Ionian University

Magna Charta Observatory

CORFU SUMMER SCHOOL 2010

The European Higher Education and Research Area – Implications, challenges and initiatives for universities in SE Europe and neighbouring countries

A Selection of Papers from the International Seminar

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Organising Committee:
Prof. Dimitris Tsougarakis
Mrs Claudia Boettcher
Mr Bastian Baumann

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The Corfu Summer School 2010

Background and Objective

The **Corfu Summer School** is a meeting that takes place every June on the island of Corfu. It is jointly organised by the Ionian University and the Magna Charta Observatory with support by the Greek government.

The **Ionian University** was founded in 1984 as the natural successor of the first Greek university, the Ionian Academy in Corfu, one of the richest Greek islands in terms of history and natural beauty. Today it is a modern and dynamic institution with six academic departments and twelve postgraduate courses, all with a distinct cultural and educational profile, three of the departments being unique on the Greek higher education map. In the last decade, the Ionian University has rapidly developed and expanded, taking important initiatives in the field of culture. On behalf of the Ionian University the member of the CSS organising committee is Professor **Dimitris Tsougarakis**, Rector of the Ionian University.

The **Magna Charta Observatory** is a non-profit organisation based in Bologna, founded by the University of Bologna and the European University Association (EUA). The Magna Charta Observatory aims to gather information, express opinions and prepare documents relating to the respect for, and protection of, the fundamental university values and rights laid down in the Magna Charta Universitatum signed in Bologna in 1988 by 388 Rectors of worldwide main universities, now having more than 700 signatory universities. On behalf of the Magna Charta Observatory the member of the CSS organising committee is **Bastian Baumann** who is the Secretary General of the organisation.

The Corfu Summer School took first place in 2004. Whilst the participants change every year, the main purpose and rationale of the meeting remained unchanged. The summer school brings together Rectors and senior institutional representatives, people in other prominent positions in higher education as well as researchers on higher education to debate a specific theme. Participants are usually in the middle stages of the professional careers, as one of the aims of the Corfu Summer School is to ensure that the insights gained would be used in the practical work of the participants in a sustainable manner.

The meeting has a specific regional focus in the sense that participants are from Central-Eastern Europe, South-Eastern Europe and the neighbouring countries in the Mediterranean. It is those countries that traditionally have a link with Greece and Greek universities and/or have a larger Greek Diaspora population. In this sense, the Corfu Summer School also provides a unique opportunity for current and aspiring university leadership from the region to enhance their knowledge and insight about issues of concern. By bringing together high ranking academics from countries with different higher education systems, which operate under various economical and political circumstances for fruitful exchange of information and views concerning university autonomy and convergence, the Corfu Summer School is a very particular platform. It is the only meeting specifically designed for and aligned to the needs in this part of Europe.

The number of participants is purposefully kept between 15 and 20. The objective of the Corfu Summer School is to create an environment that puts participants at ease whilst at the same time allowing for a maximum of involvement into the debates and a great extent

of interactivity. The Corfu Summer School lasts for 4 working days and is following the same format every day.

Each day begins with a presentation that introduces the topic of the day. This presentation usually lasts for 45 minutes. In the following 3.5 hours, a moderated discussion takes place, inspired by the introductory presentation. In the afternoon session, a case study example on the topic is being presented and discussed in order to take the discussion of the morning to the most concrete level.

The Corfu Summer School can be considered as an international think-tank whose participants are ready to brainstorm and play with ideas in a very open manner, inspired by informal atmosphere, easy interchange. It also provides an opportunity to develop friendly links with international colleagues entrusted with similar tasks in their own environment. Therefore, it is not a big surprise that a range of successful projects and university partnerships were created and still operate.

Participants of the Corfu Summer School give the event a very good feedback. Many of them state that it was the most interesting and relevant international meeting they have ever attended and urge the organisers to continue this tradition.

The Idea for 2010

The topic for the Corfu Summer School 2010 was *"The European Higher Education and Research Area – Implications, challenges and initiatives for universities in SE Europe and neighbouring countries".* The topic was chosen due to strong impact European reform processes have on the higher education systems in the region and consequently on the universities. At the same time, the influence of countries in Central-Eastern and South-East Europe on the actual policy making is marginal.

The lack of influence is not caused by the structural setting, as all countries participate on the same basis. Hence, the reasons for this lack are to be found elsewhere. Obviously, some of the countries in the region have only at a later stage joined the European Processes, but that is also not the sole explanation.

Universities as well as officials from the region often state that they would like to belong to Europe. This raises the suspicion of a feeling of inferiority, as geographically they clearly belong to Europe. Further integration should benefit from the different experiences – both in the West and the East.

The objective of the 2010 Corfu Summer School was therefore to look at the specific achievements and challenges for universities in the region. Participants were discussing on how to strengthen the involvement of their respective countries. That is why the Czech republic and Georgia have been picked for case studies, since they have managed to be fairly well integrated into the European debates and have also achieved some major reforms in their legislation.

Programme 2010

Monday 07 June:	Day of arrival
Evening:	Welcome reception and presentation of programme and participants

Tuesday 08 June:	**Introduction to European higher education reforms and discourses in the last decade**

Morning	Introduction by *Bastian Baumann,* Bologna, facilitator
Evening	Case: The perception and informal influence of the EHEA and the ERA in Egypt, *Meer Hamza,* Cairo

Wednesday 09 June:	**Two decades of the Bologna Process (in CEE and SEE)**

Morning	Introduction by *Klemen Miklavič*, Ljubljana, facilitator
Evening	Case: The Czech example, *Jakub Dürr*, Olomouc

Thursday 10 June:	**The Bologna Process as a participatory process**

Morning	Introduction by *Rasa Cincyte*, Vilnius, facilitator
Evening	free

Friday 11 June:	**Different actors, different topics, different responsibilities**

Morning	Introduction by *Janja Komljenovič*, Ljubljana, facilitator
Evening	Case: The experience from Georgia, *Lela Maisuradze*, Tblisi

Saturday 12 June:	Departure

Participants 2010

Dr. Foteini Asderaki
Department of International and European Studies
University of Piraeus

Bastian Baumann
Secretary General, Observatory for the Magna Charta Universitatum

Ms. Rasa Cincyte
ESU Executive Committee Member

Dr. Jakub Dürr
Vice-rector of the Palacký University
Olomouc

Prof. Mehmet Durman
Rector of the
Sakarya University, Istanbul

Assoc. Prof. Huseyin Gul
International Relations Adviser to the Rector
Süleyman Demirel University, Isparta

Prof. Songul Sallan Gul
Dean of the Education Faculty
Süleyman Demirel University, Isparta

Prof. Meer Hamza
Dean of the Graduate School of Business
Arab Academy for Science, Technology & Maritime Transport

Prof. Zrinka Jelaska
Vice-dean of the
Faculty of Humanities and Social Sciences, University of Zagreb

Prof. Aleksandar Jovanovic
Vice-rector of the
University of Pristina, Kosovska Mitrovica

Ms. Janja Komljenovič
Advisor
Ministry of Higher Education, Science and Technology, Slovenia

Dr. Mohamed Loutfi
Director of International Development
University of Wales Institute, Cardiff

Ms. Lela Maisuradze
Head of the Higher Education Harmonization and International Integration Division
Ministry of Education and Science of Georgia, Tbilisi

Mr. Klemen Miklavič
Researcher at the Centre for Educational Policy Studies, Ljubljana

Prof. Aiman A. Ragab
Dean of the College of Management & Technology
Arab Academy for Science, Technology & Maritime Transport

Assoc.Prof. Sergiy Skorokhod
Vice-rector for International Cooperation
Odessa National I.I. Mechnikov University, Odessa

Prof. Dimitrios Tsougarakis
Rector of the Ionian University

Prof. Zdravko Vitosevic
Rector of the University of Pristina, Kosovska Mitrovica

Summary of the week

The conference started with a general presentation by Bastian Baumann on the reforms that took place in the last decade. As starting points of the reforms, the Magna Charta Universitatum as well as the Lisbon Recognition Convention and the Sorbonne and Bologna Declarations were mentioned. Reasons for those reform efforts were presented and the underlying and guiding principles for the reform efforts illustrated. The presentation then further elaborated on the individual action lines of the Bologna Process. Participants then discussed the reform efforts in the different countries, putting an emphasis on elements mentioned that are most prominent, elements that are not present in the reforms as well as other areas of reforms that are carried out at the same time and sometimes even under the name of elements of the European Higher Education Area.

The evening session started with a case-study presentation by Meer Hamza who reflected about reforms carried out in Egypt and the repercussions at his institution, the Arab Academy for Science, Technology and Maritime Transport. He made it obvious that the European reform processes have a distinctive outreach also in other parts of the world, especially neighbouring areas. Especially in the area of quality assurance countries are following very closely what happens in Europe and adopt their policies in order to ensure that compatibility and recognition are not facing structural problems. Participants discussed the Egyptian reforms and it became obvious that there is too little knowledge in Europe about what happens in other parts of the world. The external dimension strategy of the Bologna Process has focused too much on providing other areas with information about what is happening in Europe rather than also seeking information about changes in those countries.

Klemen Miklavic started the next day with a presentation putting a specific focus on what has happened in South-East and Central-Eastern Europe. He explained the different patterns of the transition periods and the diverse strategies countries have enacted upon. He presented the current issues at stake and challenges present in those countries. Participants discussed both concretely about the reforms and the implementation process in the region as well as more widely the role of higher education in a period of transition and for the reconstruction of society. It was also debated what the distinctive features of national system in the region are and why those features have been largely overturned by a more Western oriented policy agenda.

Jakub Dürr presented in the evening the case of the Czech Republic in terms of the reforms that have been undertaken in the time after 1990. He started with some more general questions, which then were followed by giving an account of the preconditions for the reforms in the Czech Republic. He also outlines in how far the Bologna Process was used as a guideline for change and why generally Eastern Europe has rather had the role of a recipient in the discussion for a than that of an active contributor. However, comparatively, the Czech republic has been more active than other countries and he

explained the reasons for this decision. A SWOT analysis of the Czech higher education system was presented in order to more clearly present the issues at stake. Based on this and an elaboration of some concrete actions that have been taken, participants discussed the example of the Czech Republic and referred it back to the efforts in their respective countries, analysing achievements and challenges.

The next day started with a presentation by Rasa Cincyte that focused on the importance of the participatory element in the European reform processes. She outlined the history and rationale of the contributions of students in the Bologna Process and the fact that by now it has been established common practice that students are considered full partners in higher education governance, a phenomenon unique to Europe. The discussion with participants focused on the roles and perceptions of students. It was also discussed that the Bologna Process benefits highly from the inclusion of all stakeholders in the debates that shape the policy. This reflects a mix of top-down and bottom-up approaches both in policy-making and implementation that proved to be one of the cornerstones why a process that is not legally binding has had such deep effects and despite all criticism can be considered a big success.

Participants used the evening for more informal discussions, visiting university premises and exploring the island of Corfu. The relaxed atmosphere during the dinner resulted in further intense debates about European higher education and some concrete proposals for cooperation between the universities represented in the summer school.

Janja Komljenovic provided participants with an overview of general trends in higher education in recent years and their repercussions into national systems as well as into the European discourse. She highlighted the different roles and responsibilities for the various actors in a system as well as society's expectations. Participants discussed the changes in their education systems in the light of those general trends and became better aware of the fact that higher education reforms are placed in a general context of change.

Lela Maisuradze presented in the evening the case of Georgia. She highlighted the fact that Georgia officially only joined the Bologna Process at a later stage, but already before used it as a guideline for national reforms. She reflected about the rationales of the reforms and elaborated on the fact that Georgia stands out compared to other countries in the European Higher Education Area, as it actively contributes to the debates and actually follows-up the implementation very closely to what has been discussed at European level. She presented details of the reforms that have been undertaken as well as remaining challenges. Participants discussed ways and possibilities of how to learn from the Georgian experience for the debates in their own countries with a view to fostering a strong impact of European debates as well as a general acceptance of the need for reforms.

Corfu Summer School 2010

An Introduction

Bastian Baumann, Secretary General, Magna Charta Observatory

Kontokali Bay, 27 May 2010

Introduction (1)

Please introduce yourselves and state your expectations for the week as well as one fear!

Introduction (2)

Looking back at the last 5 years, what has been the worst part of the reforms in your higher education system or your university?

Introduction (3)

Thinking about the European Higher Education Area and the European Research Area, what have been the major components of reforms in your higher education system?

What has been the most difficult challenge you have encountered related to the reforms?

A Brief Introduction to the European Higher Education Area

Starting Point(s)

- 1988: Magna Charta Universitatum
- 1997: Lisbon Recognition Convention
- 1998: Sorbonne Declaration
- 1999: Bologna Declaration

Reasons

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- Competitiveness
- Common European labour market
- Craving for reforms
- Individual reasons for each of the action lines

Guiding Principles

- Magna Charta Universitatum
  - Institutional autonomy
  - Academic freedom
- Flexibility
- Student Centredness

Action lines (1)

- System essentially based on 2/3 cycles
- System of comparable, compatible and easily readable degrees
- Cooperation in quality assurance
- Mobility
  - Recognition

Action lines (2)

- System of credits
- European dimension
- Attractiveness of the EHEA
  - External dimension
- Student participation

Action lines (3)

- Lifelong learning
- Doctoral degrees
  - Link to the European Research Area

- Social dimension

???

- What was entirely new to you?
- Which aspects are most / least discussed in your country / university and why?
- Which other aspects are brought into the same discussion / reform?
- What elements are missing for a successful reform?

Quality and Egyptian Higher Education

Presented By:
Prof.Dr. Meer Hamza
Dean, Arab Academy Graduate School of Business
Arab Academy for Science Technology and Maritime Transport

Introduction:

- Egypt is the largest, country in North Africa and the Middle East. Its education system is also the oldest of all.

- The higher education system carries almost 2.3 million students, distributed in only 18 state and 16 private universities

Introduction

We realize that HE outputs in any nation are:

– the engines of change,

– the power of fostering reforms,

– the leaders of the future and

– the eligible platform of creativity.

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Egyptian Higher Education (SWOT Analysis)

Strengths

- Increasing social demand for enrollment in Higher Education
- Increasing demand on new and advanced set of diversified specializations, competencies and skills at different sectors
- Presence of a huge think tank of faculty members
- Presence of well established infra-structure and material resources
- Direct overseas connections through ICT
- Availability of advanced technical & technological facilities (Internet 2 – EUN, etc.)

Weaknesses

- Absence of a common policies and Strategies
- Lack of coordination and conflicting roles and responsibilities for higher education sector's institutions and organizations
- Absence of operational mechanisms for reviewing and evaluating academic programs
- Aging of systems, slowness of enhancements and developments and degradation of cognitive aspect
- Deterioration of educational technologies and multimedia
- Lack of an effective system for preparing and improving performance of faculty members and assistant staff

Challenges for Egyptian Higher Education Management

Need to revise and specify institutional mission statements:

- Determination of main actual functions, and need to make institutional organization consistent with the adopted decisions

- Identification of the ways in which these functions will be developed

- Consideration of different stakeholders in these definitions

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Challenges for Egyptian Higher Education Management

Importance of globalization ,international cooperation and development of the current Practices

The requirements:

- Mechanisms to promote mobility

- International presence within a context of quality

- Internal quality assurance mechanisms

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Five main Strategic Objectives:

1. A H.E. Expansion to accommodate new enrollments according to a set vision .

2. Powerful Shake-up to Improve Quality.

3. A Versatile, flexible system that is compatible with the needs of development, connected and exposed to the international H.E. moves of reforms .

4. Clear commitments to institutional integrity

5. Increasing links to the international system, mobility and outsourcing as important factors

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The main Goal for Egyptian higher Education in the 21st Century

To establish a **quality education system** that provides

learning experience relevant to current and future

needs for Egyptian continued **economic & social**

development"

Egyptian Graduate Profile Needed for the 21st Century

- To improve **quality** of **graduate profile** which Egypt needs to meet the challenges of the 21st century through:
  - Improving **self** and **long life learning** capabilities
  - Developing **self confidence** through **career self-management**
  - Promoting **communication** and **collaboration** skills
  - Promoting **creative thinking** and **problem solving** skills
  - Developing **leadership** skills
  - Emphasizing **culture** and **language** literacy
  - Emphasizing Professional codes of **ethics** and **honesty**

Ongoing and Future Initiatives

Higher **E**ducation **E**nhancement **P**roject"
Currently supported by the World Bank

HEEP

HEEP Development Objectives

"Create the conditions fundamental to improving the quality and efficiency of the higher education system in Egypt"

(through legislative reform, institutional restructuring, and establishment of independent quality assurance mechanisms and monitoring systems)

Partners for HEEP Success

- **International**
  - The World Bank (**IBRD**)
  - European Union (**EU**)
  - Agency for International Development (**USAID**)
  - **UNESCO**
  - Ford Foundation (**FF**)
  - Department for International Development (**DFID**)
  - Arab Gulf Fund (**AGFUND**)
  - Other funding Agencies (**ADB**, **JICA**, **GTZ, DAAD,** etc.)

HEEP Six Priority Projects

1. **Reform of Faculties of Education Project (FOEP)**

2. **Restructuring Middle Technical Institutes Project (ETCP)**

3. **Faculty Development and Leadership Development Project (FLDP)**

4. **Information & Communication Technology related projects (ICTP)**

5. **Higher Education Enhancement Project Fund (HEEPF)**

6. **Quality Assurance and Accreditation Project (QAAP)**

Emphasis on QA Practices

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Bologna Process and Quality Assurance

The Ministers affirmed in the Bologna Declaration their intention to:

– adopt a system of easily readable and comparable degrees

– adopt a system with two main cycles (undergraduate/graduate)

– establish a system of credits (such as ECTS)

– promote mobility by overcoming obstacles

– **promote European co-operation in quality assurance**

– promote European dimensions in higher education.

Quality Assurance in higher Education

"Quality assurance" in higher education can, and does mean many
different things in different contexts and it does not have a

– a single operational definition

– single purpose

– single method

Quality and diversity

Quality within a higher education **system** is increasingly associated with diversity:

- it enables the higher education system to respond to a wider range of needs, from students and employers

- it stimulates social and professional mobility

- it provides opportunities for innovation

A diversity of purposes for quality assurance

- Accountability

- Control

- Resource allocation

- Improvement

- Public information

- Ranking

- International acceptance

A Diversity of Quality Assurance Models

Programme

- – evaluation
- – accreditation
- – review

Institution

- – evaluation
- – accreditation
- – audit
- – review
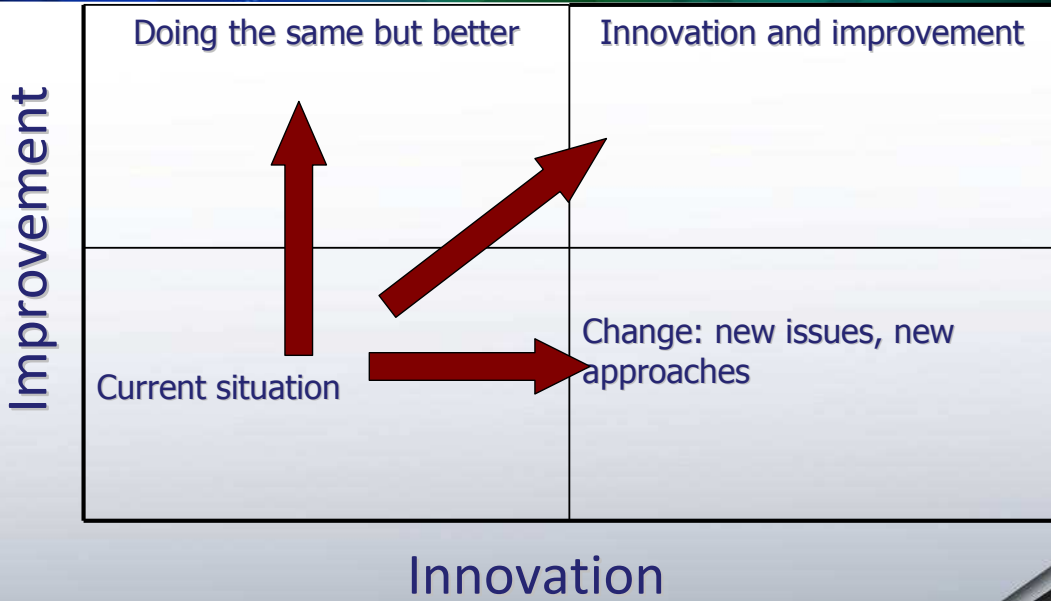
A diversity of methods

- ▪ Peer review
- ▪ Inspection
- ▪ Criterion (or standards-)based judgements
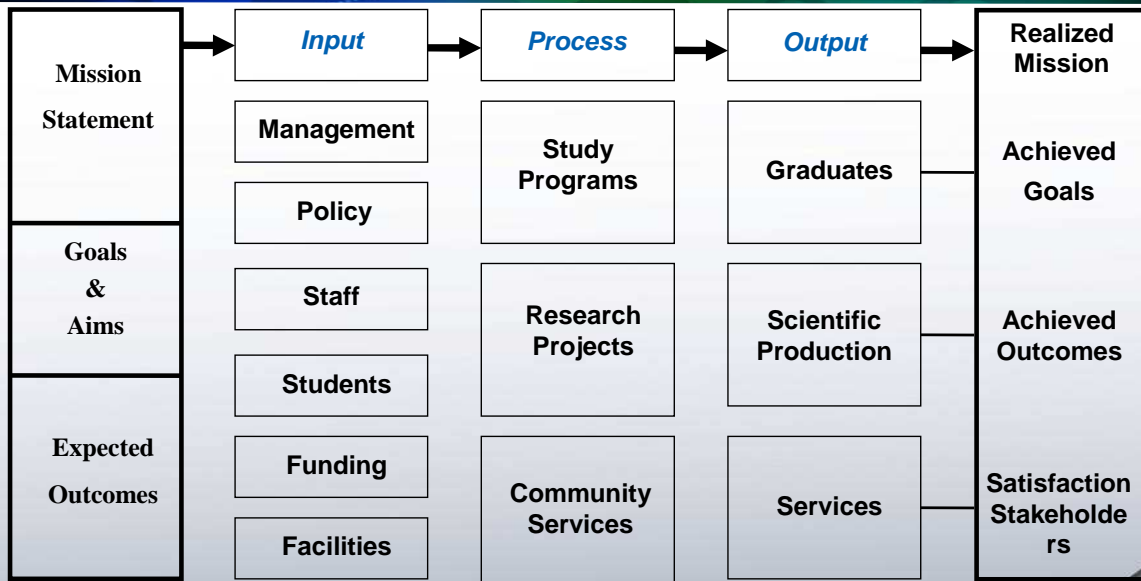- ▪ Excellence Models

A diversity of outcomes

- Public and non-public information reports
- Recommendations
- Conditions
- Approvals
- Accreditation decisions
- Rankings

IMPLICATIONS FOR QA

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A new approach to quality

	Doing the same but better	Innovation and improvement
Improvement	Current situation	Change: new issues, new approaches

Innovation

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Integrated Quality Model in Higher Education

	Input	Process	Output	Realized Mission
Mission Statement	Management	Study Programs	Graduates	Achieved Goals
	Policy			
Goals & Aims	Staff	Research Projects	Scientific Production	Achieved Outcomes
	Students			
Expected Outcomes	Funding	Community Services	Services	Satisfaction Stakeholders
	Facilities			

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The Egyptian QAAP

QAAP is implemented across the board as a common denominator to support

all the six priority reform projects

QAAP is implemented on two main fronts:

1. Establishing a National Quality Assurance and Accreditation Agency (NQAAA)

2. Preparing higher education institutions for accreditation based on international

   good practices

Projects Considered Under QAAP

1. Development of a Strategic Plan for Quality Assurance

2. Establish sustainable QAA Centers in Egyptian Universities

3. Establish an Internal Quality Assurance System

4. Development of Academic Reference Standards

5. Developmental Engagement Projects

NQAA Quality Model

A model for QAA suitable to the Egyptian system of education and conforming with international standards aiming to be recognized regionally and internationally

The NQAAA Model

- An **Independent body** reporting directly to the President of Egypt and to the Parliament (a new law was issued)*(Independent from the service provider, i.e. Ministry and H.E. Institutions)*

- **National Higher Education Fund** made available for H.E. Institutions that have applied accreditation procedures by the NQAAA, and reported to be eligible to draw from the national funds

- **Top management/administration** of H.E. Institutions will be obliged to demonstrate their ability to use the National Funds to implement their reform plans *(an indirect way to encourage leaders of universities to apply for accreditation)*

Objectives of NQAA

- Participation in establishing a National Quality Assurance and Accreditation Agency
- Raise the level of confidence in the outcomes of higher education
- Establish a comprehensive national quality assurance and accreditation system
- Support the development of institutional quality assurance systems
- Enhance capacity building in quality assurance
- Facilitate the development and application of national reference standards
- Integrate a process combining the institutions' systems for quality assurance with external processes

International Relation of NQAA

- Based on different international models of Quality Assurance & Accreditation in the USA, Britain, Australia, France and New Zealand

- Establish relations with different organizations as UNESCO, OECD, ARADO, ALECSO,UNDP

- Collaboration with British consultants through the British Council in Egypt

Building on Good Practice

The main reference points are:

- CHEA in the USA
- INQAAA- working group on good practice
- ISO
- Professional Accreditation models such as in Computing and Engineering
- Akkreditierungsrat in Germany
- AUQA in Australia
- Quality Assurance Agency in UK

Status On the Regional Front

- The Ford Foundation is funding a study conducted by the UNESCO office in Beirut to explore the best mode for regional collaboration based on a field study among Arab countries

- Ford Foundation initiative to establish an African Higher Education Collaborative program (AHEC)UNESCO Initiatives in the region

Status On the Regional Front

Three other ongoing initiatives:

- Abu Dhabi initiative to establish an Arab Network among some Arab countries

- The Arab Society for Quality Assurance in Education (ASQAE) established in Egypt

- British Council initiative to establish a regional collaborative program for developing common Academic Reference Standards among some Arab/African countries (Egypt, Syria, Palestine, Tunisia and Morocco)

Our Experience

Quality in the Arab Academy

- On the National level

We are seeking Accreditation from NQAAC for all

our programs and colleges

- On the International Level

We are seeking accreditation from EQUIS

Conclusion: reasons to come to AASTMT?

For students

- – Variation of programmes
- – Quality assurance → high level of education
- – Student facilities

For partners

- – Joint degree programmes
- – Quality assurance → international profile
- – Language education

Thank you

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Corfu Summer School, 7-12. June, 2010

The Other Europe

**Reforms and Europeanisation of
Higher Education in the formerly socialist Europe**

Klemen Miklavic

University of Ljubljana

**C E
P S**

CENTRE FOR
EDUCATIONAL POLICY STUDIES

Diverse history behind the wall

- Former Soviet republics
- Former Warsaw Pact countries
- Exceptions (Albania, Yugoslavia)

**C E
P S**

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EDUCATIONAL POLICY STUDIES

Diverse transition paths

1. Relatively peaceful transition
2. Democratization detours
3. Political instabilities
4. Armed conflicts and unstable societies

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EDUCATIONAL POLICY STUDIES

Higher Education in Transition

Common denominator:

- Unstable political environment
- Weak policy making capacity
- Scarce expert backing
- Power struggles
- Budget related constrains

Belief in market and rise of private universities

The transition agenda – rapid deregulation, privatization, liberalization

Competition in Higher Education – the key to success or synonymous for chaos?

Reconstruction of society and power struggles: The idea of private universities as generators of new elites

Repairing the damage

Higher education institutions in Estonia
1995–2006
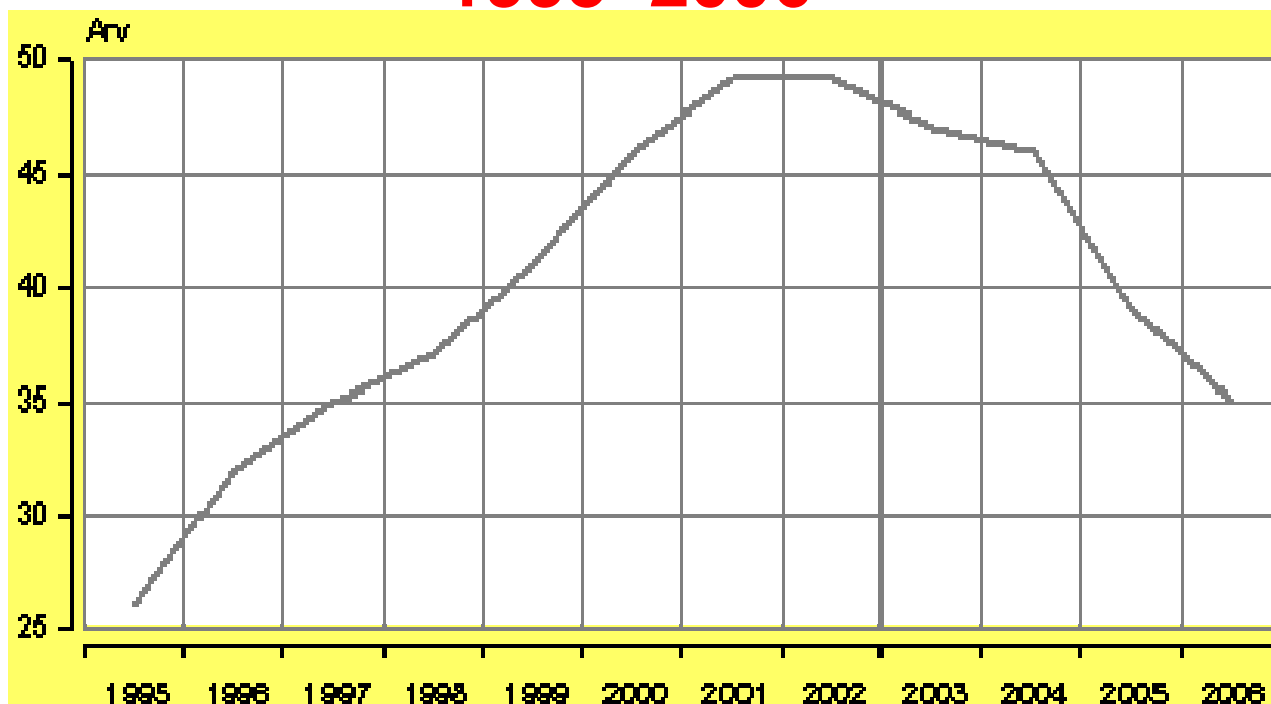
Social justice and Massification

- Positioning and reproduction of political elite in the socialist society (Blossfeld and Shavit 1993)

- Late entry into massification

- Equity/equality issues and post-socialist meritocratic syndrome

CE
PS
CENTRE FOR
EDUCATIONAL POLICY STUDIES

Bologna with different meanings and echoes

- The founding period of Bologna Process – a western born idea

- The silent side of the table

- Re-nationalisation of the proposed reforms found substantially different settings in the east

- Bologna – the prescription for reforms or reconstruction of HE systems

The state of European Higher Education Area in the post-socialist Europe

- Absence of strategic policymaking
- Incomplete education – 1st cycle
- Overloaded and rigid curricula
- Financing higher education permanently on the agenda
- Insurrection of stakeholders
- Equity, equality, social justice issues in the second plan
- Weak quality assurance system
- Slow or absent integration of institutions
- Employability and generic skills/competences
- Transnational supply of higher education and privatisation
- Mobility and recognition issues

Student flows: The export oriented east

Map 13 — Trends 2010 (2010)
Comparing students flows by largest group of respondents

Importers	13
Balanced	13
Exporters	14
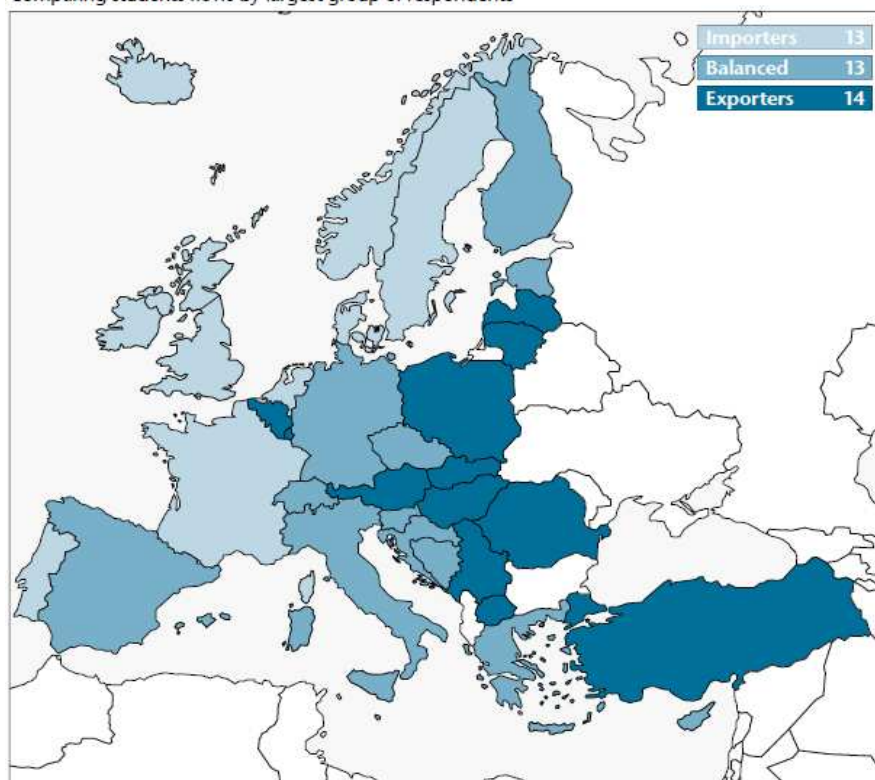
Issues and Discussion

- Diverse functions of Higher Education
- The role of higher education in reconstruction of (post-conflict) societies
- The role of higher education in reconciliation and conflict prevention
- Comprehensives of Europeanization agenda
- Value of western centered higher education policy research
- Influence of intervention and/or consultancy in post-socialist Europe (and beyond)
- European/Western tradition of organizing higher education as an absolute norm

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Case: The Czech Example

Jakub Dürr
Palacký University, Olomouc

Relevance

- Can any case study be relevant?
- Does national framework / context determine ways of policy implementation?
- How probable is any transfer of national competences onto the European level?
- Could there be overall global guidelines / policy tips for educational systems?

CZ: Preconditions

- Students role in the Velvet Revolution
- Bologna process as

a policy provider

a substitute for national reforms / transformation of HE (two birds – one stone)

- CZ (CEE / SEE countries likewise) as

 a *silent side of the table*

passive martyrs of modernization = Europeanization => Ossis´ complex

SWOT Analysis

S	*W*
- Elements of excellence present	- Low awareness of int´lization & comparisons
- Mapping / analysis done	- High number of HEIs
- Lessons taken	- Lack of diversity / classification of HEIs
- Training passed	- Lack of consensus
- Society´s perception	- Bad governance

SWOT Analysis (cont´d)

O

- EU money – operational programs
- Bologna
- ET 2020
- Vision 2020
- Strategy 2020

T

- Constantly changing political landscape
- No coherent policy making
- No strong policy makers
- Weak leadership
- Failure of QAA

Reforms in HE

- White Book on Tertiary Education
- Reform Projects Implementation

Tertiary Education Law under preparation

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Reform Projects

- Reform of HEIs

- Q-RAM
- External Audit of the Czech R&D System
- Evaluation of HEIs
- Knowledge Transfer
- Natural and Technical Sciences Popularization
- Efficient HEIs

Research & Development

- Old parallel structures of R&D – HEIs *vs /* & Academy of Sciences
- New Law on R&D – funding schemes changed (5 out of 25 remained)
- New members of R&D&I Council
- New research infrastructures
- FP8 as a new chance
- ERA as a new dimension

Global Positioning of CZ / CEEC

- CZ / CEEC HEIs of bad or no reputation
- Rankings of CZ / CEEC HEIs
- Brain drain / gain / circulation

Recommendations? Ideas welcome!

Thank you for your attention!

Love,

Jakub

"The Bologna Process as a participatory process"

Rasa Činčytė,
European Students' Union (ESU)

- 11 million students

- 47 national unions of students

- 38 countries

In short…

- 17 oct 1982: WESIB was founded by seven national unions of students (NUS): NSU Norway, NUS United Kingdom, SFS Sweden, SHÍ Iceland, UNEF-ID France, DSF Denmark and ÖH Austria

- 1989: The Wall fell and WESIB changed to ESIB, while expanding to Eastern Europe and thus doubling the number of its members (from 16 to 31)

- 1999: The Bologna Process starts and ESIB creates specific structures to cope with the new demands for student representation

- ESIB turns into ESIB – The National Unions of Students in Europe

- 2007: ESIB is renamed into ESU – 25th anniversary

Students?!
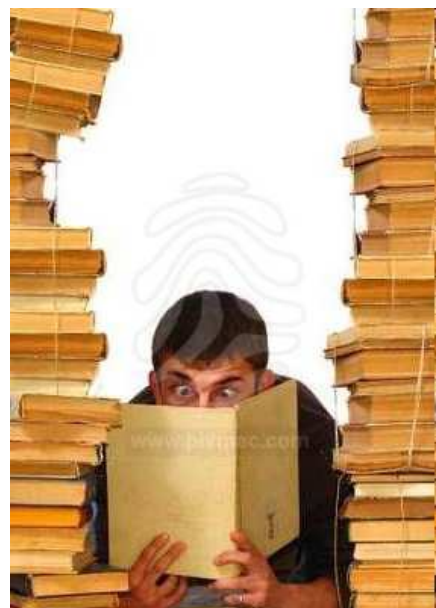
Students' participation

- Prague communiqué, 2001:(1)"…involvement of students as competent, active and constructive partners in the establishment and shaping of a European Higher Education Area is needed and welcomed." and (2) "Students are full members of the higher education community"

- Berlin communiqué (2003): "Students are full partners in higher education governance".

- London Communiqué (2007): Ministers reaffirmed the importance of stakeholder engagement for the success of the Process as a whole, and restated the preparation of students as active citizens in democratic societies as a core mission of higher education institutions,

*fig. 8—Percentage of students in HEI decisional bodies*
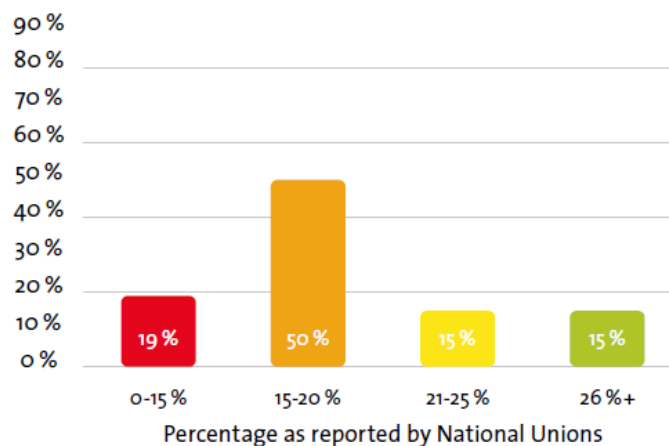
Bologna With Student Eyes Survey (BWSE 2009)

Any recommendations?

Greater and better involvement of students in the governance of higher education is needed: the majority of student unions feel students need to be considered as equal partners in the governance structures.

- Legislation guaranteeing minimum level of student participation is needed where it doesn't yet exist, and a much greater emphasis is needed on delivery, so that the commitments on paper become a reality on the ground

- Union funding needs to be examined so that students can participate in a way that does not compromise their independence

fig. 5—The Effect of the Bologna Process on Student Participation
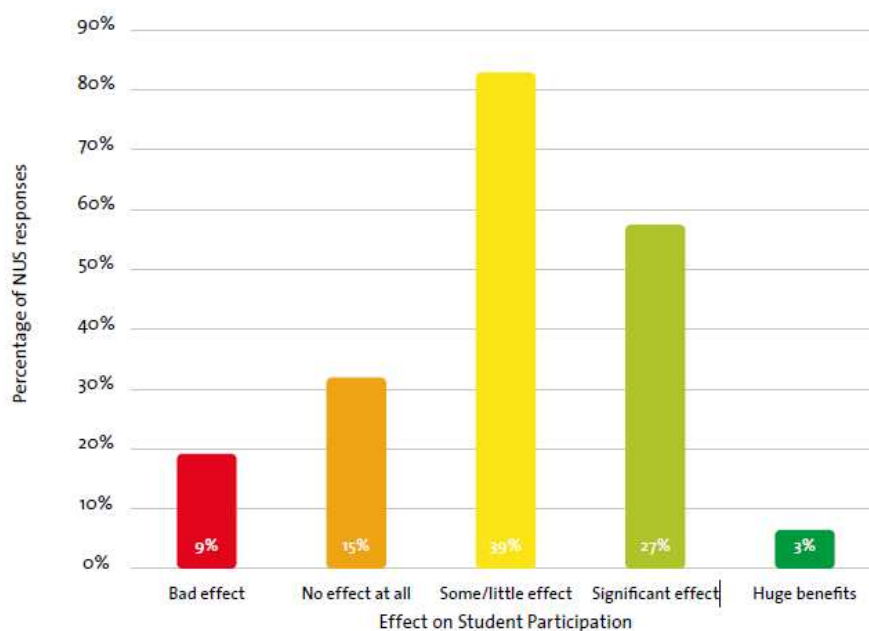
Playfield

- Institutional: students, administration, staff, private stakeholders/consultants

- National: government, HEIs, NUS(s), BFUG, QAA, Labor Unions, Pupils' organizations etc...

- International: EU, Council of EU, UNESCO, OECD,BFUG, EUA, ENQA, EURASHE, EURODOC, YFJ, EI etc...

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NOTICE

THIS DEPARTMENT REQUIRES NO PHYSICAL FITNESS PROGRAM.

EVERYONE GETS ENOUGH EXERCISE JUMPING TO CONCLUSIONS, FLYING OFF THE HANDLE, RUNNING DOWN THE BOSS, KNIFING FRIENDS IN THE BACK, DODGING RESPONSIBILITY, AND PUSHING THEIR LUCK.

BUT

52

- There is no such thing as a free lunch
- Struggle for power
- They and us, then and now
- Best or equally good
- Official versus real
- Popularity or rationality

BUT

Thank you!

53

53

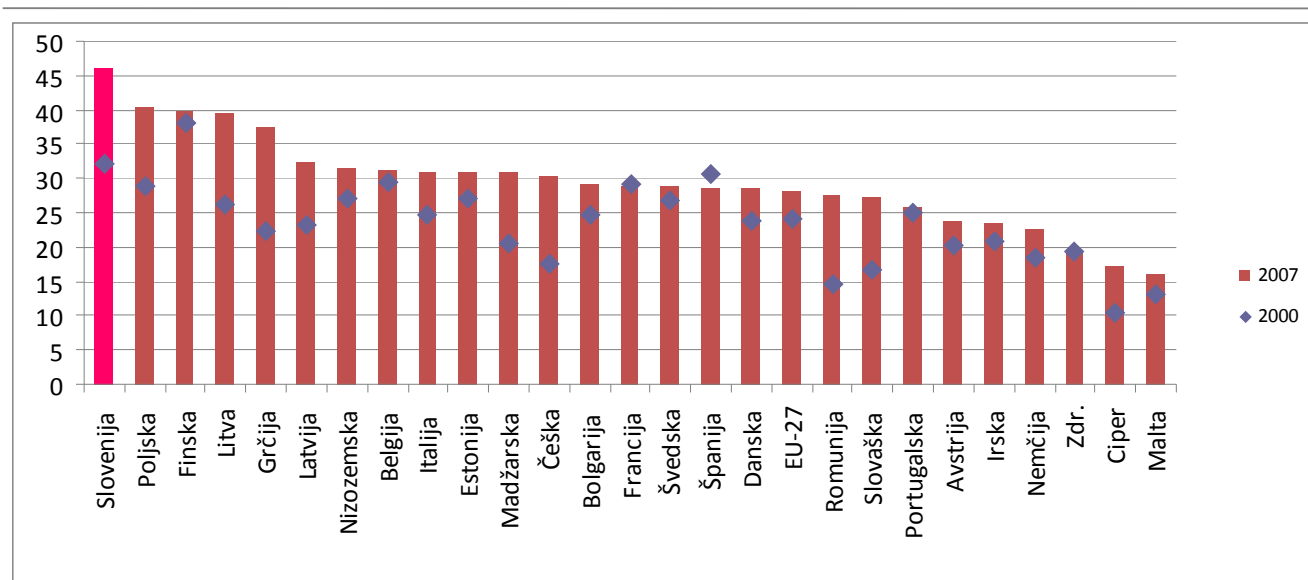# Different actors, different topics, different responsibilities

Janja Komljenovič

New circumstances for HE (in Europe and broader)

- Massification (and expansion)

Inclusion of 20-24 year olds in terciary education, EU-27, 2000 and 2007 in %

Source: Eurostat, Umar

"In less than a decade – between 1999 and 2006 – the **number of students enrolled in higher education increased roughly by 50%** - from about 93 million to 144 million (UNESCO, 2009) and the growth trend appears to be stable for a few years to come. … In one decade, China has doubled the number of HEIs and multiplied by 5 the number of students who are enrolled. In Ethiopia, in 2000 there were 34,000 students enrolled in higher education, in 2007 this number increased to 120,000. (WERN, 2010)" (Fuente, 2010)

- Knowledge society
- Internationalisation; globalisation; europeanisation
- Scientific and technological development
- Increased mobility
- Rising costs of HE

Total PUBLIC expenditure on HE (Isced 5,6), EU-27, 2001 and 2006, in %
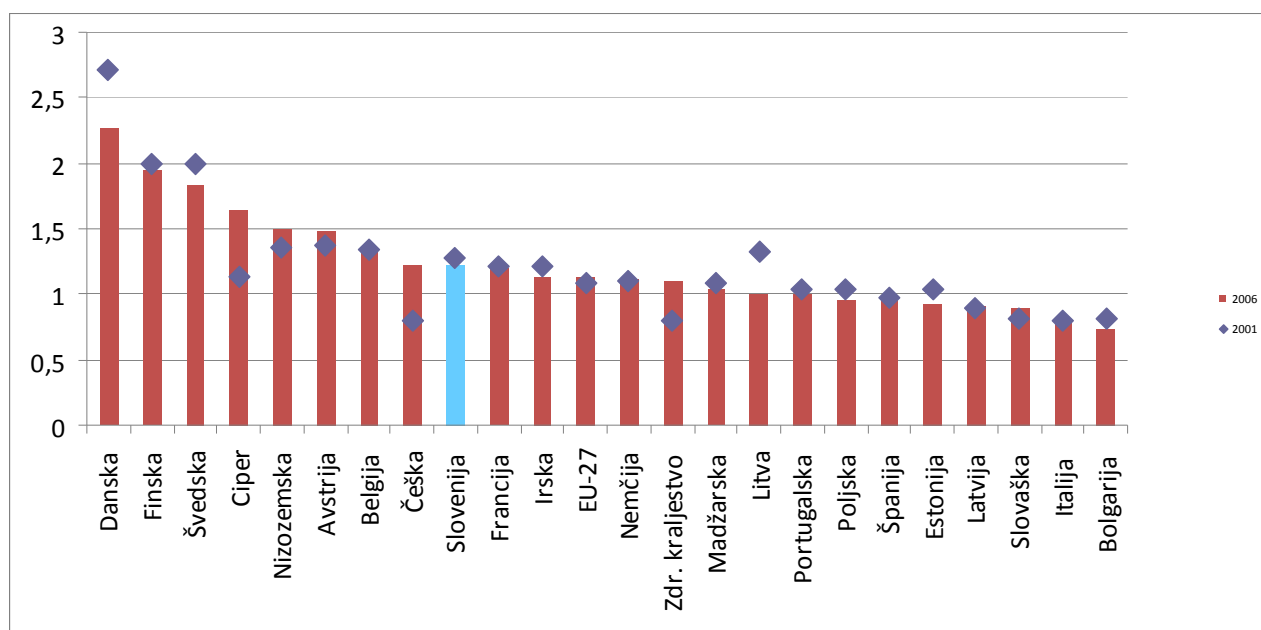
Source: Eurostat, Umar

Expenditure for HEIs in comparison to GDP, 2000 and 2006, in %
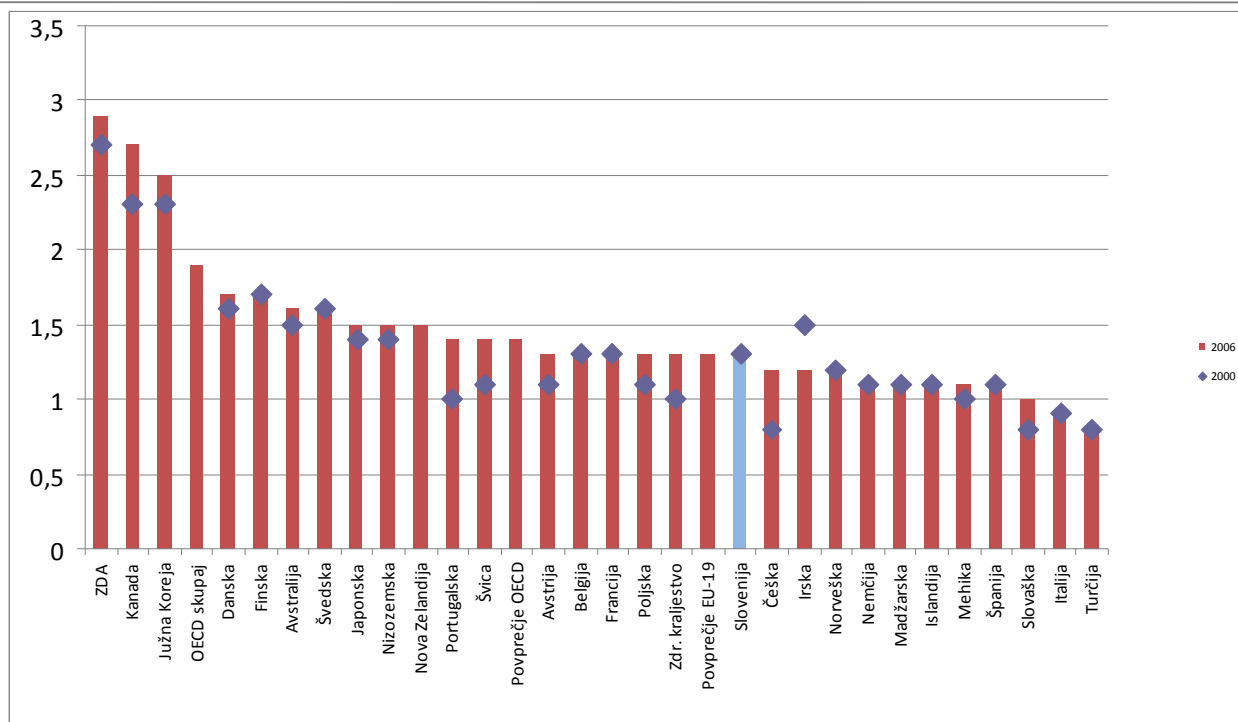
Source: OECD, Education at a glance 2003 and 2009, SURS; Umar.

5.1.2011

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Public and private expenditure for HEIs in comparison to GDP, 2006, in %

Source: OECD, Education at a glance 2009; Umar

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8

- Increased demands for quality (BP, ESG in Europe, but also UNESCO – OECD work + global associations)
- Supra-national decision making
- Bologna process & Lisbon agenda
- Commodification – market for HE
- Sciometry & academic competition; institutional competition; rankings
- Status of staff (teachers & researchers)
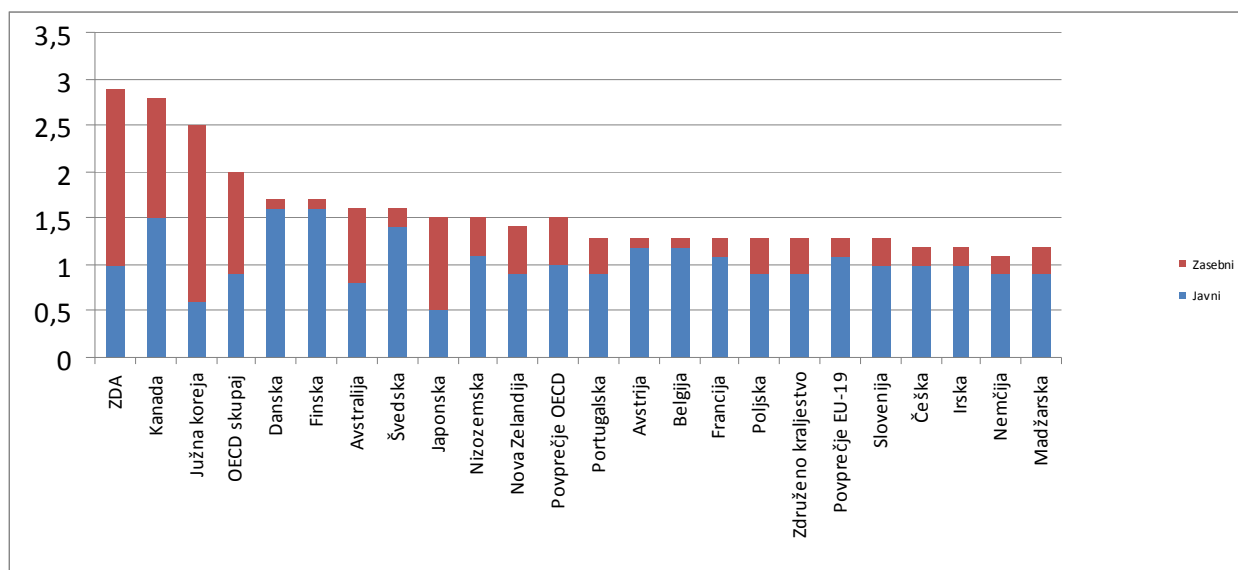- Governance reforms & modernisation (new public management etc)
- Funding reforms
- Economic influences of internationalisation

Economic influences of internationalisation

- "At the same time, Brain Drain is identified as the most important risk of internationalization by HEIs in Africa, Latin America and the Caribbean. (IAU, forthcoming) Certainly, part of the rationale for mobility is linked to internationalization – exposing students to different cultures, new ways of knowing, etc. Equal parts though can also be assigned to the 'demand and supply' mismatch, and to the increasing 'privatization' of higher education including in the public sphere to which international students, in a growing number of nations, bring much needed revenue. **In Canada, for example, international students are reported as bringing 6.5 Billion CAD$ to the economy and create 83,000 jobs (Kunin, 2009). In the UK, it is reported by UUK that personal, offcampus expenditure of international students and visitors amounted to 2.3 billion pounds in 2007/08.** (UUK, 2009) … A recent US study indicates that about 40% of the science and engineering work force with doctorates in that country is foreign born. The report goes on to state that the US ability to continue to attract and keep foreign scientists and engineers is critical to the country's plans for increased investment in R & D. (Finn, 2010)" (Fuente, 2010)

Role of HE

- "Agreed": 4 roles (CoE, BP): preparing students for life as active citizens in a democratic society; preparing students for their future careers and enabling their personal development; creating and maintaining a broad, advanced knowledge base and stimulating research and innovation
- "But also":
  - Roles mass / universal HE (reference Dimitrios)
  - Example(s) in history

New roles in new circumstances

- Who is responsible for creation of these roles, ideologies, values?
- Societal expectations
  - who or what is society
  - which are these expectations

- Stakeholders
  - HEIs, students, employees, employers, governments
- "Stakeholder societies" - buffer bodies
- Supra-national decision making AND international organisations, associations etc.
- Anybody else? – (Clip: Part 1 – 3:08 – 6:03)

BP

- Critiques on the rise?
- BP as a whole? Or a part of HE?
- Future of BP: action lines to be implemented or further developed?
- National systems – BP
  - …Example of European arrangement (Corbett, 2006)
  - Responsibilities, cooperation; landscape of arrangement
  - Any common grounds?

Autonomy & academic freedom

- ## Basic privilege
  - Since the beginning (Kivinen&Poikus, 2006)
  - Different perceptions and focus regarding the time, geography, people involved
  - Western perspective or the universal aim (reference Klemen and Dimitrios)
- ## Is is it still important today?
  - Who is responsible?
  - External – internal dimension?
  - BP
- ## Accountability
  - QA?

Table 36. Programme level

INDICATE, USING THE DROP-DOWN MENUS, THE IMPORTANCE OF THE FOLLOWING WHERE THEY ARE ASSESSED BY YOUR AGENCY'S EXTERNAL QUALITY PROCEDURES AT PROGRAMME LEVEL […]	NOT ASSESSED	UNIMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT	RESPONSE COUNT NO.	RATING AVERAGE	IMPACT AVERAGE
Professional and pedagogical qualifications of staff	0	0	0	1	15	24	40	4.6	4.6
Curriculum/syllabus	2	0	0	1	9	28	40	4.7	4.5
Facilities and resources	1	0	0	3	18	18	40	4.4	4.3
Internal quality assurance procedures	2	0	0	3	14	21	40	4.5	4.3
Mission/goals	3	0	0	5	10	22	40	4.5	4.1
Learning environments	1	0	0	6	19	14	40	4.2	4.1
Study structure	4	0	0	2	12	22	40	4.6	4.1
Teaching and learning methods	2	0	2	4	15	17	40	4.2	4.0
Feedback from students	3	0	1	5	11	20	40	4.4	4.0
Academic and personal support for students	3	0	2	1	19	15	40	4.3	4.0
Appropriateness of the learning outcomes attained by graduates	4	0	0	4	15	17	40	4.4	3.9
Student retention and completion rates	1	2	2	8	11	16	40	3.9	3.9
Connection between teaching and research	4	0	1	6	11	18	40	4.3	3.9
Employability of graduates	5	0	0	5	17	13	40	4.2	3.7
Research environment	2	2	3	10	10	13	40	3.8	3.6
Practical training periods (including placements in industry)	4	1	2	6	19	8	40	3.9	3.5
Assessment of students including feedback to students	8	0	0	4	13	15	40	4.3	3.5
Management, organisation	5	0	1	11	11	12	40	4.0	3.5
Internationalisation	3	1	2	11	16	7	40	3.7	3.4
Research output of staff and research students	6	0	1	11	12	10	40	3.9	3.3
Collaboration with other higher education institutions	4	0	3	15	12	5	39	3.5	3.2
Cooperation with other subjects, programmes	6	0	2	14	11	7	40	3.7	3.1
Research strategy	8	1	1	9	16	5	40	3.7	3.0
Research collaboration and links	7	0	6	10	11	6	40	3.5	2.9
Supervision of research students	11	0	2	6	11	10	40	4.0	2.9

Source: Quality Procedures in the European Higher Education Area – Second ENQA Survey

Table 38. Institutional level

INDICATE, USING THE DROP-DOWN MENUS, THE IMPORTANCE OF THE FOLLOWING WHERE THEY ARE ASSESSED BY YOUR AGENCY'S EXTERNAL QUALITY PROCEDURES AT [...] INSTITUTIONAL LEVEL [...]	NOT ASSESSED	UNIMPORTANT	OF LITTLE IMPORTANCE	MODERATELY IMPORTANT	IMPORTANT	VERY IMPORTANT	RESPONSE COUNT	RATING AVERAGE	IMPACT AVERAGE
Internal quality assurance procedures	3	0	0	3	4	27	37	4.7	4.3
Mission/goals	4	0	0	3	8	22	37	4.6	4.1
Management, organisation	3	0	2	2	9	21	37	4.4	4.1
Professional and pedagogical qualifications of staff	4	0	0	2	12	19	37	4.5	4.0
Facilities and resources	3	0	1	2	15	16	37	4.4	4.0
Feedback from students	4	0	1	4	11	16	36	4.3	3.8
Research environment	3	0	2	6	13	13	37	4.1	3.8
Research strategy	5	0	0	4	14	14	37	4.3	3.7
Academic and personal support for students	3	0	3	5	13	12	36	4.0	3.7
Learning environments	4	0	1	5	18	9	37	4.1	3.6
Connection between teaching and research	4	0	2	6	14	11	37	4.0	3.6
Employability of graduates	5	0	0	5	17	9	36	4.1	3.6
Internationalisation	4	0	3	4	18	8	37	3.9	3.5
Collaboration with other higher education institutions	5	0	2	7	13	10	37	4.0	3.4
Research output of staff and research students	6	0	2	5	13	11	37	4.1	3.4
Assessment of students including feedback to students	6	0	4	4	9	13	36	4.0	3.4
Research collaboration and links	4	0	4	8	13	7	36	3.7	3.3
Student retention and completion rates	4	1	4	8	10	9	36	3.7	3.3
Teaching and learning methods	6	2	2	6	12	8	36	3.7	3.1
Study structure	8	1	1	6	11	9	36	3.9	3.1
Appropriateness of the learning outcomes attained by graduates	10	0	0	8	7	11	36	4.1	3.0
Curriculum/syllabus	9	0	3	7	9	8	36	3.8	2.9
Practical training periods (including placements in industry)	9	1	4	7	10	4	35	3.5	2.6
Supervision of research students	12	0	3	5	11	6	37	3.8	2.6
Cooperation with other subjects, programmes	8	2	4	11	8	3	36	3.2	2.5

Source: Quality Procedures in the European Higher Education Area – Second ENQA Survey

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Current discussions about Quality Assurance systems

QA systems and procedures to also asses:
- fulfilment of the internationalisation objectives, including mobility
- recognition of qualifications and of prior learning
- attainment of learning outcomes
- life – long learning practices
- social dimension in Higher Education

and
- development and maintenance of Qualification Frameworks
- development and maintenance of discipline standards

Responsibility

- Landscape

- Government (reference Meer)
- Stakeholders
- Individual

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HE/Bologna Reforms in Georgia - *Different Roles, Different Actors, Different Responsibilities*

Corfu Summer School

11 June, 2010

Background Information on Georgia:

Territorial-administrative division: 9 regions, 9 cities, and 2 autonomous republics.

Current population: 4.6 million.

Capital: Tbilisi, 1.3 million

Area: 69,700 sq. km., bordering on Turkey, Armenia, Russia, and Azerbaijan

Natural Resources: Oil, coal. manganese, gold, silver, zinc, ores, clay, mineral water etc.

Background Info on HE System of Georgia

At the moment there are **70** stately recognized (institutionally accredited and/or newly licensed) HEIs in Georgia, **23** public and **47** private.

University – bachelor, master and doctoral programmes
Teaching university – bachelor and master programmes
College – bachelor and higher professional education

Types of HE Institutions in Georgia:

Some more background data…

68% of accredited HEIs are located in the capital - Tbilisi.

There are **93 792** students studying in all accredited HEIs at all programmes *(2009 December).*

Student's Quantity by Levels of HE

	BA	Higher Professional programmes	Medical Education programmes	MA	PHD	Total
sum	67 887	5 532	6 697	10 835	2 841	93 792
% of total	72	6	7	11	3	

Source: www.tempus.ge

Georgia joined Bologna Process in May 2005 in Bergen, Norway

Higher Education System of Georgia
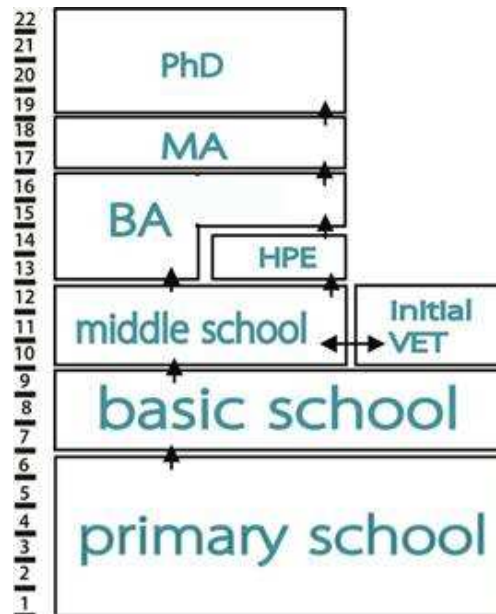
Rational of Reforms / State Policy

Trends:
- Globalization
- Liberalization
- Decentralization
- Deregulation

Tools
- Resources
- Institutions
- Legislation

Priorities:
- Quality
- Equity
- Internationalization
- Competition

Mechanisms:

Legislation, BP " Student follows Money",

UNAE, QA&NCEA, etc.

The Reform Package

Legislation

- Law of Georgia on Higher Education, adopted in 2004
- Law on general education (2005), Law on Professional Education (2007)

Institutions

- Establishment of new institutions ([National Examination Centre](), **National Centre of Education Accreditation, Georgia National Science Foundation, Teacher professional Development Centre, Curriculum Development and Assessment centre etc**) and various other initiatives:

Procedures

- Institutional accreditation has been carried out by the National Education Accreditation Centre, resulting in reduction of over 290 private and public universities in Georgia to a total of 70.
- By law, the programme accreditation process should begin before 2013 - (the biggest challenge presently)

Funding model

- The input-based *lump sum financing model* of education has been transformed into *per capita* financing. Consequently, vouchers and grants had been introduced.
- **State grants** are awarded to those students who are best achievers at unified national admission examinations. It is merit-based and top-scorers at the state exams are entitled to receive it.
- In parallel, **a student loan** system was introduced in 2006, in cooperation with the leading commercial banks of Georgia.

Corfu Summer School

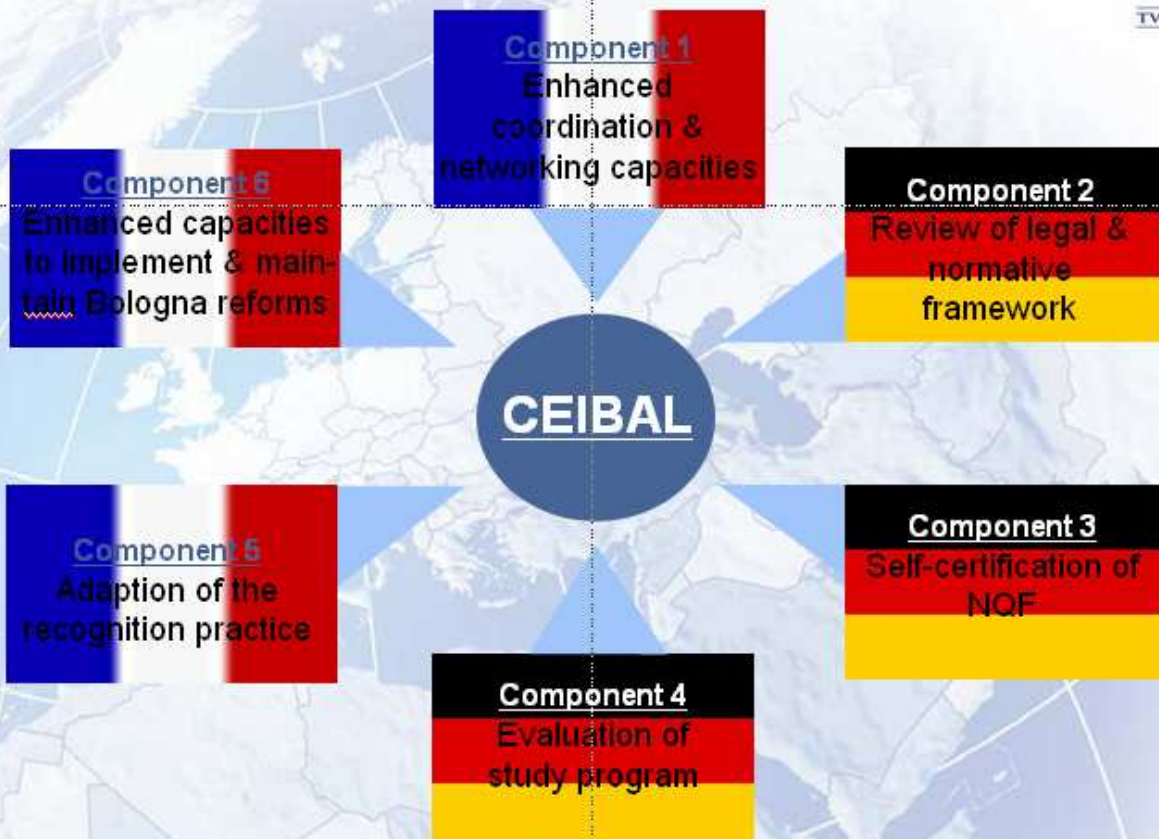| COUNTRY	Degree System			Quality Assurance			Recognition			
	2 cycles	Access	NQF	External	Students	Internat	Dip.supp.	Lisbon	ECTS	RPL
Albania										
Andorra										
Armenia										
Austria										
Azerbaijan										
Belgium Flemish										
Belgium French										
Bosnia Herzegovina										
Bulgaria										
Croatia										
Cyprus										
Czech Republic										
Denmark										
Estonia										
Finland										
France										
Georgia										
Germany										
Greece										
Holy See										
Hungary										
Iceland										
Ireland										
Italy										
Latvia										
Liechtenstein										
Lithuania										
Luxembourg										
Malta										
Moldova										
Montenegro										
Netherlands										
Norway										
Poland										
Portugal										
Romania										
Russia										
Serbia										
Slovakia										
Slovenia										
Spain										
Sweden										
Switzerland										
The FYROM										
Turkey										
Ukraine										
UK - EWNI										
UK - Scotland										

Ongoing National Projects

- National Qualifications Framework for Higher Education (NQF for HE) is being developed involving all major stakeholders– the Framework's adoption is expected in 2011.

- A Twinning Project "Capacity Enhancement for Implementing the Bologna Action Lines in Georgia - CEIBAL".

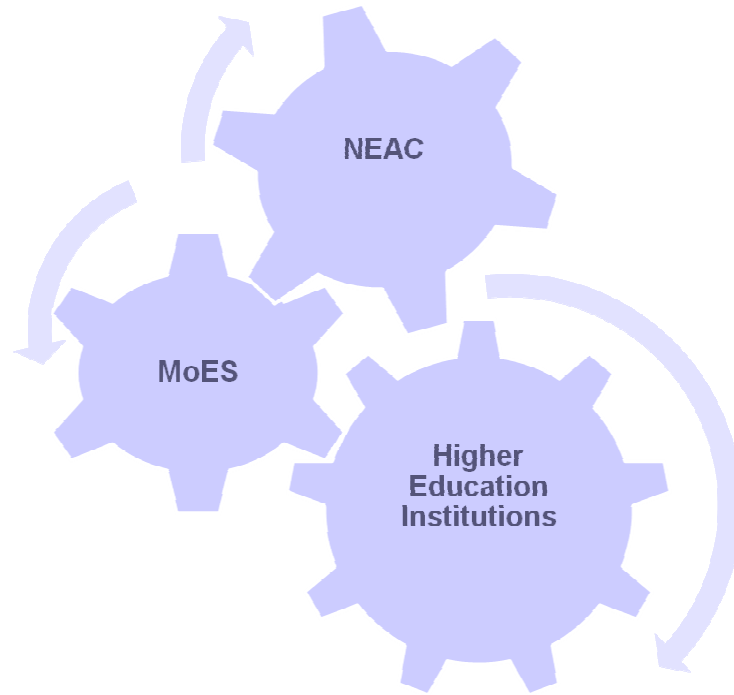# Twinning/CEIBAL is a joint project between three countries Georgia, Germany and France.

**Ministry of
Education and Science
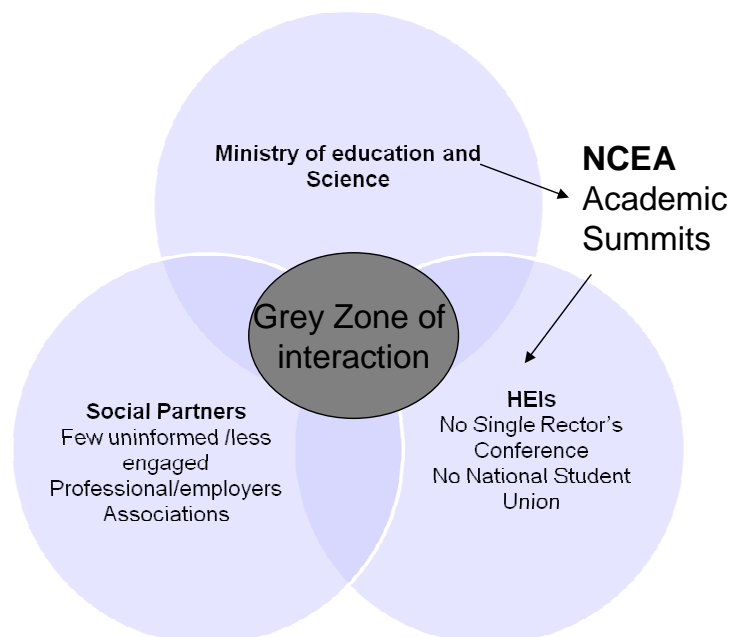Project preparation meeting
February 2009**

Division of work among MS partners

Component 1
Enhanced coordination & networking capacities

Component 6
Enhanced capacities to implement & maintain Bologna reforms

Component 2
Review of legal & normative framework

CEIBAL

Component 5
Adaption of the recognition practice

Component 3
Self-certification of NQF

Component 4
Evaluation of study program

Capacity Enhancement for Implementing Bologna Action Lines in Georgia (CEIBAL) - GEO08/ENP-PCA/OT/01

Twinning/CEIBAL Engine of Stakeholder Interaction

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NEAC

MoES

Higher Education Institutions

Stakeholder Interaction
Is anything Missing?...

Ministry of education and Science

NCEA
Academic Summits

Grey Zone of interaction

Social Partners
Few uninformed /less engaged Professional/employers Associations

HEIs
No Single Rector's Conference
No National Student Union

Different Actors, Different Roles

http://de.toonpool.com/cartoons/Bologna_66704

In the university canteen:
"We don't serve Spagetti Bolognese.
It reminds the customers too much of
the Bologna Process."

http://www.maths.tcd.ie/~wiebke/DRAWING/PHYSIK_JOURNAL/PhysikJournal.htm

http://www.maths.tcd.ie/~wiebke/DRAWING/PHYSIK_JOURNAL/PhysikJournal.htm

12.3.2010; http://derstandard.at/1267131970737/Bologna

Bologna Requirements-
Some Misinterpretations ☺☹☺

- Integration of Disciplines, Hiring and Firing of Staff, Unification of Education Systems, neglecting national approaches/priorities etc.

- *"Linköping University* writes on their homepage that all students and staff will from now on have to wear a blazer at the campus area. This was said to be a part of the Bologna process" (http://www.stockholmnews.com/more.aspx?NID=781).

Bologna Anecdotes

- National Team of Bologna Promoters

  A Football FANs Team?☺

- European Credit Transfer and Accumulation System

  Can it be withdrawn from BANK?☺

- Mobility

  What Mobile Connections have to do with Education?☺

- Bologna Process

  Bologna University does not have any process?☺

Which model can we offer?...

- **Italian/Bologna Model** – student centered

- **German/Humboldtian Model** – Praxis/Research+education

- **UK/Anglo-Saxon Model-** Labour Market+Education/Employability

- **French/Napoleonic Model** – Teacher-Centered/Academic freedom/Autonomy

- Georgian?....

Further information:

The Corfu Summer School:

http://conferences.ionio.gr/css/2010/index.php?p=home-en

The organisers:

 http://www.ionio.gr

 http://www.magna-charta.org