Track

Challenges and Solutions in Setting up a Joint Master Programme - Chair - Sabine Pendl, University of Graz, JOI.CON trainer Presenters Wim Coudenys, Lessius Antwerp/University of Leuven, JOI.CON trainee Muriel Helbig, Bauhaus-Universität Weimar, JOI.CON trainee Raimonda Iskauskaitė, Vilnius University, JOI.CON trainee Ian Jones, University of Nottingham, JOI.CON trainee Arne van Overloop, University of Antwerp, JOI.CON trainee

Workshop Doctoral Track

Challenges and Solutions in Setting up a Joint Doctorate Programme Chair Gry Kibsgaard, University of Bergen, JOI.CON trainer Pär Svensson, Lund University, JOI.CON trainer Presenters Mara Caputo, University of Bologna, JOI.CON trainee Paola Pittia, University of Teramo, JOI.CON trainee

4 p.m. - Reports from the Afternoon Workshops For the Master Track Anne Vorpagel, Project Manager Internationalisation of Degree Programmes at Leipzig University For the Doctoral Track Unni Kvernhusvik Sagberg, Higher Executive Officer at the University of Bergen

5 p.m. End of Conference

2. Conference participants

18 January, Leipzig - 171 participants from 32 countries participated in the conference, together with DAAD representatives. 13 June, Bologna – 150 participants from 32 partner countries traditionally together with EACEA and EU representatives.

3. Main message of the conference

The Slogan of the conference is - Joint programmes require joint forces

JOI.CON- activities are based on JOIMAN-'s findings, therefore, initially the focus was made on JOIMAN- the main task of which was the joint program management issues, Glossary of common understanding of the process for the establishment of a joint program development guide. As Francesco Girotti mentioned - the survey has revealed the integration of the different models depending on the level of HEIs -'s strategy and goals. Low level integration is based on bilateral agreements and HEIs - the already existing modules / courses. The high level of integration is based on a jointly developed curriculum, the administration, the joint budget and tuition.

The conference was dedicated to the presentation of joint doctoral programs, which have their own specific characteristics.

The research showed the existence of different types of joint doctoral programs:

- International cooperation: less structured scientific cooperation and exchange.
- Individual doctoral program: the so-called "Kotutele", refers the formalizing cooperation, with one or more students as well as consortium agreements are used;
- Joint Doctoral Program: The programme, which was jointly developed and / or provided by one or more of the university, and ends with a double, multiple or joint degree;
- A doctoral degree program jointly developed and / or provided with two or more of the issued jointly by the university and degree.

The following issues should be considered when selecting partners:

Compatibility of partners' interests in science (or additional values), as well as the interest of academic and administrative entities, financial situation, clear roles and responsibilities, the organizational structure, continuous communication.

Associate Partner involvement in the preparation of the joint doctoral program is recommended to be considered, the research / teaching aspects:

- Partial autonomy or more unity
- Joint research or training activities?
- Research project on a pre-defined or individual based?
- Training (lectures, summer schools, conferences) - which partner takes responsibility?
- Credits (also needs to be clarified)

Leipzig Conference was also focused on the necessity of the "cotutelle" agreement.

Proposed issues, which are considered to be within the scope of the contract cotutelle:

Article 1: Admission and Registration

Article 2: Doctoral Program

- Duration
- A dissertation / thesis
- Leadership
- Progress
- Thesis submission and assessment
- Degree and diploma granting

Article 3: Funding

Article 4: Social Security and Civic Responsibilities

Article 5: Publication

Article 6: Individual property rights

Article 7: Completion of the contract / terms

Article 8: Exchange of information

On both conferences, there were issues concerning the terminology. Terms Joint and Double Degrees need to be clarified as they seem to mean the same.

The possibility of issuing a joint diploma, which means the following:

- If the partners have jointly developed and implemented a programme to issue a diploma – it is a joint degree
- If the partner universities issued their diplomas to the student - it is a double degree diploma (student gets to diplomas from two universities).

By Erasmus Mundus definition - Joint degree – a single diploma issued by at least two higher education institutions offering an integrated programme and recognised officially in the countries where the degree-awarding institutions are located² .

It should be noted that the approach of the conference organizers differ from the recommendations of the Lisbon Convention of 2004.

On the Leipzig conference there were 2 presentations dedicated to the joint programmes (Masters and PhD), but both speakers emphasized the issue of sustainability programs.

On the Bologna Conference separately were presented 4 masters and 2 doctoral programmes simulation of a joint plan of organization. On this issues worked 6 Groups. Selected individuals underwent several months of trainings and work together in a joint mode.

4. Seminar relevancy for Georgia

In Georgian legislation it is not forbidden to provide joint educational programs. It is important for Georgian Universities to participate in Erasmus Mundus Programmes, and with this experience to develop joint degree programmes. The Join Man prepared documents “JOIMAN-samples”, which will facilitate the development of joint programs and management process.

5. Activities to carry out in Georgia

It is necessary to conduct seminars with HEIs - the academic and administrative staff, as well as the relevant departments and agencies, representatives of the Ministry of Education and Science for the joint programs and joint degrees. In addition to the post of 22 July 2011 N126 / N should be added the specific note, which will enable the joint programme implementing HEIs –to issues a joint diploma.

Accreditation standards also need to be more flexible, for not to border the implementation of joint educational programs, which includes the joint development and joint implementation, obligatory mobility and all the aspects that are necessary for the high levels of integration.

6. Conference presentations.

<https://www.joiman.eu>

² Erasmus Mundus Glossary. http://eacea.ec.europa.eu/erasmus_mundus/tools/glossary_en.php

Putting Bucharest's Conclusions on Track – The Expert's Role

Tinatin Zurabishvili, Ketevan Gurchiani

June 5-6, 2012, Vilnius, Lithuania

1. Agenda

Monday, 4 June 2012

University Building, Theatre Hall, 2nd floor

14:30 - 15:15 Opening Plenary, chaired by Arthur Mettinger with the contribution of Benediktas Juodka (Rector, University of Vilnius), Frank Petrikowski (EC, DGEAC), Klaus Haupt (EACEA) and Maria Luisa Garcia Minguez (EACEA)

15:15 - 15:45 Keynote by Jacob Fuchs (Co-Chair Bologna Follow Up Group) : 'Priorities of the 2012 Bucharest Communiqué: How do we proceed?'

15:45 - 16:15 Keynote by Andrejs Rauhvargers (Chair Recognition Working Group - BFUG): 'The 2012 Bologna Process Implementation report: progress in the period between 2009 and 2012'

16:15 - 16:30 Questions and Answers for both speakers

17:00 - 18:00 'Opening the Experts' Tool-box for Higher Education Reforms' chaired by Arthur Mettinger, with the contribution of Rana Dajani (HERE, Jordan), Juan C. Duque (Spanish Bologna Expert) and Arūnas Mark (Lithuanian Academy of Music and Theatre)

18:00 - 18:15 Practical announcements, Open Space & Virtual Community updates

Tuesday, 5 June 2012

09:00 - 11:00 Discussion Groups – 1st Round

11:30 - 13:00 Open Space and National buddy experts activity

14:30 - 16:30 Discussion Groups – 2nd Rounds

16:30 - 17:30 Interim evaluation discussion groups, chaired by Arthur Mettinger

Wednesday, 6 June 2012

09:00 - 09:30 tackling the Bucharest Conclusions, interviews with Rein Raud (Former Rector University of Tallinn) and Maria Sticchi Damiani (Italian Bologna Expert) and chaired by Arthur Mettinger

09:30 - 11:30 Discussion Groups – 3rd Rounds

12:00 - 13:00 Closing Plenary

14:00 - 15:00 Optional Tour of Vilnius University

1. Participants

Bologna and HERE experts from most of the countries implementing the Bologna process have participated in the seminar; in addition, the representatives from the countries that are not at the moment, officially part of the Bologna process (e.g., Morocco, Syria, Israel, Lebanon, et al.). I attended this seminar as a member of the Georgian HERE team.

2. Main message of the seminar

The seminar was primarily devoted to discussions of major aspects of EHEA Ministerial Conference's Bucharest Communiqué - April 27, 2012, "Making the most of our potential: Consolidating the European Higher Education Area" available at -

<http://www.ehea.info/Uploads/%281%29/Bucharest%20Communique%202012%281%29.pdf>.

Discussions took place in five working groups:

1. Qualification frameworks, quality assurance, recognition and transparency tools;
2. Mobility;
3. Social dimension;
4. International openness;
5. ECTS/DS label counselling – case studies.

Working group 2 Discussed the Bucharest Communiqué, major aspects of which were summarized by Kathleen Ordnung (Federal Ministry of Research and Education, Germany) in her presentation. Although no big conclusion was reached as a result of the discussions in the small groups, the meeting in this working group was important from the point of view of sharing the experience, and the possibilities to raise questions about specific aspects of the Bucharest Communiqué in different countries. Special attention was paid to the discussion about the role HERE and Bologna experts can/should play in the process of implementation of the reforms.

In addition, HERE round table took place before the official opening of the seminar in the morning of June 4, 2012. Dr. Declan Kennedy (University College, Cork, Ireland) made presentation on learning

outcomes, and, specifically, on how learning outcomes are different from the competencies. This presentation was extremely efficient.

Higher Education Reform Experts Activity Report 2011 was also presented during the Round Table by Mr. Klaus Haupt.

3. Relevance of the seminar for Georgia

There are several aspects that make this seminar relevant for Georgia.

First, since Georgia is officially part of the Bologna process, all Georgian Higher Educational Institutions have to be familiar with the Bucharest Communiqué, which is the most recent important document related to the Bologna process, and which provides information about major goals to be reached before the next Ministerial Conference in 2015 in Yerevan, Armenia.

2012 Bologna Process Implementation Report, presented by Mr. Andrejs Rauhvargers on June 4, 2012, is another important document Georgian higher educational institutions should be familiar with. The report demonstrates differences in the level of implementation of Bologna reforms in different countries, including Georgia, and gives us important information in this respect.

Promoting mobility of the students and the faculty in the EHEA and, in particular, reaching the goal of 20% of graduates in EHEA having international educational experience by 2020 is another challenging aspect for Georgia, since this target will not be easy to reach for Georgian universities. Hence, if Georgia wants to meet this goal, we should start looking for efficient ways as soon as possible.

Finally, many Georgian universities still struggle with preparation of Diploma Supplements, and training similar to the one we had in Working Group 5 would be helpful for many of them.

4. Activities to implement in Georgia

1. Bucharest Communiqué should be translated into Georgian – the Georgian Ministry of Education and Science usually translates all documents related to the Bologna process. If, for any reason, this does not happen in respect to the Bucharest Communiqué, I think HERE team can take care of this, and I personally will be happy to be involved in this task. Needless to say, the document should be distributed as widely as possible.

2. Findings of the 2012 Bologna Process Implementation Report should also be publicized in Georgia.

3. There is still a progress to be made in respect to certain aspects of HE curricula, in particular – learning outcomes. Dr. Declan Kennedy’s presentation can be adopted / translated to help the HEIs in Georgia; if possible, organization of training by Dr. Kennedy himself would also be a very good idea.

4. DS still proves to be a challenge, as well as accurate documentation for students’ mobility. Workshops similar to the ones in the Discussion group 5 of the seminar will be useful for majority of Georgian universities.

5. Presentations made during the seminar are available at:

<http://vilnius2012.bolognaexperts.net/page/seminars-presentations>

In addition, video recordings of the major presentations can be accessed at:

<http://vilnius2012.bolognaexperts.net/page/video-seminar>

Reader of the seminar is also available, at:

<http://vilnius2012.bolognaexperts.net/page/seminars-reader>

Funding of Doctoral Education and Quality Assurance

Conference: EUA – CDE Annual Meeting

Ketevan Gurchiani

25-26 of September, 2012, Stockholm, Sweden

1. Schedule

Tuesday 25 September

13:00 – 13:30 Welcome address

- Harriet Wallberg-Henriksson, Karolinska Institutet, Sweden
- Maria Helena Nazaré, European University Association
- Anders Gustafsson, Karolinska Institutet, Sweden

13:30 – 15:30 Plenary I – Funding and costing doctoral education

- Maria Nilsson, NordForsk, Sweden
- Jim Port, J M Consulting, United Kingdom

16:00 – 18:00 Case study presentations I

National Funding Schemes

- Leen Cuypers and Katleen Vercammen, Catholic University of Leuven, Belgium
 - Martina Susankova, University of Economics, Prague, Czech Republic Structural Funds
 - Rob Brook, Bryn Jones and Penny Dowdney, Bangor University, United Kingdom
 - Simona Dragan, University of Medicine and Pharmacy, Victor Babes Timisoara, Romania
- Industry Collaboration
- Jacqueline Labbe, Warwick University, United Kingdom
 - Johnny Laursen, Michael Mulvany and Lise Wogensen, Aarhus University, Denmark

Wednesday 26 September

09:00 – 10:30 Plenary II – Collaborative doctoral education for enhanced career opportunities

- Lidia Borrell-Damian, European University Association

11:00 – 13:00 Case study presentations II

Scholarships and social rights

- Jean-Dominique Polack, University Pierre and Marie Curie, France
- Åke Forsberg, Umea University, Sweden Investment and allocation of funds

- Soumodip Sarkar, University of Évora, Portugal
- Michel Petit, French Evaluation Agency For Research and Higher Education Industry Collaboration II
- Alison Mitchell, VITAE, United Kingdom
- Christiane Wüllner, Ruhr University Bochum, Germany

14:00 – 15:00 Speakers' corner

15:00 – 16:00 Plenary III – Stakeholder Session: Investing in future researchers

- Przemyslaw Jankowski, Marie Skłodowska-Curie Actions, European Commission
- Aurélie Gommenginger, Joint Research Centre, European Commission

16:00 – 16:30 Plenary IV – Closure

- Thomas Jørgensen, European University Association

2. Conference participants

Participants of the seminar were senior academic and administration from most European countries, also academics and government representatives from Australia, South Africa.

3. Main topic of the conference

Main topic of the conference was to see challenges and achievements of doctoral education, with emphasis on funding of doctoral education. This subject was approached by many different points of views. We listened to successful examples such as collaboration of Nordic countries or more problematic national funding schemes when finances are available but time limits or control mechanisms are an obstacle.

Discussion went on about indicators for many supported competitive funding that although problems in counting achievements were acknowledged.

In breakout sessions participants spoke about structural funds. In this regard is needed more co-operation, trust and less rigidity approach. One of the breakout sessions was the status of PhD candidates discussed. Is doctoral education employment or education?

In breakout sessions about doctoral education and industry collaboration, participants discussed different funding models and stressed how important it is to have funding from the start and to secure rights and responsibilities of all parties.

4. The relevancy of the workshop for Georgia and activities to be carried out in Georgia:

Different topics in this seminar were relevant for Georgia. One of them was increasing need of having indicators shared by international academic community, but also to support doctoral students in achieving them. One of the best examples of demand and support was the Karolinska institute. The dean responsible for doctoral education outlined how the scheme of high quality doctoral education works in their case. Academics go through a process of preparation for the doctoral education, students know their rights but also responsibilities, managed by contracts. Doctoral programs ensure high quality by offering different opportunities for doctoral students including many doctoral level subject specific courses, networks for interdisciplinary collaboration, conferences etc.

Another good idea for Georgia would be to develop a network like NordForsk to deliver high quality doctoral education on shared basis. The larger regional network would be impossible due to political tensions in the region. Although the idea of a network is in itself very good, the nonexistence of collaboration between universities is the major challenge. Any changes or implementations should be done considering other aspects as well, in order to get a coherent system. Lack of coherency in reforms is one of the main problems in Georgia.

Most of the participant states and universities had different funding schemes for doctoral students, completely lacking in Georgia. Reform experts could develop and offer funding schemes to the ministry. Finally, it was noted at the conference that money is important but it is not only money that matters, even with smaller amounts a good quality can be achieved. In case of many Georgian universities maybe it could be helpful to accept as many doctoral students as universities can employ. Doctoral education should be the main activity for doctoral students and not some sort of side job or side activity to achieve success.

5. Seminar presentations

Presentations of this seminar can be found at

http://www.eua.be/events/past/2012/Doctoral_Week_2012/Presentations.aspx

University and business cooperation

Study Visit

Lali Bakradze

2-3.10.2012 Brussels, Belgium

1. Program

Tuesday, 2 October 2012

Chair: Jean Pierre De Greve, former Vice-rector International Policy, VUB

09.00 – 09.30 - Registration

09.30 – 09.40 - Opening by Jean-Pierre De Greve, former Vice-rector International Policy, Vrije Universiteit Brussel

09.40 – 09.50 - Welcome by Klaus Haupt, Head of Unit Tempus and Bilateral Cooperation with Industrialised Countries – EACEA

09.50 – 10.20 - General aspects of university-business cooperation at the VUB Jan Cornelis, former Academic Coordinator for Knowledge, Innovation and Technology Transfer, Vice-rector International Policy

10.40 – 11.10 - Technology transfer at the Vrije Universiteit Brussel Sonja Haesen, Head Technology Transfer Interface VUB

11.10 – 12.25 - Examples of University-Business partnerships:

- Introduction to the VUB Career Centre, Arthur Skenazi, Researcher
- at the International Relations and Mobility Office (IRMO) of the Vrije Universiteit Brussel
- Your fitness ... our business. "Get Set, Ready? Steady ... Go!" the way to a healthier life in 4 steps, Dirk Van De Wiele, Head sport facilities
- Short walk across the campus & visit of the Health City Sport Centre

12.25 – 12.40 - Visit to the ICAB Business & Technology Incubator. Business Incubation in the Brussels Region. Jean Vereecken, Managing Director ICAB Business & Technology Incubator Marnix Housen, Manager ICAB Business & Technology Incubator

12.40 – 12.50 - Testimonial start-up companies D-Sight Hugo Pereira, Marketing Manager D-Sight

12.50 – 13.00 - Testimonial of a VUB Spin-off company Roger Vounx from Eqcologic, spin-off company of the VUB

13.00 – 14.15 - Q&A

14.15 – 14.45- Short walk across the campus

14.45 – 15.00 - Visit of departments (3 groups)

- Group of Electrochemical and Surface Engineering, Iris De Graeve
- Industrial Food Biotechnology: From Ecosystem Analysis to
- Functional Starter Culture Development, Faculty of Sciences and Bioengineering Sciences, Luc De Vuyst
- B-PHOT Photonics research team, Hugo Thienpont, Room 9F. f9.81

16.00 – 16.30 - Research at the Brussels Photonics Team: impact and validation at the Flemish and European level, Hugo Thienpont, Chairman Innovation and Industrial Policy VUB, Managing Director

16.30 – 16.45 - Closing by Jean Pierre de Greve

Wednesday, 3 October 2012

Chair: Jean Pierre De Greve

09.00 – 09.30 - How do we encourage students and academics to cooperate with the Business sector? Awareness raising and Training - Marc Goldchstein, Technology Transfer Officer/Entrepreneurship Education

09.30 – 10.00 - ULB-TTO: How to connect research to business?

Isabelle Lefebvre, Director of the TTO of the Université libre de Bruxelles

10.00 – 10.30 - Presentation of the ULB Incubation Centre – Jean Van Nuwenborg, consultant at European Business & Innovation Center, Université libre de Bruxelles

10.30 – 10.40 - Questions and Answers

11.00 – 11.30 - Models of Business Partnerships within VUB University hospital – UZ Brussels Marc Noppen, Chief Executive Officer UZ Brussels, VUB

11.30 – 12.00 - Overview of Public-Private Partnerships at the VUB Paul de Knop, Rector Vrije Universiteit Brussels

12.00 – 12.15 - Q&A and Wrap-up by Jean Pierre De Greve

2. Conference Participants:

The visit was organized and hosted by the Free University of Brussels (The VUB). 30 representatives from 14 countries took part in it. Also 14 representatives from EACEA and UNICA and representatives of Two University of Brussels VUB and ULB;

3. The main message of conferences

The university - business cooperation is important for the research and study development as well as for the University's financial sustainability.

Cooperation between the academic world and the business sector is focused in two directions:

- Knowledge / technology transfer to industry
- Public - private partnerships in infrastructure projects (win-win situation)

3.1. Knowledge / technology transfer to industry

3.1.1. Research types and Funding

For the development and funding continuity is important, that research universities transfer research results to industry. For the modern research university in order to achieve sustainable development it is important to stimulate co-operation between industry and academic partners. VUB- promotes different types of research and development process. In particular: fundamental, strategic and industrial / applied research.

In VAB Research operating entities are classified according to their management type.

Research Type	Management	A) Budget for one project, or programme B) Num. of programmes	Types of acting personnel	Results
Fundamental Research	Thematically not controlled. Only the quality could be controlled or checked	1 Euro / 100	Researchers	discoveries, new theories
Strategic Research	Thematic management is based on University policy Profit / non-profit sector	10 Euro / 5	Inventors	structuring Innovation and knowledge

	demand			
Industrial and Applied Research	Control of the economy and society	100 Euro / 1	Developers	Product, service and knowledge consolidation

University's research budget is very impressive. VUB- 75 million Euros - 23, 5%, from business partners, its own research facilities 18%, and government funded 13%. ULB – 170 million Euros. Economic oriented research grants - 51, 3 million Euros. In order to promote industrial research in Belgium was created a government and as well as university funds.

Industrial Research Fund (IOF) is distributing funds annually based on a formula for universities, which since 2010 has the following 6 criteria: PhD dissertations, publications and citations, the number of patents, industrial revenue from contracts, income from EU FP projects and spinoff.

3.1.2. Technology transfer process management

Technology transfer and commercialization of research results cover a wide range of interaction between the university and the community. In universities there are created special corresponding structures for the valorisation and management process of technology transfer and research results, which are part of the Research and Development Department:

- VUB - TTI (Technology Transfer Interface)
- ULB –TTO (Technology Transfer Office).

The general scheme of management of technology transfer process is as follows:

Industrial Research Promotion / Support - Creation and management of the portfolio of intellectual property - intellectual property licensing.

Technology transfer structures for both universities (TTI; TTO) are the connecting link between the University and industry. Both university teams are focused on issues such as legal support, business - consulting, intellectual property (patents, know - how, copyright), financing and investment funds, communications. It covers the full cycle from business idea to realization.

ULB-TTO serves the University and its hospital. It includes: 3 incubators, entrepreneurial and investment fund centre "teodoruss".

VUB-TTI interdisciplinary team helps researchers in all phases of work with the industry.

Office works on:

- Legal support
- Intellectual Property Management
- Contract management (assisting scientists in the process of negotiating with the industry)
- Support the development of application and stimulating entrepreneurship
- Spinoff Management
- Consultation with VUB-Industrial Research Foundation Board. Consulting funded projects.
- Interuniversity Fund - QBIC
- Research Parks
- 2 incubators "IICB-ICAB"
- Industrial Network "Crosstalks"
- Fundraising and research programs
- Internal and external communication

Certain problems may appear in process of Technology transfer.

In particular:

- For the Universities, where there are not yet a technology transfer traditions gained, it is necessary to ensure researchers to get involved in university business relation process;
- For the others it is necessary to be explained that all scientific ideas would not be supported.

3.2 The public - private partnerships (PPP)

Public – private relations - it is a long-term partnership between public and private entities for value-added projects. Partnership, issues and risk distribution, the optimization stakeholders' strengths.

In 2002, because of the infrastructural issues VUB applied for the businesses.

There were several problems with the sports infrastructure:

- Infrastructure costs associated with the sport have been growing constantly;

- Absence of modern sports infrastructure, making it impossible to compete with the universities of Ghent and Leuven;
- There was a contradiction between the following circumstances: a large number of students who were successful in sport and lack of the sports infrastructure.

There were several ways for problem solving:

Option 1: - Maintain the existing policy, which meant an annual loss of 223 000 Euros.

Option 2: - Closing of the sports infrastructure (like the ULB done)

Option 3: - Investing and club claims offer for outdoor parties. That meant external participants to contribute to a reduction in operating costs.

University developed private-public relations. Thus the university paid just 3.3% - for the modernization of the infrastructure and to maintain its own identity.

The University carries out other infrastructural projects which enables it to create a "win - win" situation"

Projects:

- Healthy City campus - sports centre
- Sport Hotel
- Student Apartments
- Artificial surfaces on playgrounds
- Career Centre.

3.3. Involvement in the research process

The organizers provided a good example of the University Hospital business relationships; spin off - "Ecologic", which was established based on fundamental researches. Industrial research towards photonics; development of a career centre; a sports centre based on the public - private partnerships and the business incubators.

4. The relevance of the study visit for Georgia

For Universities it is important not only to maintain financial stability, but also the establishment of research universities, the results of which will be recognized worldwide.

Thus both directions are relevant for Georgia

1. The challenge of the 21th century is to overcome the differences / distances between technological knowledge and entrepreneurship

2. Development of infrastructure projects on the basis of the public- private relationship.

The organizers of the seminar noted that the projects must have a detailed plan for the implementation of research results in the industry - the commercialization plan.

PhD students are involved as well in the process of technology transfer. Their doctoral research is a considerable part of a big research project, and they are involved in the process of conducting experiments. The Industrial research fund pays big attention to get as many doctoral students involved in the process as well as the number of thesis defended.

5. Measures to be taken in Georgia for University - Business Cooperation:

5.1. Governmental level

Funding for scientific research and development strategy

National Science Foundation's research programs and grants from the state budget for 2011 amounted to 23,7 million GEL, for the 2012 25 million GEL are planned. Brussels University VUB - 75 million, for annual research budget of the VUB - 170 million Euros. Simple comparison of the numbers is enough to show that the total government funding to encourage research into very small.

The Research is financed by the National Science Foundation.

-The country's economic growth is largely dependent on innovation.

There should be established state strategy to promote research and innovation. It should be preceded by a detailed study and analysis of the situation. In the situation of very limited financial resources will be necessary to determine the priority, otherwise, Georgia will not be able to meet the 21th century challenges in science;

- It would be better if the strategy of industrial research and applied research will be separated. For one of the criteria it may be considered the involvement of the PhD students, as well as a detailed plan for commercialization;

- Technology transfer partnerships are needed to encourage the continuation and expansion of other international funds.

5.2. University level

In Georgia the majority of State Universities, on their web pages does not have the information about research. Only a few of them have this department in the web structure, where only the projects titles are listed. None of the Universities have strategy of scientific research in general.

- Research universities must develop innovation, research and development strategy. Fundamental research is very important for any university, but technology transfer issues should be stimulated

It is important to have the special office for those issues, but as it is a bit expensive for universities there are several ideas for the problem solving:

1. Research universities with joint forces create a technology transfer office;
2. Using a private- public relations for creating Technology transfer office;
3. The establishment of the National Office by the state.

- At present it is important to ensure that the university will help scientists to develop industrial projects at the initial stage, in order to increase the participation of scientists in international research projects.

Consulting and training projects in the development and commercialization plans,

- The infrastructure in the state - funded HEIs - is still far from being perfect. Consequently, there are some chances of using public – private relations in infrastructure projects

5.3. Support of Tempus office

- It would be desirable if Tempus Office invites international experts to provide workshop on technology transfer issues for the target groups.

Research-based Education: Strategy and Implementation

Irine Darchia

5-7 November 2012, Budapest, Hungary

1. **Seminar was organized** by: Tempus, UNICA, Brussels Education Services, Eötvös Loránd University

2. Programme

Monday, 5 November 2012

Aula Magna, Faculty of Law - ELTE Faculty of Humanities, Muzeumkrt. 4/A 1088 Budapest

14:00 - 14:45 Opening Plenary, chaired by Arthur Mettinger, with the participation of Barna Mezey (tbc) Rector Eötvös Lorand University, Frank Petrikowski (DG EAC), Mónika Holik (EACEA) & Jacques Kemp (EACEA)

14:45 - 16:15 Research-based Education in different context: Keynote by Andrea Nolan, Senior Vice-Principal and Deputy Vice-Chancellor, University of Glasgow, followed by the interventions of Nadezhda Kamynina (HERE Russia) & Eva Skytt (BE Sweden)

16:45 - 18:00 Start of the Training Groups (1 - 3)

Tuesday, 6 November 2012

ELTE - Faculty of Humanities, Muzeumkrt. 4/A 1088 Budapest - Sirona Boat, Jaszai Mari Square Pier 7

09:00 - 11:00 Training Groups - Continued

11:30 - 12:15 EIT's Higher Education approach for entrepreneurship and innovation, by Endika Bengoetxea, Senior Education Officer, European Institute of Technology

13:30 - 15:30 Training Groups - Continued

15:30 - 17:00 Budapest Bologna Café

Wednesday, 7 November 2012

ELTE - Faculty of Humanities, Muzeumkrt. 4/A 1088 Budapest

09:00 - 11:00 Training Groups - Continued

11:30 - 12:00 Feedback by the Training Group Presenters and Tim Birtwistle, Bologna Expert from UK

12:00 - 12:30 Evaluation of the National teams of Bologna Experts - presentation of the final report, by Frank Petrikowski (European Commission, DG EAC) and Axelle Devaux (ICF GHK)

12:30 - 13:00 Closing Plenary, with the contribution of Laszo Mero, research psychologist and popular science author.

13:00 - 13:15 Final words and Announcement of the next seminar

3. Participants of the event:

More than 120 – representatives, Bologna and Higher Education Reform Experts of 43 countries participated in the seminar in Budapest. In particular, the following countries: Albania, Armenia, Austria, Azerbaijan, Belgium, Bosnia and Herzegovina, Bulgaria, Czech Republic, Denmark, Egypt, Finland, France, Georgia, Greece, Hungary, Ireland, Israel, Italy, Jordan, Kazakhstan, Kosovo, Kyrgyzstan, Latvia, Lebanon, Lithuania, Moldova, Montenegro, Morocco, Poland, Romania, Russia, Serbia, Slovakia, Spain, Sweden, Switzerland, Syria, Tajikistan, Turkey, Turkmenistan, Ukraine, United Kingdom, Uzbekistan.

From Georgian side - Irene Darchia (Ivane Javakhishvili State University associate professor, higher education reform expert) participated, in the event, with National Tempus Office funding.

4. The goals, objectives and outcomes.

The main part of the Budapest Seminar was dedicated to analysis of various theoretical and practical aspects of the research-based teaching; in addition, two events took place in parallel: Higher Education Reform Experts held a round table discussion / training on the topic -"Diploma Supplement". For all seminar participants there was also organized so-called "Cafe Budapest Bologna "where, Bologna Process issues were discussed.

The topic -"Diploma Supplement"

Lithuanian expert Raimonda Markeviciene demonstrated the development and implementation of the Diploma Supplement the history, its importance for students and employers, the major mistakes of HEIs in process of Diploma Supplement; she also made some the recommendations, which are considered to be desirable to avoid these mistakes.

Georgian expert Irene Darchia presented the Diploma Supplementing the context of quality assurance. She reviewed the definitions accepted in 2007 and also offered practical recommendations concerning the content of the diploma Supplement.

The presentation of Irene was based on the "Guidelines for the development of the Diploma Supplement" (jointly issued by Tbilisi State University Office of Quality Assurance and Training Department; see attachment #1).

In the framework of Bologna- Budapest café- the relevant issues were discussed. In particular, discussions were held on the following topics: starting point for internationalization, quality assurance, assessment of learning outcomes, a teacher and a three-stage higher education system (LMD system): between blind faith and enlightened scepticism. Student centered learning (SCL); The Social Dimension as one of the emerging initiatives in the Bologna Process and the role of Bologna / HEREs Experts in its implementation. Research based education: RBE: Shall we include all the levels of HE?

In addition to the plenary reports, three workshops were conducted on three different topics.

Theme 1- Developing Institutional Strategies for Research Based Education - Mick Healey

In the presentation was proposed study –learning model. In particular, four effective approaches to scientific research were analysed in the process of involving students. The teaching could be of four types:

Research-led Learning about current research in the discipline

Research-oriented Developing research and inquiry skills and techniques

Research-based Undertaking research and inquiry

Research-tutored Engaging in research discussions

Theme #2

Research Based Learning at Maastricht University: an in depth case study

Problem-based learning (PBL) and research-based learning (RBL) where opposed to each other, as they have been successfully introduced and implemented at the University of Maastricht.

PBL

Simulation of processor scientific research;

Short/small research cycles

Reproducing existing knowledge

RBL

Executing the process of scientific research

Executing research for a longer period of time

Creating new knowledge

Theme #3 Implementing Research Based Education:
Challenges and Opportunities

The main findings:

- research-based education is an effective tool for students preparing for the next step of research programs;
- effort is necessary in order to implement the first stage of research-based education;
- successful implementation of research-based education is highly dependent on the cooperation between the various agencies;
- Each structure / elements should provide a certain role and its functions;
- The university should take the initiative to pursue the process, develop a strategy, set policy and ensure that staff have the necessary resources to develop research-based education;
- The main role performer, the base of success of this process, is the academic staff;
- The academic staff should develop new curricula and should make leadership with enthusiasm;
- Students “agents of change”
- Students should demonstrate their curiosity, dedication and commitment (all three factors are essential for scientific research purposes);
- If reasonably be involved in the process, the scientific - research institutes could perform the role of experts and leaders;
- Business and industry can provide ideas and resources to offer a platform for scientific - research projects that promote employment;
- Although governments generally reverse course, they can positively influence the process of encouragement, recognition and financial assistance

5. Relevance of the event for Georgia

The vast majority of content (conceptual) problems, raised and discussed in Budapest were relevant for Georgia's higher education.

6. Recommendations

The Diploma Supplement:

1. Education Quality Development Centre should officially translate definitions of Committee Recognition Convention (accepted in 2007) concerning the diploma supplement, formally to be used as a reference document for Georgian HEIs.
2. The Legal Education Quality Development Centre should provide monitoring of the all issued Diploma Supplements and giving the appropriate recommendations in order to improve understanding of their contents;
3. Legal Education Quality Development Centre should offer formal English translation of all academic degrees, in order to avoid today's common mistakes;
4. HEIs - should prepare special guide - guide for the development of the Diploma Supplement, by which is determined the substantive details of the Diploma Supplement, the procedures of development and responsible persons;
5. HEIs - should prepared the unified university sample (template) and the samples (templates) for each educational programme;
6. HEIs - should take care of the administrative staff training / retraining that are involved in the process of developing the Diploma Supplement.

Quality Assurance:

1. In the process of improving Authorization –should be provided the involvement of foreign experts;
2. The Swedish model of External quality assurance does not limit the University autonomy, is less bureaucratic and more focused on the quality of the content and its real.

Research based Education

1. HEIs –should reflect research-based Education Development Strategy and Action Plan according to its mission (the actually take the Bologna process - one major problem - the blending of education and research - performance);
2. Should be developed research-based education guideline in the teaching - learning methods to guide academic staff;
3. Should be translated and introduced the new methodological guidelines (problem-based learning as well as research-based education);

4. It is preferable to prepare and conduct special training for academic staff and PhD students with the help of foreign experts, for a lifetime of learning / professional development framework;
5. Appropriate models of Research-based education should become one of the criteria of the quality assurance process.

For more information please see the link

<http://budapest2012.bolognaexperts.net/>

Students Support Services

Study visit

Irine Darchia

28–29 January, 2013, London, UK

1. **Organizers of the event:** Tempus program, UNICA, Brussels, educational agencies, King's College London (UK).

2. Seminar Program:

Monday, 28 January 2013

09:30 - 09:45 Welcome and Introduction by Ian Creagh

09:45 - 09:50 Welcome by Anna Debska

09:50 - 10:00 Welcome by Klaus Haupt

10:00 - 14:00 Session 1: National and Institutional Context

10:00 - 10:30 Students as 'Customers' at the Heart of the System: Responding to Governmental Changes & a New Funding Dynamic

10:30 - 11:00 To AAB or not to ABB: A Very English Question – Considering the Impact and Possible Conflicts in Admissions between Recruitment and Widening Participation

11:00 - 11:40 Sharing Services across Independent Institutions

12:00 - 12:30 Careers & Employability – Supporting the Employability Agenda in an Uncertain World

12:30 - 13:00 Convergence & Super-Convergence: The Changing Nature of Student Services at King's

14:00 - 16:00 Session 2: Student Support Services

14:00 - 14:30 New to King's: The Transition and Journey from Applicant to Student

14:30 - 15:00 Personal Tutoring: Roles, Responsibilities, Academic & Pastoral Support Strategies

15:00 - 15:30 Mental Health, Learning Support Strategies – The Role of Psychological Counselling Services in Rethinking Education and Encouraging Peer Support

15:30 - 16:00 Responsive? Knowledgeable? Friendly? Cultural, Behavioural Change & Frontline Service Delivery

16:00 - 18:00 Session 3: Teaching and Learning

16:00 - 16:30 The King's Experience: Enriching the King's Curriculum

16:30 - 17:00 the Changing Face of Quality Assurance

17:00 - 17:30 Collaboration & Partnership: The College Interface with the Students' Union

17:30 - 18:00 Q & A

Tuesday, 29 January 2013

09:30 - 12:30 Session 4: Supporting Students from Other Perspectives

09:30 - 10:00 Digital Professionalism Lead, Centre for Technology Enhanced Learning

10:00 - 10:30 Innovations in Learning & Teaching Space at King's

10:30 - 11:00 Library as a Learning Space

11:30 - 12:00 Q & A and Wrap-up

12:00 - 12:30 Closing Remarks

3. Participants of the Seminar:

The event was attended by experts of higher education reform and the Bologna process promoters from Tempus countries.

From Georgian side, with the funding of National Tempus Office of Georgia, in the seminar participated -Higher Education Reform experts - Irene Darchia (TSU) and Giorgi Chantladze (Ilia State University).

4. Seminar goals, objectives and results:

The visit was aimed to introduce Students supporting Services, as an effective system in Europe – the experience exchanges from the leading university of England – Kings College.

The British experience showed, that the principle attention should be given to the Student Service System formation and development.

On the seminar were discussed several issues: Admission of students, student support services' new paradigm, student employment, new comers' adaptation issues, tutoring, psychological assistance, the university brand development, curriculum development, quality assurance, engaging with student organizations, digital competence, innovations in study - teaching space, library support.

How to control the number of students?

What are the main factors for definition the students' number at the university? Education space (the amount of laboratories, auditoriums etc.), Students and teaching staff ratio, the ratio of vacancies and applications, the field specificity (such as medicine, dentistry, nursing)and so on. It should be noted that the Georgian legislature has similar restrictions with respect to the study area and academics.

Student Services Should Be:

Relevant, affordable, formed in collaboration with students, for this is the prerequisite for attracting future clients. There is an observation that in research universities, where the focus is aimed on research, less attention is paid to students' services, which is preferable to change. It is important to inform students about all university services, to provide special surveys in terms of communication with administration and university service possibilities.

The employment is one of the most important challenges for modern higher education institutions. "We are preparing students for the services and technology that does not exist yet and which will be set up to solve those problems, the existence of which we do not know yet (Richard Rill)".

Why to choose this or that university?

The main factors are: reputation, personal relationships with academics or career services, the number of employees in previous years, the attitude of employment, the content of the programs, historical factors (family members studied there etc.)

What Is the Employability?

All graduates are employed; students' expectations come true; Student owns the knowledge, Skills, experiences, which are relevant to his/her future job.

There are a variety of strategies to ensure the employment of graduates. In particular, the curriculum, of parallel activities, the service of learning future job appropriate courses. Thus the university must provide student all the necessary skills for future employability, the university should support their students' communication and contact with the potential employers. Should manage work placement.

King's College has a 10-week program, which is implemented in cooperation with potential employers, and which includes the following: teamwork, effective communication, leadership, presentation skills, art of negotiation, analytical skills, problem solving skills, interview techniques, and etc.

Student's admission – Online Registration is also one of the main parts of the students support services.

After the online registration, students have several opportunities to gain all interested information: Central information office (for main information), in addition for newcomers help also are provided from students, dressed in special uniforms, the so-called Student Ambassadors.

At King's College, also functions a personal tutorial institute, which includes the following: student support for non-academic matters, assist faculties and universities in communication, marital problems, emotional problems, depression, learning difficulties to overcome, future plans, and so forth.

Thus, the personal tutorial functions are: obtaining student's confidence, support and encouragement of the student, the regulation of communication with the university, problem-solving assistance, monitoring of the student's academic performance...

The personal tutor is to be aware of the following issues: the student's educational program content and structure. The university's academic regulations, the persons who may need to communicate with the student (chairman of the examination committee, senior tutors and others.), Student support services, and the ways for obtaining support.

Each professor at King's College at the same time is a personal tutor, as defined in their job descriptions and ensures all personnel involved in the learning process.

Each faculty or educational program has senior tutor, personal tutor who helps with advice and coordinate their activities. If necessary, he can replace a personal tutor. Group meetings are held 4-5 times per semester (BA), 2-3 - times on the MA. There is also the opportunity for individual meetings. A special meeting will be held with the student's academic achievement at the beginning of the academic year and during the year. Meetings are organized by private tutors. The student has the option to change the tutor. On PhD level, the role of tutor is played by Doctoral Research Council, coordinators of the doctoral program or the doctoral school staff, although it is planned to change this system.

A tutorial system is beneficial for both sides. It makes easy to identify the problem and to find the solution, the prevention of student's exclusion from university, to increase students' satisfaction, which reflects positively on the university's ranking and its prestige. In addition, the foundation is laid for the further relationships that will continue and may become the basis for the donation to the university.

There is a personal tutorial guide which provides: its role and function, students of modern psychological context, information about student support services, and so forth. The information is posted on the Web - site, special trainings are conducted both for new and experienced personal tutor.

Future campaigns: online support service, involvement PhD students as a tutors and so on...

At the University there is also special physiological support centre. The King's College has student support services minimal standard - Quick and positive response to student demand, an individual approach to each student. A student's qualified support, the constant updating of knowledge, service with a smile - this is a way that the student has to feel comfortable.

At King's College, during curriculum design and / or development, special attention is paid to the following aspects: a rich research environment, interdisciplinary approach, the global approach, community involvement, academic literacy.

Student Organization

The organization's vision: "Each student of King's College must acquire a great experience." At King's College, special attention is given to help students to prepare for the digital professional point of view, which includes the exploring digital and social media correctly, for professional use for professional purposes, personal information protection (in the King's College there is an internal social network). This centre also intakes the development of the library network, for the university library should fully comply with the university's research profile.

5. Seminar Relevancy for Georgia:

Organized study visit at London's King's College for Higher Education Reform Experts and Bologna promoters was important, as there was provided the example of the most successful European university student support services.

6. Recommendations for Universities

1. Student services should be understood as a unified system of student support services, and one of the factors for quality and the reputation of the university.
2. HEI is responsible not only for teaching and research, but for creating a comfortable environment for the students and for the quality of the students' service;
3. Higher education institutions - should create a flexible mechanism for students with academic and administrative counselling and student employment-oriented services;
4. It is recommended - in the process of curriculum design and development to overcome the problem of communication with academic staff;
5. Quality assurance of higher education institutions should become everyone's responsibility.

8. For more information about the event – please visit the link below:

<http://london2013.bolognaexperts.net/>.

Cross-border Education

Lali Bakradze

April 23-24, 2013, Madrid, Spain

1. Schedule

Monday 22 April 2013

14.00 – 14.45 Opening Plenary, chaired by Arthur Mettinger, Rector Campus Wien University of Applied Sciences and President of UNICA 2004 – 2007;

Welcome by José Maria Sanz Martínez, Rector, Universidad Autónoma de Madrid

Introduction by Frank Petrikowski, Directorate General for Education & Culture, European Commission

Introduction by María Luisa García Mínguez, Erasmus and Jean Monnet programmes – Education, Audiovisual & Culture Executive Agency

Introduction by Jacques Kemp, Tempus and Bilateral Cooperation with Industrialized Countries – Education, Audiovisual & Culture Executive Agency

14.45 – 15.30 Keynote by Vincenzo Raimo, Director International Office, University of Nottingham, followed by Q&As: 'Do transactional education developments take us beyond the rhetoric of internationalization

15.30 – 16.15 Quality Assurance and Cross Border Education, by Rafael LLavori, Board Member ENQA

16.45 – 17.30 Presentation of the EC Study on Cross Border Education, Andrew McCoshan, - consultant: 'Franchising, Validation and Branch Campuses in the EU: mapping provision, regulation and quality assurance'

17.30 – 18.00 Panel Discussion: 'The Challenges of Cross Border Education', chaired by Arthur Mettinger with the participation of Vincenzo Raimo, Rafael LLavori and Andrew McCoshan

Tuesday 23 April 2013

09.30 – 13.00 Parallel meeting for students

09.30 – 11.00 Training Groups

1. Topic # 1: Dual and Joint Degrees, with the contribution of Matthias Kuder, Freie Universität Berlin

2. Topic # 2: Branch Campuses/Educational Franchising, with the contribution of Thomas Buerman, Project Manager Ghent University Korea

3. Topic #3: New methods, new pedagogies, virtual and online education, with the contribution of Timothy Read, Director Open UNED (National Distance Education University, Spain) and Jack Barokas, Educational Digital Media Applications, Tel Aviv University Computing Division

11.30 – 13.00 Training Groups – Continued

14.15 – 15.30 Case Study Presentations, with the participation of- Juan José Ramos, Dept of Telecommunication and Engineering Universidad Autónoma de Barcelona - EU funded Joint Master Logistics & Supply Chain Management

- Miguel Gea, Director Centro Enseñanzas Virtuales Universidad de Granada -EU funded European Weblog Platform for Mobile Students

- Vincenzo Raimo, Director International Office, University of Nottingham

- Nadezhda Kamynina, Russian Higher Education Reform Expert – Educational Franchising and Branch Campuses in Russia

- Jack Barokas, Israelian Higher Education Reform Expert, ‘Building online courses for Master's Degree studies on Nano Technologies within the framework the Leonardo da Vinci and Erasmus EU projects’

16.00 – 17.30 Training Groups – Final session

Wednesday 24 April 2013

09.30 – 10.15 Feedback on the Training Groups (Day 2)

10.15 – 11.00 Contribution by Ricardo Amils, Professor of Microbiology, Universidad Autónoma de Madrid: ‘Río Tinto, a terrestrial analogue of Mars’

11.30 – 12.00 Feedback on the parallel meeting for students by Konstantinos Rachianiotis, Natasha Kozłowska and Kristin Meyer, Student Representatives

12.00 – 12.30 Your Time Slot

12.30 – 13.00 Closing Plenary with the contribution of Frank Petrikowski, European Commission, Directorate General for Education & Culture

2. Conference participants

The conference hosted the University of Madrid. Representatives from 52 countries -EU members, the Caucasus, Central Asia, the Middle East, as well as the EACEA and UNICA representatives participated in the sessions.

3. Main message of the conference

In the period of globalization, the higher education goes beyond the national boundaries. There are various forms of transnational education and quality assurance. Transnational education plays an important role in the process of formation of public confidence.

At the seminar were presented the three main reports. In addition, the variety of internationalization directions was discussed in small groups. The main report of the seminar was dedicated to the Nottingham University internationalization direction, which is focused development of two-branches in China and Malaysia.

The second report was focused on the importance of quality assurance in transnational education. Also were discussed UNESCO's new guideline principles for assuring transnational education and European standards.

One of the recommendations of the presentations is – that countries should overcome the barriers in order to promote internationalization and to transform quality assurance as a basis of transnational education. The third presentation reported the results of their research in Europe, regarding franchising and branches in Europe. The survey and research involved 91 representatives of the 27 EU member states. From the elective and optional training sessions, the most important and interesting point was the part of establishment of Gent University branch in South Korea, with the support of Korean government. Training was also focused on the other direction of internationalization such as distance learning, as well as the most common forms of education such as - joint programs and joint degrees.

4. Seminar material relevancy for Georgia

The Main focus of the seminar was – the topic of new forms of transnational education, such as branches and their operation overseas, which was very interesting, but less relevant to the Georgian reality. However, transnational quality assurance, as well as joint programmes and joint degrees' issue is very important for Georgia nowadays.

5. Measures to be taken towards internationalization in Georgia

Governmental level:

In direction of Transnational education the priority of Georgia is a development of priorities in joint programs and degrees in the European Higher Education Area. In this respect, it is important to remove all obstacles:

- The legislation should specify the characteristics of joint programs and exchange programs;
- Promotion of student mobility.

- Establishment of a mechanism for automatic recognition of the study period (credits) of Joint / exchange program participating students.
- Adaptation to European standards for quality assurance and ENQA – (the membership)
- Membership of the European network, adaptation of European standards.
- Development of International recognition manual for accreditation procedures.

Worldwide known accrediting agency's accreditation of the programme would be an important message to raise awareness of the programme and the university itself and to increase the mobility and the formation of joint programmes.

University level

In Georgian Universities there are several methods of international cooperation, though stable development in direction of internationalization depends on the internal strategy of the University. Thus the existence of the Strategy as such- is extremely important.

From Student to Researcher
Sixth EUA-CDE Annual Meeting
Ketevan Gurchiani
18-19 June 2013 Warsaw, Poland

1. Schedule

Tuesday 18 June

EUA - CDE annual meeting

10.00 – 10.30 welcome address - Old library, Aula

Welcome by the host

- Marcin Jakub Pałys, University of Warsaw, Poland
- Melita Kovacevic, University of Zagreb, Croatia, and EUA-CDE Steering Committee Chair
- Marta Kicińska-Habior, University of Warsaw, Poland: Doctoral education at the University of Warsaw

10.30 – 12.00 Plenary Session I: Are we on the right track?

Chair: Melita Kovacevic, University of Zagreb, Croatia, and EUA-CDE Steering Committee

- Francesc Xavier Grau Vidal, Rovira i Virgili University, Spain
- Erno Keszei, Eötvös Loránd University, Hungary

13.15 – 14.45 Working Groups I

Working Group I.a: Assuring Quality

Chair: Berit Rokne, University of Bergen, Norway, and EUA-CDE Steering Committee

- Saskia Ebeling, Utrecht University, the Netherlands: Quality assurance of doctoral education in an interfaculty Graduate School.

Agnieszka Wenninger, Free University Berlin, Germany: Dahlem Research School - an institutional example of a framework for structured graduate education at Free University of Berlin

Working Group I.b: Coaching and Courses

Chair: Mary McNamara, Dublin Institute of Technology, Ireland, and EUA-CDE Steering Committee

- Horia Iovu, Polytechnic University Bucharest, Romania: Keeping the right balance between taught courses and research activity
- Mirjam Godskesen & Jens Larsen, Aalborg University, Denmark: PhD coaching: a way to develop doctoral candidates' ownership and independence

Working group I.c: Cultivating the Research Mindset

Chair: Lucienne Blessing, University of Luxembourg and EUA-CDE Steering Committee

- Galina Cimova, University of Economics, Prague, Czech Republic: Internal grants – one tool in making PhD students into researchers
- Hanna Kauhaus, Friedrich Schiller University Jena, Germany: Developing a professional academic identity and a research mindset: The role of science studies in doctoral education

Working Group I.d: An Introduction to Doctoral Education I (for participants new to doctoral education management, first of two sessions)

- Alexandra Bitusikova & Thomas Ekman Jorgensen, EUA-CDE: European Doctoral Education – an overview

Working Group I: Training for Trainers of Supervisors (special training session for experienced participants) – room 214

Old Library, Foyer

15.15 – 16.30 Plenary II: Quality and Internationalisation – Two Projects on Doctoral Education

Wednesday 19 June

09.00 – 10:00 Plenary III: Supervision and personal development

Old Library, Aula

Chair: Maria Teresa Anguera, University of Barcelona, Spain, and EUA-CDE Steering Committee

- Anne Lee, Independent Academic Development Advisor, United Kingdom
- Klaudia Proniewska, National Representation of Doctoral Candidates, Poland

Old Library, Foyer

10.30 – 12.00 Working Groups II:

Working Group II.a: Programme Development

Chair: Frank Bremmer, University of Marburg, Germany, and EUA-CDE Steering Committee

- Ian Frame, Anglia Ruskin University, UK: An Alternative Professional Doctoral Education
- Annamaria Silvana de Rosa, University of Rome Sapienza, Italy: Combining structured and networked training approach in international doctoral education

Working Group II. b: Developing Structures

Chair: Lucienne Blessing, University of Luxembourg and EUA-CDE Steering Committee

Ingrid Rügge, University of Bremen, Germany: Doctoral Training in Logistics: A Multi-disciplinary, Cross-cultural and Integrative Approach

Hasan Jashari, South East European University, FYR of Macedonia: New PhD programs in Macedonia
Working Group II. c: Skills Provision

Chair: Mary McNamara, Dublin Institute of Technology, Ireland, and EUA-CDE Steering Committee

Monika Janfelt, University of Southern Denmark: Career development programme for PhD students and early-stage researchers

Working Group II. d: An Introduction to Doctoral Education II (for participants new to doctoral education, second of two sessions)

Alexandra Bitusikova & Thomas Ekman Jørgensen, EUA-CDE: What is Professional Management of Doctoral Education?

Working Group II. e: Training for Trainers of Supervisors (special training session for experienced participants. NB same content as Working Group I. e)

Helmut Brentel, Goethe University Frankfurt, Germany

Old Library, Foyer 13.15 – 14.15 Speakers' Corner

14.15 – 15.45 Plenary IV – Stakeholder panel: Are we on the right track?

Old Library, Aula

Chair: Melita Kovacevic, University of Zagreb, Croatia and EUA-CDE Steering Committee

- Peter van der Hijden, Directorate-General for Research and Innovation, European Commission
- Stephan Kuster, Science Europe
- Nicola Vittorio, Chair of the Bologna Follow-Up Group, Working Group on the Third Cycle
- Slobodan Radicev, Eurodoc

15.45 – 16.15 Closing Plenary - Old Library, Aula

2. The Conference participants

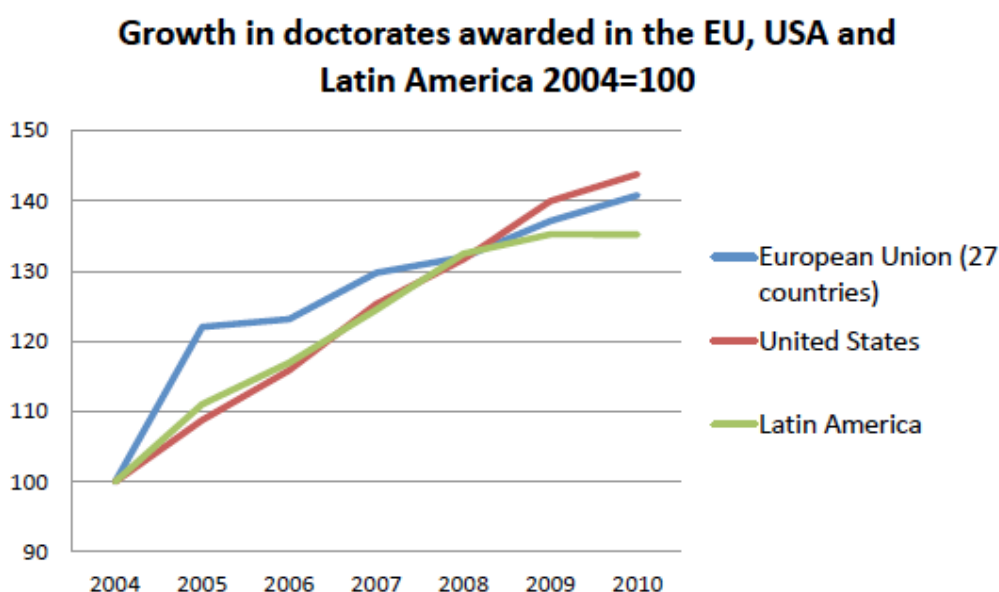
Annual meeting of the EUA-CDE held in Warsaw on 18-19 June 2013. Representatives from 27 countries participated in the conference among them were: university rectors, chancellors, deans: university-level decision-makers.

3. The main theme of the conference

The main topic was - the PhD student: **student or researcher. Have we chosen the right track?**

Various reports have clearly demonstrated how the global has become the discourse of doctoral education. All the countries with the economical rise have declared the Doctoral education as their priority, that's because surely the doctoral education is the level, which creates new knowledge and innovation.

The European University Association has researched doctoral education in East Asia, Europe, South America and Africa in the project -CODOC – Cooperation on Doctoral Education between Africa, Asia, Latin America and Europe (further CODOC). According to the survey votes, in Europe and the United States and South American PhD degree student numbers are growing.



Thomas Ekman Jørgensen, <http://www.eua.be/events/past/2013/EUA-CDE-Annual-Meeting-2013/Presentations.aspx>

Current problems in European universities - how to turn student into doctoral researchers, for the investment: the intellectual and financial knowledge to be used most effectively.

Seminar participants give us various schemes, shared experiences for solving this common issue: Special Statuses, PhD student granting, conferences, summer schools and other...

As for Czech Republic – the government funds the universities for announcement of call of PhD research projects. With these steps they give a motivation to students and help them to transform into the researchers. Some universities try to incorporate doctorates, for developing better PhD schools.

On the seminar several presentations were devoted to the principles of building doctoral schools and their quality assurance systems.

1. Quality is checked by quality assurance department.
2. Quality is checked by external body when they check the university research level.
3. The Quality is also checked by the funding organization. The greatest attention is paid to the verification of the number of international publications, as it is believed to be the main indicator of success. One important indicator is how many of students managed to get a doctorate degree (after the publication).

4. The relevance of the workshop for Georgia and activities to be carried out in Georgia:

Doctoral programs are generally accompanied with a lot of problems and a lot of things that need improvement: There are no special funding for these students, no motivation for providing new researches. Granted rights for PhD students to be an assistant professor, was to motivate staff, employment, and the best way to develop a university identities. In general, the better for all professors to have defended the thesis and to be a great researcher, this is not disputed. But this desire does not correspond to the reality in Georgia. Not a single model can be copied unchanged: we have a specific situation in which a specific approach and support is needed.

A situation in which, universities are full of "doctoral degree" professors are not characteristic for developing countries. See the CODOC statistics

In Asia, Latin America and Africa is increasing the number of professors who have defended the thesis



Thomas Ekman Jørgensen,

<http://www.eua.be/events/past/2013/EUA-CDE-Annual-Meeting-2013/Presentations.aspx>

First quick result, which could lead a change in the law, will be the simplification of degree of Doctor in order to avoid losing needed number of professors for getting the accreditation for Universities. (Government determined ratio of students and faculty). It is better to maintain a high standard and achieve the goal more slowly, than demand “quality” from everyone, which may reduce the “overall quality” at the universities.

Why do we need it so difficult?

International publications, support the quality, on the other hand, the process of creating a publication is a mechanism for accumulating skills for involvement in international dimension. This is a long way, but this is the way for the universities oriented on the quality. The worst possible result would be quality deterioration. The best solution is to encourage and support than to change the status and responsibilities.

Georgia needs very active scientists, researchers, who presents their research to the international space involved and actively create the academic field in the country. All the planned changes should correspond to these aims.

5. Presentations

<http://www.eua.be/events/past/2013/EUA-CDE-Annual-Meeting-2013/Presentations.aspx>

European Quality Assurance Forum

Hosted by the University of Gothenburg, Sweden

21-23 November 2013

Irina Darchia

1. The organizer of the event. The European University Association (EUA), the European Network for Quality Assurance (ENQA), the European Association of Institutions in Higher Education (EURASHE), the European Students' Union (ESU) - the so-called 4E

To view the full final programme, please click

http://www.eua.be/Libraries/EQAF_2013/EQAF_2013_final_programme.sflb.ashx

Full programme

Thursday 21 November

17.00 Official Opening

17.15 Plenary Session I: "Quality" in Higher Education: Window-dressing activities, bureaucratic rituals and the struggle for qualifying individuals

19.00 Welcome Reception with Musical Performance by University of Gothenburg Symphony Orchestra

Friday 22 November

09.00 Plenary Session II: Working together in QA - stakeholders' view and expectations

10.45 Papers and Workshops – Session I

14.00 Parallel Plenary Session I: Updates on new developments in quality assurance

15.30 Parallel Plenary Session II: Updates on new developments in quality assurance

Saturday 23 November

09.30 Papers and Workshops – Session II

11.45 Plenary Session III: Internationalization as a vehicle for quality

3. Participants of the event

The event was attended by those responsible for quality assurance, the Rector, Vice Rector, quality assurance specialists, students, quality assurance agencies and researchers from the countries participating in the Bologna Process.

With funding of National Tempus Office of Georgia, from Georgian side participated - Higher Education Reform Expert Irene Darchia (Tbilisi State University, University of Eastern Europe).

4. The aims challenges and results of the event:

During last 10 years significant steps have been taken across Europe for developing European quality assurance. Higher education institutions - NGOs, as well as quality assurance agencies have established their procedures for quality assurance and development. Nevertheless, one of the major challenges remains to be the engagement of whole academic community in communication and collaboration with different stakeholders. The 8th European Forum for Quality Assurance was mostly focused on the following issues: how to realize the role of the individual and the entire organization to ensure the quality of our daily lives, how to be involved in the quality assurance process, how to work with quality development.

During the forum were presented and discussed the following issues: internationalization as the main instrument for quality enhancement, quality assurance of the latest trends in the European educational space, the non-academic programs, quality assurance, quality culture (Germany, Belgium, and Great Britain as an example).

The latest trends of quality assurance in the European educational space are primarily related to the following: The Revision of Quality Assurance of the European Standards and Guidelines (BFUG- by-frame), "the introduction of European accreditation scheme for the joint degree" (soon to be published), the revision of national legislation in order to open up "the market" for foreign quality assurance agencies.

Quality Culture

"The quality culture is the organizational - a psychological perspective that focuses on higher education institutions' employees' shared values and commitments."

Based on research, it is planned to develop a special model of the evaluation to determine higher education institutions' quality culture. The preliminary results of this:

According to experts, the quality culture consists of this elements: leadership - 95.1%, communication - 95.1% participation (engagement) - 78%, targets - 73.2%, liabilities - 70.7%, confidence - 68.3%, responsibilities - 65.9%, recognition - 65.9%, Information - 65.9%.

Dimension	N (%)
Leadership	39 (95.1)
Communication	39 (95.1)
Participation	32 (78.0)
Objectives	30 (73.2)
Commitment	29 (70.7)
Values	28 (68.3)
Trust	28 (68.3)
Responsibility	27 (65.9)
Recognition	27 (65.9)
Information	27 (65.9)

According to experts, the most important elements of a quality culture are: communication - 58.5%, management - 46.3%, confidence - 29.3%, information - 26.8%, liabilities - 24.4%, the responsibility - to 24.4%, Participation - 24.4%.

Dimension	N (%)
Communication	24 (58.5)
Leadership	19 (46.3)
Trust	12 (29.3)
Information	11 (26.8)
Commitment	10 (24.4)
Responsibility	10 (24.4)
Participation	10 (24.4)



Other interpretation of quality culture: a common (shared) values and structures for quality development.

Stakeholder involvement in the quality assurance process is important not only to improve the quality, but because the quality of the institution becomes their responsibility as well.

The quality is related primarily to teaching and learning experiences and is related to the following aspects : student and lecturer close relationships, their constant feedback, which increases mutual motivation, teaching methodology, diversity and flexibility for changing requirements of adaptation for a cutting-edge knowledge and professional experience in the transfer of programs in connection with labour market, which increases their competitiveness, infrastructure and material resources status, student support services , transparent and effective communication and others. These factors impact on higher education institutions. That's the assessment of the quality assurance system in an academic environment to serve.

The British experience:

As the students and the lecturers have different view on quality of the system it is necessary to have constant communication In order to achieve full participation with stakeholders in the overall development process. This is a way, which will strengthen their motivation.

Major trend for the development of doctoral education in Europe is a formation of doctoral education and the quality assurance system, but it has another evaluation form different from the first and second stages. Since 2005, a "silent revolution" is arising in the field of doctoral education. In 2007, 30 % of higher education institutions have the doctoral schools, in 2009 - 65 %, and in 2013 - 85 %. In Doctoral programs, are developed transferable skills, it is enhancing the mobility and the introduction of quality assurance elements (the most widespread accountability and quality of development).

According the European University Association Council for Doctoral Education's Project - "accountable research environment for doctoral education" (ARDE - Accountable Research Environments for Doctoral Education) is the most comprehensive attempt to ensure quality of education across Europe (European University Association, the results of which coincided with a large-scale survey results).

With the results of the above mentioned research, has been identified, that a doctoral degree is evaluated by the following indicators: Student enrolment, student progress monitoring, scientific leadership, PhD student involvement in processes, personnel qualification requirements, thesis evaluation, transparency (rules and guidelines to define the requirements and expectations), HEI contracts – with a PhD student and its scientific supervisor, and so forth.

On the event there was presented a large-scale project results, which showed - HEIs, students and government officials are more interested in the results of the external quality assurance (opinion), rather than employers'.

5. Event relevancy for Georgia

Since 2005, the internal and external quality assurance of higher education is an integral part of its quality assessment and development tool. At present, particular importance is given to the closer introducing of the quality assurance in the field of European trends and priorities.

6. Recommendations:

1. Main issue for European quality assurance systems " meeting the criteria VS quality culture "
2. Desirable to develop a legal mechanism for recognition of granted accreditations from foreign accrediting agencies.
3. It is necessary to provide the external quality assurance system in Doctoral programs. For the bases could be used the document of the European Council for Doctoral Education, " Doctoral Education Quality: Arden Project Results "

(http://www.eua.be/Libraries/Publications_homepage_list/EUA_ARDE_Publication.sflb.ashx) and the European Institute of Innovation and Technology (European Institute of Innovation and Technology - EIT) “planning, marking and assessment.

4. For Georgian external quality assurance reform process it is desirable to increase attention to experts’ conclusions and research results.

For more information about the event - see detailed information about the European Forum for Quality Assurance in the eighth: <http://www.eua.be/eqaf-gothenburg.aspx>