



HIGHER EDUCATION IN SEE *After Berlin Conference*

Survey

At the beginning of November 2003 **South East European Educational Cooperation Network (SEE ECN)** designed a short questionnaire to gather information on the implementation of the Bologna Process (emerging European Higher Education Area) from *universities and other higher education institutions in four SEE countries – new parties to the Bologna Process: Albania, Bosnia and Herzegovina, The former Yugoslav Republic of Macedonia, Serbia and Montenegro.*

By using help of SEE-ECN country nodes, SEE ECN have sent the questionnaire to all recognized / accredited Universities as well as other higher education institutions in these four countries. To ensure best possible response SEE-ECN took the opportunity of Bologna Follow-up Group Session in Rome to draw attention to the questionnaire and asked national representatives to help to obtain needed data. Although all of the Universities were contacted, not all replied.

We received completed questionnaire from 14 higher education institutions from Albania, Bosnia and Herzegovina, The former Yugoslav Republic of Macedonia, Serbia and Montenegro. The following are complete results of the survey.

Igor Repac
CEPS Secretary general

Ljubljana, 28 January 2004

SEE ECN is a project within the framework of the Stability Pact for South East Europe (Task Force Education and Youth). The network is jointly run by Centre for Educational Policy Studies (**CEPS**) at the University of Ljubljana and KulturKontakt (Vienna). CEPS as the host institution is responsible for implementation of networks' policy at the executive level and for coordinating its basic activities. The network is also consisted of **SEE-ECN regional nodes** (one node per country) which are responsible for the promotion of the network in local environment, and contribute to the network by disseminating and gathering information, translating documents and assisting CEPS in organization of capacity building activities.



CENTRE FOR
EDUCATIONAL POLICY STUDIES

List of Universities in Bosnia and Herzegovina, The former Yugoslav Republic of Macedonia, Serbia and Montenegro and representatives, which completed the questionnaire:

ALBANIA	
Institution:	Filled in by (position):
Albanian Accreditation Agency for Higher Education	Director
Polytechnic University of Tirana	Vice-rector

BOSNIA AND HERZEGOVINA	
Institution:	Filled in by (position):
University of Banja Luka	International relations officer
University of Serbian Sarajevo	Head of the International Office
University "Dzemail Bijedic" Mostar	Vice-rector of scientific and research work
University of Sarajevo	Secretary General
University of Tuzla	Vice-Rector for International Relations

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA	
Institution:	Filled in by (position):
University of St. Cyril and Methodius	Rector
South East European University Tetovo	Deputy Secretary-General

SERBIA	
Institution:	Filled in by (position):
University of Belgrade	Vice-rector
University of Arts, Belgrade	Interdisciplinary studies coordinator
University of Nis	Rector
University of Novi Sad	Vice-rector

MONTENEGRO	
Institution:	Filled in by (position):
University of Montenegro	BFUG member

N = 14

Table 1: Synthesis of answers to question 1.

Q1. Could you briefly explain what strengths and opportunities your institution finds in the Bologna Process? (Please, select from the list)		
Number of choices (N=14)	%	
7	50%	Development of a two-tier system (easily readable and comparable degrees).
10	71%	Development of a credit system (ECTS or similar)
12	86%	Development of a system of quality assurance
8	57%	Promotion of student and staff mobility
9	64%	Mutually recognition of study periods and diplomas (at home and/or abroad).
8	57%	Strengthening European dimension in our curricula (e.g. joint degrees)
7	50%	Strengthening Lifelong Learning opportunities in our curricula
8	57%	Strengthening the role of higher education institutions in society
4	29%	Strengthening the role of students in governance of higher education institutions
5	36%	Strengthening the attractiveness of the European Higher Education Area
6	43%	Linking (European) Higher Education Area and (European) Research Area
6	43%	Other
Other:		
Transparency		
Mutual recognition of study periods and diplomas (at home and/or abroad).		
Integration of University, adoption of national legislation. Bologna Process will create and enhance environment which will make our reform process possible		
Promoting of a massive Higher Education without neglecting and tolerating quality issues.		
Introduction of new teaching and evaluation methods.		

Respondents had an option to select multiple answers from the list and / or to add their own answer. According to the results, 86% of respondents finds *Development of a system of quality assurance* as the main strength and opportunity in Bologna process for their institution. Second on the list is *Development of a credit system (ECTS or similar)* with 71% of votes. The least important strength and opportunity seems to be *Strengthening the role of students in governance of higher education institutions* with only 29% of votes.

Table 2: Synthesis of answers to question 2.

Q2. Could you briefly explain what threats and weaknesses your institution finds in the Bologna Process? (Please, select from the list)		
Number of choices (N=14)	%	
3	21%	Development of a two-tier system (easily readable and comparable degrees).
1	7%	Development of a credit system (ECTS or similar)
4	29%	Development of a system of quality assurance
1	7%	Promotion of student and staff mobility
3	21%	Mutually recognition of study periods and diplomas (at home and/or abroad).
2	14%	Strengthening European dimension in our curricula (e.g. joint degrees)
3	21%	Strengthening Lifelong Learning opportunities in our curricula
3	21%	Strengthening the role of higher education institutions in society
2	14%	Strengthening the role of students in governance of higher education institutions
1	7%	Strengthening the attractiveness of the European Higher Education Area
4	29%	Linking (European) Higher Education Area and (European) Research Area
5	36%	Other
Other:		
<p>Brain-drain Too easy dismissal of the traditional values and time-tested and proven strategies in teaching.</p> <p>Lowering the length of study periods according to the lowest common denominator, UAB sees as a threat. However, fitting study programs into 3 years + may be not sufficient in all cases especially not in arts and humanities. Also lowering of the M.A programs to 1 year may diminish the level of research done at such programmes and therefore make M.A thesis look like a more formal work.</p> <p>Strengthening the attractiveness of the EHEA may lead to market approach as a goal in itself, which UAB sees as a threat to excellence in education. University is institution of HE, which should supported by government, and not the enterprise dependant on market fluctuations.</p> <p>Insufficient number of teachers for optional subjects; Resistance to change by older members of staff and some faculty deans; Lack of financial means to support the envisaged changes</p> <p>Our basic weaknesses are political environment and constitution – legal framework in BH in which reform will take part, and extremely inadequate economic conditions of the State as a whole. We do not have even minimal conditions to enter into reform process and to begin realization of reform process. Like conclusion, from all above mentioned one</p>		

can see that integration of the University is basic principle.

Motivation of B&H University staff.

Respondents had an option to select multiple answers from the list and / or to add their own answer. Surprisingly none of the listed answers received more than three votes, except the answers *Linking (European) Higher Education Area and (European) Research Area* and *Development of a system of quality assurance*, which seem to be the main threat and weakness that institutions find in Bologna process. 36% of respondents also listed additional threats and weaknesses.

Table 3: Answers to question 3.

Q3. Please indicate the priority areas of your institution inside the Bologna Process (Please use figures to mark priorities; 1 = as the highest priority; = 10 as the lowest priority).		
Number of marks (N=14)	Average mark:	
11	2,5	Development of a two-tier system (easily readable and comparable degrees).
14	3,2	Development of a credit system (ECTS or similar)
14	2,5	Development of a system of quality assurance
14	4,4	Promotion of student and staff mobility
14	3,6	Mutually recognition of study periods and diplomas (at home and/or abroad).
14	4,7	Strengthening European dimension in our curricula (e.g. joint degrees)
13	6,2	Strengthening Lifelong Learning opportunities in our curricula
12	4,7	Strengthening the role of higher education institutions in society
14	6,6	Strengthening the role of students in governance of higher education institutions
13	7,1	Strengthening the attractiveness of the European Higher Education Area
12	5,6	Linking (European) Higher Education Area and (European) Research Area
0	/	Other

Respondents were asked to rank given answers by using figures from 1 (as the highest priority) to 10 (as the lowest priority). Some of the respondents did not marked all the answers, which is indicated by the far left column *Number of marks*. The highest priority area for institutions analyzed in our survey is *Development of a system of quality assurance* which received the average mark 2,5. Also high on priority list is *Development of a two-tier system (easily readable and comparable degrees)* with the same average mark 2,5 but one has to consider that three of the respondents did not mark this answer at all, which leaves us uncertain whether they found it so unimportant or just forgot to mark it. According to the results, the lowest priority is given to the answer *Strengthening the attractiveness of the European Higher Education Area* (7,1).

Table 4: Full answers of respondents to question 4.

Q4. Could you briefly explain what are main aims to be achieved at your institution until May 2005 (Bergen Conference) in the following areas:

A) Quality assurance:

1. Basing on Tempus project devoted to QA we will develop some mechanisms of QA, we will have quality evaluation from EUA, will be prepared for accreditation.
2. Establishment (law/statutes) of procedures, offices, training of personnel, teacher- and student awareness
3. *The UAB's common viewpoints on quality assurance are:*
 - The quality of higher education, as well as the assurance of such quality is very important factor in determination of European educational policies. As such, they are central aspects of Bologna process and the majorities of European governments.
 - Under the system of quality assurance UAB's staff understands primarily a continuing process in which the common mistakes should be noticed and outlined as well as methods of making corrections and improvements in functioning of the University, it's consistent faculties, educational programs and artistic work being done at UAB, with aims to enhance the potential of university to adjust to constant and relatively changeable conditions and requirements imposed by wider social and economic environment.
 - More formalized system of quality assurance will keep up this institution with modern tendencies in European higher education area and will make UAB compatible and competitive with similar educational institutions in Europe, as well as flexible with the constant state of flux and transition that is so much a part of our culture, society and economy.
 - The quality assurance methods should be introduced and implemented by UAB's faculties' staff and students and not imposed by government. In view of the above stated, the Working Group for quality assurance has been formed at each faculty with central Group at University level. Groups are formed on long-term basis with following aims:
 - To study quality assurance models in Europe.
 - To explore the possibilities of formal and systematic institutionalization of quality assurance mechanisms on UAB faculties.
 - To prepare for action in order to introduce formalized quality assurance system as of next academic year. (2003/04)To introduce the policies, processes and actions through which the quality of education provided at UAB's faculties will be maintained and developed.
4. Operational plan and programme for realization of the recommendations and directions of the EUA external evaluation report
5. It is the University's intention to develop a comprehensive and sustainable quality assurance mechanism
6. To remove weaknesses and improve the educational standards
7. We believe that awareness is so far built of quality culture and a common spirit, mission and willingness to make improvements at the University. The next step will be first internal and then an external evaluation. Guidelines and aims will be set in that process. By 2005, the issue of quality assurance will be part of reform process at the University, and first activities on implementation of a quality assurance system and accreditation procedures will have started, trying to harmonize with such activities and procedures at universities in B&H and Europe.

8. To undertake the EUA evaluation; to educate the existing staff;
To propose changes in Bosnian legislation in the respect of QA in order to introduce the Agency for accreditation
9. The consensus has been achieved between all deans of our university to introduce internal QA monitoring team in each faculty as well as the university by itself.
10. Development Objectives:
 - strengthen the links of the university to all institutions in its environment;
 - ensuring the institutional autonomy and legal subjectivity of the University;
 - livening up of the high standards and criteria in the University life that would qualify us to be a competitive partner in Europe;
 - development of the Assurance Quality and administration of this;
 - develop internal institutional model of evaluation;
 - define modality of periodic evaluation within the University;
 - preparing for QA accreditation outside of University;
 - strengthen the links of the university to all institutions in its environment.
11. Definition of responsibilities of different national institutions dealing with Higher Education Structure and Quality; Assisting universities in restructuring of curricula and programmes; Setting up a stable and independent system of quality evaluation and accreditation to motivate and enhance quality and internal quality systems in the universities; Evaluation of Higher Education Institutions in the spirit of Bologna process and in the framework of the European System and provide information to public.
12. We have to establish University Center for QA. We are running self-evaluation and also EUA evaluation team will pay visit to us in accordance to make external evaluation of our University.
13. Considering quality assurance as the highest priority issue, University of Novi Sad (UNS) is already acting in two directions: in University statute the Commission for internal accreditation and quality assurance of new study curricula is introduced, based on initial criteria adopted on UNS; UNS is actively participating in developing procedures and criteria for accreditation on the state level. Being aware of the starting point – no explicate experience in quality assurance, but awareness of the importance of the issue – the main aims could be formulated as an initial move towards definition and acceptance of university procedure and criteria, which will be continuously upgraded according to the practice and internal evaluation results. Also, incorporation in European networks for quality assurance is considered as essential, with already established contacts within the project on the University level, supported by Government of Vojvodina. We underline that the relevant legislative on the state level concerning accreditation, both institutional and program, would be of great help but in the same time not limiting in introducing new practice on University level.
14. Criteria of evaluation

B) Two-cycle system:

1. We already have
2. Legal framework, establishment, curricula development
3. At University of Arts in Belgrade, a two-cycle system is already being implemented, and after the adoption of new HE law in, it will be further

developed. Within such framework, first and second cycle degrees have different orientations and various profiles in order to accommodate a diversity of individual, academic and labour market needs. First cycle degrees give access, to second cycle degree programmes. Second cycle degrees are open to doctoral studies. At UAB, besides the possibility to do doctorate after M.Sci academic title, for the first time in this region, as of the academic period of 2003/04, an Interdisciplinary doctoral studies have been founded in the field of sciences and theory of arts and media. PhD studies are open to the students with bachelor degree and high average marks and this study programme integrates M.A studies within itself. Besides the main degree cycles, UAB has started to develop life long learning as one of its priorities and short term tailor made courses for professionals in the domains of culture, arts and media demanded on today's market. To institutionalize that goal, UAB formed a Center for professional development and consulting in culture, arts and media fields, which is its organizational unit, a sort of separate department for market research and teaching services sale.

4. Undergraduate and postgraduate studies; Introduction of doctoral studies
5. The University hopes to expand its current offerings (1st cycle or undergraduate only) by introducing masters and doctoral programmes
6. To have a first degree to meet the market demands and the second degree for the students who are motivated to pursue graduate
7. Two cycle system doesn't fit in the traditional system of degrees, but the differences are still not so great that cannot be overcome. By 2005, a process that has already started on recreation of curricula will have been finished. It is not still clear whether a 3+2 or 4+1 solution will be accepted in B&H, or some other combination.
8. Already fully achieved at our institution
9. All faculties of the university have developed plan to create two-tier system by the end of 2005
10. Development Objectives:
 - creating better conditions for two-degree education
 - putting students in a more active role in the process of teaching
 - achieving higher transition into a higher year of study
 - decrease number of students who are giving up their studies
 - increase mobility of students and teachers
 - establishment of sustainable policy of enrollment
 - include expert studies in sub-graduate programs
 - encourage development of university interdisciplinary programs on sub-graduate and especially on postgraduate level
 - introduce "lifetime learning"
 - introduce shorter programs of "field refreshment" and more specialized learning
 - in perspective, create better conditions for every student for greater choice of courses and programs of studies, including those from other faculties on the University (or wider), in a sense that they obtain education according to their own tendencies
 - harmonize the length of studies with principles of declaration from Bologna
 - adopt the system of education based on two-degree study
11. Assisting universities in entering in the new two cycle system; Integrate the individual initiatives of different universities to apply the same system and

standards; Mutual assistance and collaboration with universities to establish Internal Quality Assurance Systems.

12. The next step of our reform.

13. In introduction of two cycle system of studies there is some move already, based of experiences gained through pilot projects on university level. The issue is very much interconnected with development of quality assurance system and new approach to curriculum development. Discussions on the professional level in different fields have started, aimed to reach agreement on the overall architecture of the system in the defined field. It could be expected that in next two years the new system will be introduced on majority of the programmes, but the new legislative on the state level is considered as important for full recognition of the system.

14. Pilot implementation

C) Recognition of degrees and periods of studies:

1. We introduced ECTS from Sept. 2003, accepted Law of Higher Education which permits recognition. Through several Tempus projects we will try to establish mutual recognition with partner universities
2. Legal framework, initial implementation
3. Internationalization is one of UAB's strategic policy based measures in implementing change and adapting to the challenges that lie ahead. Therefore, UAB will foster all steps towards improving it's students and staff mobility, cooperation and joint degree programmes with other universities in the region and wider, and thereafter recognition of degrees and periods of studies will be given priority in order to achieve that goal. At present, UAB faculties recognize all degrees based on 4+2 study programmes, which are compatible with existing departments. If a study group or a programe is interdisciplinary, University Council does nostrification and equivalency. By recognition of degrees and periods of studies mobility will be enhanced and made easier which is important prerequisite for other Bologna principles to be implemented along with this particular issue. UAB staff generally agrees and welcomes the systematic use of Diploma Supplement as a useful instrument that will enhance the clarity and international competitiveness of European universities as well as employability. It has to be stressed out that in last 30 years at UAB, diploma supplement was issued on the personal request of student.
4. Practical implementation of diploma supplement
5. To encourage mobility and exchange of knowledge and research achievements
6. We believe that first task should be close cooperation between universities in Bosnia and Herzegovina and then wider. Diploma Supplement and credit transfer system are main tools for achieving it. By 2005, we hope that better transparency will be achieved. By that time, we should become members of European higher education networks.
7. Responsibility of the Ministry of Education
8. There are no ENIC/NARIC centers in B-H. There are only talks and discussions how to establish Agency for science and higher education and even it is not decided yet

whether it will be on national level, despite the fact that only national i.e. state agency might be part of an academic informative network. Qualification recognition is among highest priorities. University Senate has, as recommendation to the faculties, being aware of its importance, adopted Principles on recognition diplomas from abroad, which are in accordance with Lisbon convention. Unfortunately, we do not see any signs yet about when the Law on recognition of non-national qualification will be adopted. However, We stress strategically the endeavor to secure recognition of our exams and diplomas from our university and within the B&H academic framework.

9. The next step of our reform.
10. The state regulation and new law are necessary for full implementation of the idea on the state level.
11. None

3 Questionnaires without reply on this question

D) European Credit Transfer System

1. We introduced ECTS from Sept. 2003
2. Establishment (law/statutes) of procedures, offices, training of personnel, teacher- and student awareness, initial implementation
3. At UAB ECTS have been experimentally introduced on Interdisciplinary postgraduate studies at the academic period of 2001/02 even though HE law has not envisaged the ECTS at the time. Since then, many debates, and panel discussions have been organized in order to introduce ECTS to UABs academic community (staff and students). Now, prior to new HE law, many departments at UAB's consistent faculties are revising their curricula by calculating and determining the exact student workload for each course per academic period. Introduction of ECTS at both undergraduate and postgraduate level at all faculties is one of the UABs strategic priorities stated clearly in its Strategic plan (May 2002)
4. Finalization of the process of modernization of the study programmes on the basis of ECTS at all faculties within UKIM
5. The SEE University implemented ECTS at its inception in 2001.
6. To enable both students and academic staff to visit and study in other European countries and in that way enrich their own educational context with new experiences and also to receive guest students and academics to study and research in their academic communities
7. Basic rules for introduction of ECTS are known and some faculties are about to realize it in practise, but because of great gap between European educational system and our current situation, we believe that this process is not easy to implement fully. An additional problem for its implementation is a language barrier. That's why we urge networking of HE institutions in the region.
8. To measure the existing workload of students and to develop new curricula and syllabi which introduce ECTS
9. ECTS is expected to be introduced at the end of 2005

10. Development Objectives:

- define clear and recognizable conditions and procedures for introduction of CTS on the University
- request, as a prerequisite condition, fundamental changes in laws on high education
- anticipate way of securing its compatibility with ECTS
- define clear scheme of organization on the level of the university for carrying out of ECTS process
- focus the project onto the reform of sub-graduate studies, and, in the following phases, carry out clear definition of taxing, that is, ascription of numeric values to each subject of lecturing
- define the content and form of Diploma Supplement
- process of introduction of CTS should be separated from process of renewing of plans and programs of lecturing
- define the programmatic content of the information package as essential segment of the CTS (needed on the level of University and faculties as well)
- define more than one partner-universities and faculties with which we could one day sign bilateral agreements for cooperation regarding the application of ECTS and agreements regarding future exchange of students

11. Assist the universities in ECTS by bringing different national and European good and bad examples; Integrate and coordinate the initiatives at various level to use similar national with the European standards.

12. We are in the process of introduction of ECTS at our University.

13. The main philosophy of ECTS/ECTAS system is accepted and important experience on pilot projects already gained. It could be expected that the system will be fully introduced in the period till 2005, but with necessary corrections in common work with the students in evaluating the results in next period. The incorporation of Serbian universities in European projects on student mobility is of great importance for the full implementation of ECTS.

14. Criteria of calculation

Table 5: Synthesis of answers to question 5

Q5. In general, what changes do you expect at your institution after your country joined the Bologna Process at the Berlin Conference (18-19 September 2003)? (Please, select one answer)		
Number of answers	%	
11	79%	Now, it will be easier to run positive reforms at our institution (establishing two-tier system, changes of study programmes, credit system, strengthening mobility and international cooperation, etc.).
0	0%	This is an important step for our country (and probably also for some other institutions) but we do not expect important changes at our institution in near future.
0	0%	Joining the Bologna Process will have no real impact to the reality of higher education in our country.
2	17%	Other
Other:		
It will be easier to run positive reforms at our institution but we do not expect important changes at our institution in near future.		
This is an important process to recall the need for quality in Higher Education System and provide measures and actions to monitor and enhance it in harmony within the European System and provide public with information about this public good and service.		

**One respondent did not answer to this question.*

On Question 5 the respondents were asked to select just one answer from the list. Eleven out of fourteen respondents selected the answer: *Now, it will be easier to run positive reforms at our institution (establishing two-tier system, changes of study programmes, credit system, strengthening mobility and international cooperation, etc.).*