



Bologna Training Center

Ben-Gurion University
of the Negev

Annual Report 2013



Ben-Gurion University
of the Negev



Konrad
Adenauer
Stiftung

25 YEARS OF WORLDWIDE COOPERATION



THE CENTRE FOR THE STUDY OF
EUROPEAN POLITICS AND SOCIETY
NATIONAL JEAN MONNET
CENTRE OF EXCELLENCE

Letter from the Director of KAS Israel



Since its foundation in early 2012, the Bologna Training Center at BGU (BTC) has played a key role in opening Israel's higher education system to the European Higher Education Area - and vice versa. The Konrad-Adenauer-Stiftung's Israel office (KAS Israel) takes pride in partnering with our friends from the Centre for the Study of European Politics and Society at BGU in promoting this forward-looking and successful initiative.

The Annual Report 2013 is an impressive document recording the progress which has been achieved in the BTC's second year of existence. Although the BTC's mission is far from being accomplished yet, we are pleased to see that it is very well on track.

In many respects, the Bologna process looks like a highly technical enterprise, including a jargon which non-experts sometimes find difficult to understand. This is why one of the initiators of the Bologna process, former German Minister of Education, Science, Research and Technology Dr. Jürgen Rüttgers, reminded us in his keynote speech at the BTC's Second International Annual Conference on June 16th, 2013 that one of the basic principles of "Bologna" is "the idea of free self-education of the individual, the unfolding of all gifts and talents. Whoever subjects education to economic dictates alone, creates half-literateness or even illiterateness. (...) We need people who feel responsible for the society they live in; people who contribute to the common good and who are not only concerned with their own benefits; educated people in the true sense."

The other basic principle of "Bologna" is, of course, the "goal to create a diverse European landscape of higher education", as Rüttgers put it. We strongly believe that Israel should be part of this landscape. On the surface, it might sometimes seem that Israel and the EU will remain "uneasy neighbours" who fail to grasp their counterpart's concerns. However, we do believe that both sides do not only share core values, but also vital interests which tie them together. People-to-people communication between young Israelis and young Europeans is a strong remedy against mutual misapprehension - and "Bologna" is one of the most sustainable bridges by which they can meet.

Jerusalem, January 2014

Michael Mertes
Director of KAS Israel

History

At the beginning of 2012 the Bologna Training Center (BTC) at Ben-Gurion University of the Negev began its operations under the auspices of the Centre for the Study of European Politics and Society (CSEPS) in cooperation with the Israel Office of the Konrad- Adenauer Stiftung. The BTC's intention is to facilitate the exposure of Israeli higher education institutions to the Bologna Process. The BTC sees itself as a disseminator of knowledge and information regarding the Bologna Process in order to stimulate discourse concerning the strategy of the Israeli higher education system vis a vis internationalization and modernization of higher education.

Throughout the past year, the BTC staff has provided workshops and training to a wide spectrum of Israeli higher education institutions, on various aspects of the Bologna reforms. In addition, the BTC has held international conferences where European and Israeli experts were invited to provide guest lectures to various stakeholders in the Israeli higher education sphere. Throughout the year, the BTC has also continued its involvement in various international projects as well as saw the development of a new European funded project, under the European Commission's Tempus program.



Throughout the 2013 academic year, the BTC, through the BGU Deputy Rector's Office, continued to work closely with academic departments within the university in preparation for the quality assurance process of the Israeli Council for Higher Education. The BTC team provides guidance on the application of learning outcomes in teaching and learning for academic courses and programs in accordance with the Council's requirements.

In February 2013, the BTC conducted a workshop for the Centre for Excellence in Teaching attended by new faculty members of the University. The workshop dealt with good practices for designing course syllabi as well as tips on writing learning outcomes. The workshop also included a discussion on the connection between learning outcomes and assessment measures.

In October 2013, the BTC participated in the Erasmus Mundus EMAIL II project's kick-off meeting hosted by the Office of International Academic Affairs at BGU. During the meeting, BTC representatives presented the Center's history, objectives and main activities to the European partners involved in the project.

Diploma Supplement Report

The BTC, with the Office for International Academic Affairs produced a report describing the features of the diploma supplement, discussing the potential for implementation at BGU as well as outlining several recommendations for its implementation. The Report was submitted to BGU's Deputy Rector and will soon be published and disseminated throughout the university.





BTC in Israel

Workshops in Israeli Higher Education Institutions

Throughout the year, the BTC conducted workshops in numerous higher education institutions throughout the country. The workshops related to different features of the Bologna Process and of internationalization of higher education in general. Since its establishment, the BTC has worked with over twenty Israeli higher education institutions.

Topics of the workshops include;

- Introduction to the Bologna Process
- The syllabus and learning outcomes
- Linking learning outcomes and assessment
- Understanding the European Credit Transfer System (ECTS)
- Implementing the European Credit Transfer System
- Diploma Supplement
- Internationalization of higher education

Cooperation with the National Union of Israeli Students

In addition to providing workshops within Israeli higher education institutions, the BTC has also worked closely with the National Union of Israeli Students (NUIS) providing its representatives with an understanding of the Bologna Process, internationalization of higher education and their implications for Israeli students.

Participation in the Erasmus Mundus pre-Departure Meeting

In August 2013, the BTC offered a lecture to Israeli students, from a wide range of institutions and disciplines preparing for their study abroad in the framework of the Erasmus Mundus exchange program. The lecture dealt with "Understanding the European Credit Transfer System" providing students with a concrete look at the credit system in Europe and implications for issues of transfer to the Israeli system.

International Workshops and Conferences

June 16, 2013: Non-EU OECD Countries' Responses to the Bologna Process

On June 16, the Bologna Training Center held its second annual international conference in Jerusalem. The conference offered participants with an international perspective on various national reactions to the Bologna Process in particular and to internationalization of higher education in general. The conference included presentations from European and Israeli guests with a wide expertise and knowledge on the Bologna Process. Among the invited speakers was Dr. Jürgen Rüttgers, former German Federal Minister of Education, Science, Research and Technology. During his time as Education Minister, Dr. Rüttgers, was among the four Ministers who signed the 1998 'Sorbonne Declaration' which would eventually trigger the Bologna Process. Dr. Rüttgers' presentation provided the audience with an 'inside look' into the considerations which led to the drafting and signing of the Sorbonne Declaration. Also in attendance was Prof. Pavel Zgaga of the University of Ljubljana. Prof. Zgaga served as Slovenia's State Secretary of Higher Education and Minister of Education and Sport. In this capacity, Prof. Zgaga signed the Bologna Declaration in 1999. The conference also included the Croatian perspective provided by Prof. Melita Kovacevic, Vice Dean for Research and Technology at the University of Zagreb and Vice Chair of the European University Association's Council of Doctoral Studies.

Israeli guest speakers included Prof. Sarah Guri-Rosenblit, Dean of Technology and Development at the Open University of Israel and member of the Higher Education Reforms Experts Committee at the Israeli Council for Higher Education and Prof. Joel Feigen, Professor of Statistics and Senior Executive Vice President of the Technion Israel Institute of Technology.

A wide range of stakeholders in the Israeli higher education system were in attendance, including management and administrative staff, faculty and students from numerous Israeli colleges and universities. The vibrant discussion which took place regarding Israel's place in the European Higher Education Area speaks to the high level of interest in the Israeli higher education sphere on all matters related to the Bologna Process.



November 18, 2013: Looking to the Future: planning and managing international projects

On November 18, the BTC held an international workshop, the purpose of which was to introduce participants to the inner workings of EU project development and implementation. The expert lectures provided participants with best practices for the planning and management of successful international projects.

Among the European guest speakers were Ms. Stefica Fiolic, Erasmus Coordinator at Geothe University Frankfurt and Mrs. Amal Al Khatib, project manager at the International Office of Masaryk University. Both Ms. Fiolic and Mrs. Al Khatib hold extensive experience in managing non-research projects within the university framework and each provided an in-depth understanding of the project development and management process.

Guest speakers also included Israeli higher education stakeholders with expertise on project management in the Israeli context. Among the Israeli speakers were Dr. Eric Zimmerman, Academic Secretary and Director of Research at the Interdisciplinary Center Herzlyia, Ms. Shira Lanir Director of the National Tempus Office in Israel and Prof. Jimmy Weinblatt, President of Sapir College.

The workshop was attended by a wide range of stakeholders in the Israeli higher education system including management, faculty and administrative staff from universities and colleges as well as representatives from the National Union of Israeli Students.



THE BTC Abroad

In January 2013, BTC director, Mr. Moshe Amir participated in the Israeli Higher Education Reform Experts' study visit at King's College London on "Enhancing the Student Experience- Student Support Services at King's College London".

In September 2013, BTC coordinator Hila Zahavi presented her research "The Bologna Process: Power and Identity", at the European Consortium for Political Research's Annual Conference in Bordeaux France.

In October 2013, BTC director, Moshe Amir participated in the German Academic Exchange Service (DAAD) conference "The External Dimension of the Bologna Process". Mr. Amir's presentation discussed the Bologna Process in Israel and included an introduction of the Bologna Training Center.

In October 2013, BTC coordinator, Yoav Friedman attended the workshop "Introduction to Teaching and Learning in Higher Education" at Lund University as part of ERASMUS MUNDUS staff exchange program. The course given by the Center for Teacher Training at Lund University's Faculty of Engineering provides an overview of teaching and learning in higher education. The two-week course deals with issues regarding the methodology of building study programs and their execution in aspects such as the usage of learning outcomes, forms of teaching, communication and feedback, examination methods and evaluation techniques.

In December 2013, BTC coordinators Yoav Friedman and Hannah Moscovitz provided two workshops at the Kazan National Research Technological University, Russia, in the framework of the Department of Economics conference "Methodology of Teaching Professional and General Disciplines for Students in the Direction of Training Oil and Gas Business". The workshops dealt with the internationalization of higher education with a focus on the Bologna Process. Workshop participants were provided with insights into the potential application of two crucial Bologna elements; the European Credit Transfer System (ECTS) and Learning Outcomes.



International Projects

ESPRIT- Enhancing the Social Characteristics and Public Responsibility of Israeli Teaching through a HEI-Student Alliance.

The Bologna Training Center, Centre for the Study of European Politics and Society (CSEPS) together with the Department of Politics and Government, were awarded a European Commission Tempus Grant for the project proposal: "Enhancing the Social Characteristics and Public Responsibility of Israeli Teaching through a HEI-Student Alliance" (ESPRIT). The project includes partner institutions from Israel and Europe as well as both the European Student Union and the National Union of Israeli Students. The ESPRIT project aims to analyze, map and strengthen the social and public roles of higher education institutions in Israel.

In its initial phase, the project will see the development and execution of a country wide survey - mapping the current state of social engagement in Israeli higher education institutions and outlining needs for improvement. The project will also see the development of a model for the design of curricula with a social engagement component. This model will be used to develop and implement a number of pilot courses in the Israeli partner institutions. Finally, ESPRIT aims to develop a mapping and benchmarking tool to compare Israeli universities and colleges according to their social missions. Through its various activities, ESPRIT hopes to influence and improve the higher education system in Israel, strengthening the ties of institutions and their students with the society in which they operate.

DOIT- Development of an International Model for Curricular Reform in Multicultural Education and Cultural Diversity Training

The Bologna Training Center is cooperating with BGU's Centre for Excellence in Teaching in its participation in the Tempus Project 'DOIT'. The DOIT project is coordinated by Gordon College of Education and includes Israeli, Georgian and European higher education institutions as well as NGOs. The project aims to enhance the quality of educational programs for multicultural education and for promoting human rights and cultural diversity through a multi-faceted program that will bring about curriculum reform in its partner's institutions. DOIT's program includes the design and piloting of teaching and learning programs developed in different educational modules for BA, MA students and in-service teachers, workshops for faculty, a program of outside of the classroom activities for students aimed to promote positive inter-cultural relations, and a portal that facilitates joint work and dissemination.

Research

Yoav Friedman, The European Higher Education Area and the Normative Power of Europe

The study investigates the EU's ability to exert its normative power on regions beyond its borders. The research shows that by applying elements of European Regionalism, the EU managed to turn the European Higher Education Area (EHEA) into a Regional-International Higher Education Regime by using the Bologna Process. The research follows two phases: in the first phase the study aims to define the Bologna Process, the political tool which was established for the creation of the EHEA, as a Regional-International Higher Education Regime. The second phase will examine the Normative Power Europe theory by tracing the implementation of the Bologna Process in countries which are not members of the Bologna Process (Australia, Canada and Israel), examining the EU's ability to affect foreign countries' policies without the use of coercive means.

Hannah Moscovitz, Multi-level Polities and the Promotion of Multi-level Identity: Higher education as a case study

The research explores the promotion of national, subnational and supranational identity in multi-level polities. In particular, focus is on higher education policies and the manner in which they construct and foster identity at national, subnational and supranational levels. The research focuses on Belgium and Canada as case studies; the subnational units of Flanders and Quebec serving as points of departure. In both contexts, three levels of territorial and identity politics are at play. Moreover, each level of governance has a role to play in the formulation of public policies; including in the realm of higher education. In this context, an understanding of multi-level higher education policy making and its implications for multi-level identity is particularly relevant. The European context undoubtedly constitutes the most elaborate example of the manifestation of multi-level identity. This research will therefore draw from the European case and identify how it can inform an understanding of multi-level processes in other regions, in particular revealing how it compares to a North-American perspective.

Hila Zahavi, The Normative Power Theory and the Othering Theory in International Relations: How can the Global Strategy of the Bologna Process contribute to the theoretical development?

In her research, Hila Zahavi examines the interests of the EU in the external dimension of the Bologna Process. The research claims that the EU uses the Global Strategy (external dimension) of the Bologna Process to strengthen certain elements in its own internal and external policy. The research reveals the manner in which the EU uses the Global Strategy of the Bologna Process to enrich and strengthen its non-military modes of power, such as soft power, civilian and normative power, shedding light on the connection between the Bologna Process' Global Strategy and the foreign relations of the EU. Using the Othering theory, the paper further demonstrates how the external image of the EU, affected by these non-military modes of power, is translated into self-image, and thus, shapes and affects the creation of a European identity for the citizens of the EU.

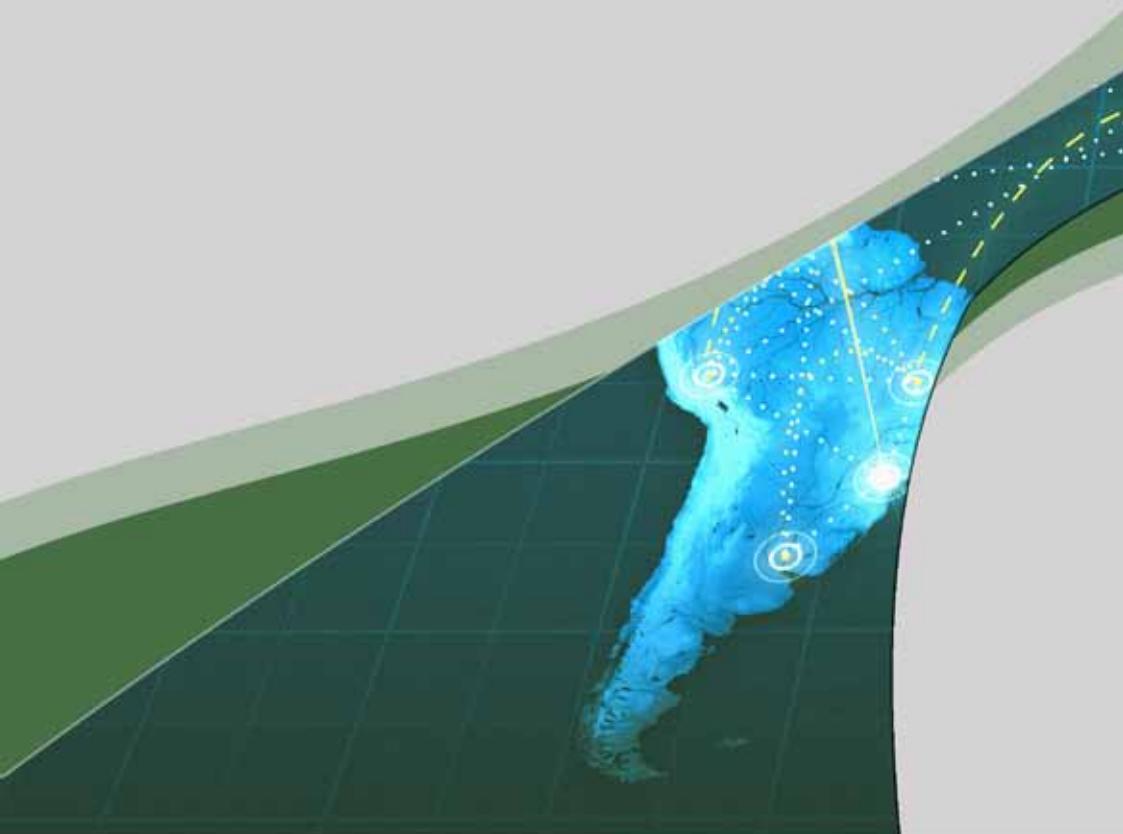
Publications

Guide of Good Practices Tempus Corinthiam Handbook



For further information:

The Bologna Training Center
Ben-Gurion University of the Negev,
Diller Family Building (74),
POB: 653, | Zip code: 84105 | Be'er-Sheva, Israel.
Tel: + 972-8-6461113 | Fax: + 972-8-6477610
Email: btc@bgu.ac.il | website: www.bgu.ac.il/btc



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