



Newsletter

STINT

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Greetings

Dear reader,

In this promotional newsletter, you can find information about the last activities carried out on the Erasmus + STINT project, as well as some general issues and novelties related to internationalization. Promotional news will be distributed to all project partners periodically and available through the website of the project <http://stint-project.net/>

The format of promotional news has been developed and adapted to our needs and technical possibilities. The content is based mainly on the contribution of the project partner. Therefore, we invite you to share with us your knowledge, knowledge, experience and questions related to the content of the project.

Please send us your story or article to: Nenad Markovic,
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Dobrodošlica

Poštovani čitaocē,

U ovoj promotivnoj novosti možete pronaći informacije posljednjim realizovanim aktivnostima na Erasmus+ STINT projektu kao i neka opšta pitanja i novosti vezanim za internacionalizaciju. Promotivne novosti biće distribuisane svim projektnim partnerima periodično i dostupne putem web stranice projekta <http://stint-project.net/>

Format promotivnih novosti je razvijen i prilagođen našim potrebama i tehničkim mogućnostima. Sadržaj je baziran uglavnom na doprinosu partnera projekta. Stoga pozivamo Vas sve da podijelite sa nama Vaša saznanje, znanje, iskustva i pitanja vezana za sadržaj projekta.

Molimo Vas da nam pošaljete neku svoju priču ili članak na: Nenad Markovic, Qaofficeuis@gmail.com

Report on held Monitoring visit by EACEA

In November of 2018 Monitoring visit by EACEA and National Erasmus+ office was held at the University of East Sarajevo. To this monitoring visit all project partners from Bosnia and Herzegovina presented. For this meeting special questionnaire was prepared and presented. After a lot of discussions per different issues meeting was finished after 6 hours. For 15 days a letter by EACEA came on the project's address by Giulia Moro, project adviser for Western Balkan. The letter is showed below:



“The project is relevant to the needs of BiH, supporting evaluation of the current situation in BiH in the field of internationalization and recognition mechanisms, as well as development of institutional internationalization strategies, indicators and BiH recognition model. Also, the project is expected to enable modernization of BiH HEIs through strengthening IRO and students’ offices. The activities implemented seems to be relevant to the achievement of the project objectives.

The project activities have been implemented in line with the project proposals, but with a delay of 3-4 months due to the realization of activities from the work package 1. They took much more time than the project consortium planned. The delay have also been caused by additional clarification of rules about reimbursement of funds, which postponed signature of partnership agreements.

The project is prolonged for 6 months, until 14. April 2019 due to issues as management changes at the University of Tuzla, University of East Sarajevo, University of Banja Luka, University of Mostar and University of Zenica. According to the feedback received, each management change has as a consequence an enormous delay in adopting official documents.



It seems that the project is managed well by the coordinator KU Leuven with the support of the national coordinator the University of East Sarajevo. The project management structure has been established including the Project Consortium Board (PCB) and Executive Board (EB). The partnership agreements have been signed covering issues included in EACEA’s template. According to the information received, all partners are actively involved in implementation of the activities including ministries and agencies.

The project has had positive impact on academic and non-academic staff, providing opportunities to strengthen their knowledge and skills in the field of internationalization and recognition mechanisms, as well opportunities to exchange experience with EU partners. The project has also had some positive impact on HEIs by enabling them to assess current situation and conduct self-evaluation process, including surveying different levels of management and students. In order to enhance international credit mobility, some inter-institutional agreements have already been signed between KU Leuven and BiH HEIs.

Sustainability of the project results can be ensured by support provided by management of HEIs and use of the project outputs in institutional strategies, as well as through further developments in the field of internationalization and recognition mechanisms by the relevant agencies and ministries.“

“Based on the above the following recommendations are proposed:

1. Finalize activities related to the development of integrated statement policy about internationalization for each partner, creation of dissemination and sustainability plans after project lifetime, internal university workshop dissemination and activities related to the final dissemination conference,
2. Continue with active cooperation and involvement of ministries and agencies in order to ensure further support of policy makers to the project activities and results,
3. Disseminate the results towards other relevant institutions/organizations in BiH in order to enhance the impact and sustainability of the project,
4. Continue with implementation of all ongoing and remaining activities in order to finish activities in line with the requested prolongation of the project (14. April 2019)

We would kindly ask you to actively follow these recommendations during the implementation of the project and to provide us with information on how you have followed these issues in your Final Report.

Please ensure the circulation of this feedback to all your partners.

We wish you a successful continuation of your activities.”

European Commission

Education, Audiovisual and Culture Executive Agency (EACEA)

Managing programmes and activities on behalf of the European Commission



Bologna process: Paris Communiqué adopted

On 25 May, European education ministers adopted the Paris Communiqué at the Bologna Process Ministerial Conference.

It takes on topics already discussed in the Yerevan Communiqué such as implementation, learning and teaching, digitalization and academic and civic values. This time, however, they are addressed in a more assertive and detailed fashion. For example, regarding implementation, a mechanism will support individual countries in improving in the three key-commitment areas: recognition, quality assurance, and the three-cycle system.

Over the past three years, the Bologna Process has had difficult discussions on risks and challenges for academic freedom and higher education autonomy. For the first time, the Bologna Process Implementation Report covers these topics. Apart from concrete examples of violations in Hungary, Russia and Turkey, the Process will have to develop a more systematic approach to assessing higher education values in the participating countries.

A long section of the Communiqué is on learning and teaching, including the impact of digitalization. The Bologna Process acknowledges the role and responsibility of institutions in innovation and transformation. However, it is still to be seen how the Bologna Process itself can provide added value to this. Success may depend on its ability to tap knowledge and experience created by networks of institutions and associations all over Europe.

For the first time, the Sustainable Development Goals are mentioned in the Communiqué, also in view of the exchanges between the European Higher Education Area (EHEA) and other parts of the world.

The Paris Ministerial Conference attracted a relatively high number of ministers from Bologna countries and elsewhere. Many discussed the challenges that their systems face, and how they are addressing them.

Source:

<https://eua.eu/news/106:bologna-process-paris-communiqu%C3%A9-adopted.html>



Paris Communiqué

Meeting in Paris on 24 and 25 May 2018, twenty years after the Sorbonne Declaration was signed, we, the Ministers responsible for higher education, wish not only to celebrate the progress made in building the European Higher Education Area over the past two decades, but also to make strong and ambitious commitments for its further development.

We are proud of what the Bologna Process has achieved. We have built something unique: a European Higher Education Area (EHEA) in which goals and policies are agreed upon at European level, and then implemented in national education systems and higher education institutions. This is an area where governments, higher education institutions and stakeholders are shaping the landscape of higher education together; that demonstrates what a joint effort and continuous dialogue among governments and the higher education sector can attain. Through the EHEA, we have paved the way for large-scale student mobility and improved not only the comparability and transparency of our higher education systems, but also increased their quality and attractiveness. The EHEA has promoted mutual understanding and trust, and has enhanced cooperation among our higher education systems.

Academic freedom and integrity, institutional autonomy, participation of students and staff in higher education governance, and public responsibility for and of higher education form the backbone of the EHEA. Having seen these fundamental values challenged in recent years in some of our countries, we strongly commit to promoting and protecting them in the entire EHEA through intensified political dialogue and cooperation.

Since the Sorbonne and Bologna Declarations, the EHEA higher education systems as well as institutions have undergone major reforms. At a moment when Europe is facing important societal challenges - ranging from unemployment and social inequality to migration-related issues and a rise in political polarisation, radicalisation and violent extremism - higher education can and must play a decisive role in providing solutions to these issues. It must also play a key role in establishing the facts on the basis of which public debates are conducted and decisions made. By providing students and other learners with opportunities for lifelong personal development, higher education enhances their prospects of employment and stimulates them to be active citizens in democratic societies.

We therefore commit to developing policies that encourage and support higher education institutions to fulfil their social responsibility and contribute to a more cohesive and inclusive society through enhancing intercultural understanding, civic engagement and ethical awareness, as well as ensuring equitable access to higher education.

Progress in implementing agreed reforms

As the 2018 Bologna Process Implementation Report shows, progress has been made while implementation remains uneven, both between policy areas and between countries. Quality assurance is key in developing mutual trust as well as increasing mobility and fair recognition of qualifications and study periods throughout the EHEA. We therefore recognise the progress made in implementing the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) into national and institutional practice in most countries, and we commit to removing the remaining obstacles to their implementation in national legislations and regulations. In order to encourage the development of more joint programmes and joint degrees, we will also enable and promote the use of the “European Approach for Quality Assurance of Joint Programmes” in our higher education systems. We welcome and will promote the development of the Database of External Quality Assurance Results (DEQAR). In order to further develop mobility and recognition across the EHEA, we will work to ensure that comparable higher education qualifications obtained in one EHEA country are automatically recognised on the same basis in the others, for the purpose of accessing further studies and the labour market. To this end we renew our commitment to ensure full implementation of ECTS, following the guidelines laid down in the 2015 ECTS Users’ guide.

We will work to implement the Council of Europe/UNESCO Lisbon Recognition Convention and its Recommendations, in particular on the recognition of qualifications held by refugees, displaced persons and persons in a refugee-like situation. We also urge the adoption of transparent procedures for the recognition of qualifications, prior learning and study periods, supported by interoperable digital solutions.

We approve the proposed revised Diploma Supplement and commit to working for its adoption in identical versions within the respective frameworks of the Lisbon Recognition Convention and Europass. To further promote student and graduate mobility, we welcome and support initiatives such as the digitalisation of the Diploma Supplement, and commit to support higher education institutions to pursue further student data exchange in a secure, machine-readable and interoperable format, in line with data protection legislation. We also note with interest the current “European student card” EU pilot project, which could potentially be broadened to support and facilitate student mobility throughout the entire EHEA. In many of our systems, ECTS-based short cycle qualifications play an increasingly important role in preparing students for employment and further studies as well in improving social cohesion by facilitating access for many who would otherwise not have considered higher education. We are therefore including short-cycle qualifications as a stand-alone qualification within the overarching framework of qualifications of the EHEA (QF-EHEA). Each country can decide whether and how to integrate short cycle qualifications within its own national framework.

Unlocking the full potential of the EHEA: taking implementation forward

We acknowledge that the reforms driven by the Bologna Process require both successful implementation and full ownership of all of our agreed goals and commitments throughout the EHEA. Fulfilling our commitments depends on the concerted efforts of national policy-makers, public authorities, institutions, staff, students and other stakeholders as well as coordination at EHEA level. In order to unlock the full potential of the EHEA and ensure the implementation of Bologna key commitments, we are adopting a structured peer support approach based on solidarity, cooperation and mutual learning. In 2018-2020, thematic peer groups will focus on three key commitments crucial to reinforcing and supporting quality and cooperation inside the EHEA:

- a three-cycle system compatible with the overarching framework of qualifications of the EHEA and first and second cycle degrees scaled by ECTS,
- compliance with the Lisbon Recognition Convention,
- and quality assurance in compliance with the Standards and Guidelines for Quality Assurance in the European Higher Education Area.

We mandate the Bologna follow-up group (BFUG) to implement, coordinate and monitor the adopted peer support approach, and to do so with the aid of the Bologna Implementation Coordination Group established to that end. It will analyse the first round of peer support and through the BFUG suggest the direction that the activity should take in the future, and report back to us at our next EHEA Ministerial conference in 2020.

We encourage the use of the Erasmus+ programme for increasing cooperation, beyond mobility, and achieving progress on the key commitments. Belarus joined the EHEA in 2015 on the basis of an agreed roadmap. We acknowledge that some first reforms have been initiated, but also that substantial challenges remain. We welcome Belarus' commitment to work with and be supported by partners in the implementation of the proposed strategy for 2018-2020.

Innovation in Learning and Teaching

For the past 20 years, the core mission of the Bologna Process and the main objective of structural reforms have been to ensure and enhance the quality and relevance of learning and teaching. Lifelong learning is increasingly important to our societies and economies as well as to our citizens' wellbeing. Now it is time to add cooperation in innovative learning and teaching practices as another hallmark of the EHEA. We therefore commit to developing new and inclusive approaches for continuous enhancement of learning and teaching across the EHEA, and can succeed only if we do so in close collaboration with the European higher education community, in full respect of academic freedom and institutional autonomy. The success of the European Learning and Teaching Forum launched by the European University Association last year demonstrates the value and potential of collaboration in learning and teaching, with tangible benefits for higher education institutions, staff and students. Therefore, in addition to measures at national level, we will develop joint European initiatives to support and stimulate a wide range of innovative learning and teaching practices, building on existing good practice in our countries and beyond. This will encompass the further development and full implementation of studentcentred learning and open education in the context of lifelong learning. Study programmes that provide diverse learning methods and flexible learning can foster social mobility and continuous professional development whilst enabling learners to access and complete higher education at any stage of their lives.

We will support higher education institutions to develop and enhance their strategies for learning and teaching. We also encourage them to provide interdisciplinary programmes as well as to combine academic and work-based learning. Students should encounter research or activities linked to research and innovation at all levels of higher education to develop the critical and creative mind-sets which will enable them to find novel solutions to emerging challenges. In this regard, we commit to improving synergies between education, research and innovation.

Digitalisation plays a role in all areas of society and we recognise its potential to transform how higher education is delivered and how people learn at different stages of their lives. We call on our higher education institutions to prepare their students and support their teachers to act creatively in a digitalised environment. We will enable our education systems to make better use of digital and blended education, with appropriate quality assurance, in order to enhance lifelong and flexible learning, foster digital skills and competences, improve data analysis, educational research and foresight, and remove regulatory obstacles to the provision of open and digital education. We call on the BFUG to take the issue of digitalisation forward in the next working period. As high quality teaching is essential in fostering high quality education, academic career progression should be built on successful research and quality teaching. It should also take due account of the broader contribution to society.

We will promote and support institutional, national and European initiatives for pedagogical training, continuous professional development of higher education teachers and explore ways for better recognition of high quality and innovative teaching in their career.

Beyond 2020: a more ambitious EHEA

The EHEA has proved its role as a unique framework for higher education cooperation in Europe. To develop the EHEA further, we will intensify crossdisciplinary and cross-border cooperation as well as develop an inclusive and innovative approach to learning and teaching. We call on the BFUG to submit proposals in time for our 2020 meeting in order to enable higher education to fully play its role in meeting the challenges faced by our societies.

We will foster and extend integrated transnational cooperation in higher education, research and innovation, for increased mobility of staff, students and researchers, and for more joint study programmes throughout the whole EHEA. We take note with interest of the recent EU initiative on 'European Universities' and we will encourage all our higher education institutions to work in such new settings. We call on the BFUG to establish interaction with the European Research Area and Innovation Committee (ERAC) by 2020 in order to develop synergies between the EHEA and the European Research Area (ERA).

We commit to developing the role of higher education in securing a sustainable future for our planet and our societies and to finding ways in which we, as EHEA Ministers, can contribute to meeting the United Nations Sustainable Development Goals at global, European and national levels. As a follow-up to the Bologna Policy Forum, we mandate the BFUG to enter into a global policy dialogue to improve regular cooperation with other regions and international organisations. This dialogue should focus on promoting mutual learning and joint initiatives on issues of common interest, such as social inclusion and the wider role of higher education. We welcome the work on the UNESCO Global Convention on the Recognition of Higher Education Qualifications. We recognise that further effort is required to strengthen the social dimension of higher education. In order to meet our commitment that the student body entering and graduating from European higher education institutions should reflect the diversity of Europe's populations, we will improve access and completion by under-represented and vulnerable groups. Therefore, we mandate the BFUG to take this issue forward by the next EHEA Ministerial conference.

Preparing the 2020 EHEA Ministerial conference

For our 2020 conference, we mandate the BFUG to develop a Bologna Process Implementation Report assessing the main developments in the EHEA since the Bologna Process began, including to what extent we have fulfilled the mobility target agreed in Leuven/Louvain-la-Neuve in 2009. We also ask the BFUG to submit proposals for the main priorities for the next decade, in close cooperation with higher education institutions, staff and students, and for the governance of the EHEA.

We gratefully accept the offer by Italy to host the next Ministerial conference of the EHEA and the Bologna Policy Forum in 2020.

Izveštaj o održanoj monitoring posjeti od strane EACEA

U novembru 2018. godine na Univerzitetu u Istočnom Sarajevu održana je monitoring posjeta EACEA-e i National Erasmus + kancelarije BiH. Na ovoj monitoring posjeti prisutni su bili svi projektni partneri iz Bosne i Hercegovine. Za ovaj sastanak pripremljen je i predstavljen poseban upitnik, po nalogu Evropske komisije. Nakon mnogo diskusije po različitim pitanjima, sastanak je završen nakon 6 sati. Za 15 dana pismo od EACEA-e stiglo je na adresu projekta, a koje je napisano od strane Giulia Moro, projektna savjetnica za zapadni Balkan. Pismo je prikazano u nastavku:

„Projekat je relevantan za potrebe BiH, podržava evaluaciju trenutne situacije u BiH u oblasti mehanizama internacionalizacije i priznavanja, kao i razvoja strategija institucionalne internacionalizacije, indikatora i modela priznavanja BiH. Takođe, očekuje se da će projekt omogućiti modernizaciju institucija visokog obrazovanja u BiH kroz jačanje kancelarija za međunarodnu saradnju i studentskih kancelarija. Čini se da su provedene aktivnosti relevantne za postizanje ciljeva projekta.

Projektne aktivnosti su implementirane u skladu sa projektnim prijedlozima, ali sa kašnjenjem od 3-4 mjeseca zbog realizacije aktivnosti iz radnog paketa 1. Trebalo je mnogo više vremena nego što je planirao projektni konzorcijum. Kašnjenje je takođe prouzrokovano dodatnim pojašnjenjem pravila o nadoknadi sredstava koja su odložila potpisivanje sporazuma o partnerstvu.

Projekat je produžen za 6 mjeseci, do 14. aprila 2019. godine zbog promjena u rukovodstvima na Univerzitetu u Tuzli, Univerzitetu u Istočnom Sarajevu, Univerzitetu u Banja Luci, Univerzitetu u Mostaru i Univerzitetu u Zenici. Prema dobijenim povratnim informacijama, svaka promjena u upravi imala je za posljedicu ogromno kašnjenje u usvajanju službenih dokumenata.

Čini se da projektom dobro upravlja koordinator KU Leuven uz podršku nacionalnog koordinatora Univerziteta u Istočnom Sarajevu. Uspostavljena je struktura za upravljanje projektima, uključujući Odbor konzorcija projekta (PCB) i Izvršni odbor (EB). Potpisani su sporazumi o partnerstvu koji pokrivaju pitanja iz obrasca EACEA-e. Prema dobijenim informacijama, svi partneri su aktivno uključeni u realizaciju aktivnosti, uključujući ministarstva i agencije.

Projekat je imao pozitivan uticaj na akademsko i neakademsko osoblje, pružajući mogućnosti za jačanje njihovih znanja i vještina u oblasti mehanizama internacionalizacije i priznavanja, kao i mogućnosti za razmjenu iskustava sa partnerima iz EU. Projekat je takođe imao određeni pozitivan uticaj na visokoobrazovne institucije tako što im je omogućio da procjene trenutnu situaciju i sprovedu proces samovrednovanja, uključujući ispitivanje različitih nivoa menadžmenta i studenata. U cilju jačanja međunarodne kreditne mobilnosti, već su potpisani neki međuinstitucionalni sporazumi između KU Leuven i visokoškolskih ustanova u BiH.

Održivost rezultata projekta može se osigurati kroz podršku koju pruža rukovodstvo visokoškolskih ustanova i korištenje izlaznih rezultata projekta u institucionalnim strategijama, kao i kroz dalji razvoj u oblasti mehanizama internacionalizacije i priznavanja od strane relevantnih agencija i ministarstava.

Na osnovu gore navedenog, predlažu se sljedeće preporuke:

1. Završiti aktivnosti vezane za razvoj integrisane politike izjava o internacionalizaciji za svakog partnera, kreiranje planova za diseminaciju i održivost nakon trajanja projekta, diseminacijom interne univerzitetske radionice i aktivnosti vezane za završnu konferenciju o diseminaciji,
2. Nastaviti sa aktivnom saradnjom i uključivanjem ministarstava i agencija kako bi se osigurala dalja podrška kreatorima politika za projektne aktivnosti i rezultate,
3. Diseminacija rezultata prema drugim relevantnim institucijama/ organizacijama u BiH kako bi se poboljšao uticaj i održivost projekta,
4. Nastaviti sa sprovođenjem svih tekućih i preostalih aktivnosti kako bi se završile aktivnosti u skladu sa traženim produženjem projekta (14. april 2019).

Ljubazno vas molimo da aktivno pratite ove preporuke tokom implementacije projekta i da nam pružite informacije o tome kako ste pratili ova pitanja u vašem Završnom izvještaju.

Molimo Vas da osigurate cirkulaciju povratnih informacija svim svojim partnerima.

Želimo vam uspješan nastavak vaših aktivnosti.



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