

**Building Capacity for Structural Reform in Higher Education of  
Western Balkan Countries - STREW**

**Report on the Implementation of Trainings  
in the Framework of the TEMPUS STREW  
Project**

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**Centre for Education Policy**

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## **Acknowledgement**

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Thank you!

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## Introduction

The aim of this report is to present a series of workshops organised in the framework of the STREW project in the period November 2012 – April 2013, with a focus on the concept, participants' feedback and the lessons learnt.

In fairly broad terms, the aim of the trainings was to contribute to strengthening capacities for informed decision making in higher education policy and university management, i.e. so-called evidence-informed or evidence-based policy making in higher education, by engaging broad range of individuals directly or indirectly involved in decision making or evidence provision at various instances, but mostly system, institutional and departmental or faculty level.

In total six trainings have been delivered in the period November 2012 – April 2013. The table below contains basic information about each of the trainings.

<b>Table 1. The list of trainings organised</b>				
<b>Place</b>	<b>Level</b>	<b>Participating institutions</b>	<b>Date</b>	<b>Participants</b>
Podgorica (ME)	National	▪ University of Montenegro*	Nov 2012	University admin staff
Tirana (AL)	National	▪ University of Tirana* ▪ Aleksandër Moisiu University of Durrës ▪ Ministry of Education and Science	Feb 2013	University admin staff and leadership; Ministry
Belgrade (RS)	National	▪ University of Belgrade* ▪ University of Novi Sad	Apr 2013	University admin staff and leadership
Sarajevo (BA)	National	▪ University of Sarajevo* ▪ University of Banja Luka ▪ University of Mostar	Apr 2013	University admin staff and leadership
Belgrade (RS)	Regional	▪ Agency for Development of HE and Quality Assurance (BA) ▪ Ministry of Education (MK) ▪ Commission for Accreditation and Quality Assurance (RS) ▪ National Tempus Office Serbia (RS)	Apr 2013	Higher education authorities staff
Bitola (MK)	National	▪ University Kliment Ohridski in Bitola* ▪ University Goce Delčev in Štip	Apr 2013	University admin staff and leadership
* Host institution				

There were in total 145<sup>1</sup> participants in all the trainings. With regards to the selection of participants, this was the responsibility of the institutions participating in the training. The selection would be based on a set of criteria put forwards before the training. This, together with content preparation and delivery, facilitation and post-training evaluation, was the responsibility of the Centre for Education Policy (for the sake of convenience, here we refer to it simply as facilitators). With regards to the logistics, facilities, and working conditions in general, this was the responsibility of the host institution, alone or together with other institutions.

The report consists of three parts – trainings overview, participants’ feedback and a series of recommendations for decision makers at various levels. Each of the parts is duly introduced in the respective chapters.

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<sup>1</sup> It is, however, not possible to make a precise account of the number of participants due to the fact that some would take part in the workshop for one instead of two days, or even less than that, while some would be there only for the second day and for the first. Importantly, large majority of the participants was present throughout all the sessions.

## The concept of the trainings

At first, the trainings had been envisaged for the university administrative staff only and it is in line with this idea that the first concept of the training was developed. However, after the discussions at the project Steering Committee in September 2012 and the first training at the University of Montenegro in November 2012, it was decided that the target group is broadened not only in the direction of including the university leadership and management, but also higher education authorities. Eventually, as shown in Table 1, the other 5 trainings were organised in line with this decision.

### *Pre-training survey*

During the course of training preparation in 2012, facilitators prepared a questionnaire distributed to the institutions participating in the training, with the aim to identify their experience with regards to evidence-informed policy making in higher education. In Table 2 below we provide more detail information about the individuals completing the pre-training questionnaire. In total, 56 individuals from 7 higher education institutions in 6 countries completed the questionnaire. The table also lists the position occupied by the individuals completing the questionnaire, i.e. potential participants to the trainings.

<b>Table 2. Number of pre-training questionnaires filled, by position and by institution</b>					
Position		Admin.	Academic	Techn.	Total
Albania	University of Tirana	1	5	0	6
Albania	University Aleksandër Moisiu	10	0	0	10
Bosnia and Herzegovina	University of Sarajevo	1	0	0	1
Macedonia	University St Kliment Ohridski	2	0	0	2
Montenegro	University of Montenegro	12	0	8	20
Serbia	University of Belgrade	14	3	0	17
		<b>40</b>	<b>8</b>	<b>8</b>	<b>56</b>

As for whether the respondents were employed at the rectorate, other university level unit, or faculty level, it must be noted that in the case of University of Tirana it was mostly rectorate staff, in the case of the University of Belgrade it was mostly faculty level staff, while at the University of Montenegro, most of the respondents came from the university's Centre for Information System (Table 3). Importantly, CEP had little or almost no control over the process, as the questionnaire was distributed by the university staff and the guidelines from CEP about where the questionnaire should have been distributed were not always followed. Moreover, the

respondents were approached as potential participants in the training and completing the questionnaire was probably understood (and at that moment it also was meant as such) as signing up for the training.

**Table 3. Number of pre-training questionnaires filled, by level and by institution**

		Rector.	Faculty	Other	Total
University of Tirana	Albania	10	0	0	10
University Aleksandër Moisiu	Albania	1	5	0	6
University of Sarajevo	Bosnia and Herzegovina	1	0	0	1
University St. Kliment Ohridski	Macedonia	2	0	0	2
University of Montenegro	Montenegro	6	3	11	20
University of Belgrade	Serbia	3	12	2	17
		<b>23</b>	<b>20</b>	<b>13</b>	<b>56</b>

With regards to the content of the questionnaire, apart from the questions regarding their age, education, previous work experience, they were asked to reflect on their experience with regards to the following issues:

- Data collection and data management
- Data analysis
- Translating data into evidence for university policy and decision making
- University policy implementation evaluation and monitoring
- Reporting on university activities

The information gathered through the questionnaire suggested that the experience in these and related activities were diverse, not only across the region, but even among the participants to the training coming from one institution. On the other hand, more than 2/3 of the individuals filling the questionnaire indicated that they have had no experience with *University policy implementation evaluation and monitoring* and *Translating data into evidence for university policy and decision making*. At the same time, more than 2/3 indicated that they were interested to learn more about data collection and data management, data analysis, and translating data into evidence for university policy and decision making. In the case of data analysis, the need to improve this skill was indicated by 85% of all the respondents.

The analysis of these questionnaires led to the development of the training which would combine all five elements, but that would also allow for flexibility in terms of adapting the training concept during the implementation. The findings from the pre-survey also led us to also approach the trainings as a more general “scanning” exercise with regards to the evidence-



informed decision making practices in higher education in the region, which would eventually inform higher education reform process.

### *The trainings*

The overarching topic of the training courses was the one of *engaging evidence in the process of decision making at universities through strengthening the practices of collecting and analysing evidence for its further use in higher education decision making*. We consider evidence to be anything that comes as a result of “...any systematic process of critical investigation and evaluation, theory building, data collection, analysis and codification related to development policy and practice. It also includes action research, i.e. self-reflection by practitioners orientated towards the enhancement of direct practice.”<sup>2</sup> We therefore saw participants as those identifying or providing evidence for internal university decision making, where evidence includes all the information, data and knowledge acquired through the above described systematic processes.

With regards to the programme and the content of trainings, all six have been more or less the same, with some variations depending on the lessons learned at previous trainings or, notably to a lesser extent, the composition of the group. For instance, the training in Podgorica was for the administrative staff only, which was reflected more in the focus of particular presentations, while the one in Tirana also involved higher education authorities and university staff, which required adaptation to include system-level actors. At the same time, the regional training in Belgrade was mostly adapted to the perspective of higher education authorities.

Before the training participants were sent the following literature, as a kind of introduction into a number of issues in higher education:

Clark, B. R. (1998). *Creating Entrepreneurial Universities: Organizational Pathways of Transformation* (pp 3-8 and 127-148). Paris: IAU Press.

European Commission (2011). *Supporting growth and jobs – an agenda for the modernisation of Europe's higher education systems*. COM(2011) 567 final.

Kehm, B. (2012). *The Academics and the Higher Education Professionals*. Presentation at the international Conference “Changing Conditions and Changing Approaches of Academic Work”, 4-6 June 2012 in Berlin.

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<sup>2</sup> Sutcliffe, S. & Court, J. (2005). *Evidence-Based Policymaking: What is it? How does it work? What relevance for developing countries?*, p. 3., London: ODI.

Maasen, P., & van Vught, F. A. (2002). Strategic Planning. In Jennikens, I. (Ed.), *Management and Decision-Making in Higher Education Institutions* (pp. 225-240). Utrecht: Lemma Publishers.

Minzberg, H. (2000). The Professional Bureaucracy. In Jennikens, I. (Ed.) *Management and Decision-Making in Higher Education Institutions* (pp. 171-194). Utrecht: Lemma Publishers.

The choice of the literature was the product of facilitators' attempt to strike the right balance between our perception of what participants' needed in order to be better equipped to participate in the training, on one hand, and not having our expectation too high with regards to the time they would spend preparing, on the other. However, we received mixed feedback on this. Notably, we normally did not openly ask participants during the training whether they had read all the material, simply because we did not want to cause discomfort and we would emphasise that reading was voluntary but highly recommended.

The two-day session was foreseen as a combination of training and interactive workshop in which the participants were led through the content from simpler to complex, with the focus on determined relevance (according to the information gathered through the questionnaire), starting with more familiar concepts and moving towards less familiar, while keeping the discussions and activities within the specific university context at all times.

At the beginning of each of the trainings, the participants were introduced with global and European trends in higher education and the way these affect regional and local contexts. This was followed by a presentation of the most noted challenges faced by the higher education institutions and policy makers in the region or in the country in question. Participants were also given elaborate input on the policy related decision making and policy implementation tools, with a particular focus on evidence as a way to inform not only policy making, but also policy implementation and evaluation. Most of the two-day trainings were dedicated to interactive workshops during which participants addressed a specific problem faced at their higher education institution. The problems were pre-determined by facilitators, yet they were of rather general nature and in almost all the cases participants did not have difficulties in identifying these as also challenges faced by their own institutions. These were as follows:

- Low professional relevance of studies
- Low research output
- High student drop-out rate
- Low student mobility

Depending on the size of the group, there were 3 or 4 sub-groups addressing one of the problems above. Each sub-group would be as mixed as possible, gathering both administrative staff, leadership, from different institutions. Participants were challenged not only to identify the

factors affecting the issue at hand, but also to identify in what way various types of evidence can be used to learn about the problem at hand and to effectively address it.

The role of evidence in decision making was given particular attention. Here, participants were familiarised with the various purposes of systematic and ad-hoc data collection practices, type of data and instruments used in collecting them, and finally ways of instrumentalising these for the purpose of rational, evidence-based decision making at either institutional or system level. As for the implementation of HE system or institutional policies, participants were introduced with a number of instruments at disposal and were asked to select the most appropriate instruments by evaluating willingness and capacity of salient stakeholders whose role is important in bringing about the desired change. Once each sub-group would come to a joint set of conclusions, they would present their work in the form of advice to decision makers. Effectively, all sub-groups were engaged in a role play in which they acted as appointed experts, while one of the other groups acted as the institution's body requiring expertise to inform decision making and they were asked to provide feedback to the proposed "solutions."

During these two days it was vital that participants saw the importance of their own contribution in the process of enhancing quality at their own institutions. It was not expected that the participants completely changed their practices after these trainings, primarily because the time-scope was more than limited for that, and also because this project activity cannot change the real context in which the individuals hereby engaged operated in their day to day activities. However, what we saw as feasible was a general enhancement of participants' understanding with respect to the importance of systematic data-collection practices, good analytical skills, as well as a good capability of linking evidence and institutional knowledge with strategic action. The facilitators were dedicated to contributing to a strengthened sense of commitment of participants to quality in performing their tasks, as well as to their awareness of the relevance of their contribution to higher education development.

## Participants' feedback

After a training was over, the participants were distributed a short on-line evaluation form (Annex I). The questionnaire was developed using Google spreadsheet and was distributed either directly by the facilitators (whenever possible) or through the organiser.

The questionnaire consisted of 13 questions, 9 closed (here we refer to them as quantitative) and 4 open questions with no character limit (collecting qualitative data). The quantitative ones were using likert scale, with the exception of the question on participants' sex and whether they had participated in a similar training before.

The questionnaire collected quantitative and qualitative data containing participants' feedback. In total, 90 participants completed the questionnaire (62%)<sup>3</sup>.

**Figure 1. Participants completing the evaluation per training (as % of all evaluations)**

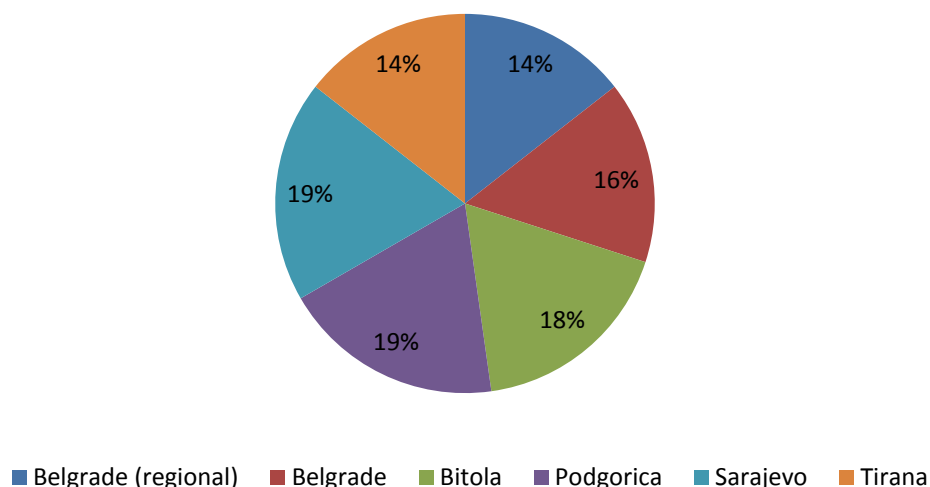


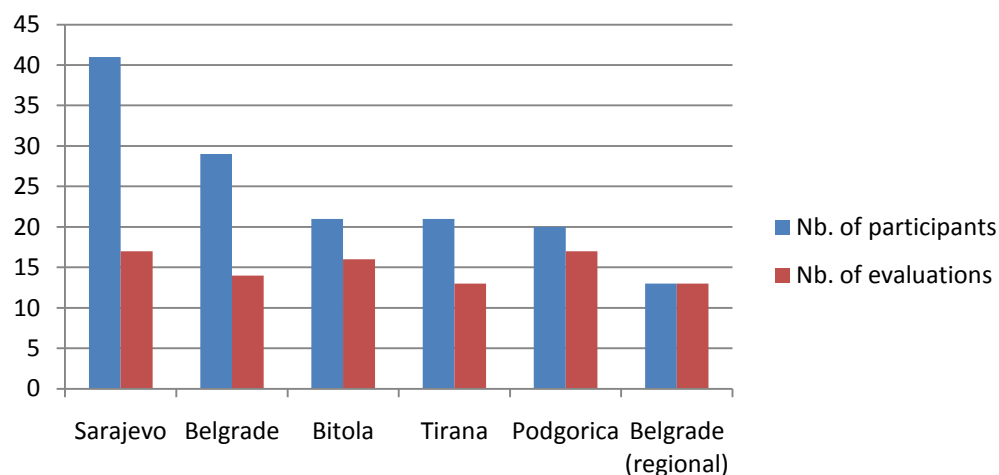
Figure 1 above indicates a relatively even distribution of feedback per training. However, as the size of the group varied, so did the relative number of evaluations per training (Figure 2). Still,

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<sup>3</sup> In fact, we received 95 responses in total, however, 5 were identified as invalid due to the fact that they were completely identical (notably also in qualitative answers) with a sixth questionnaire (which was kept). All six were from one institution and we have estimated the likelihood that they were all completed by one person as high enough to exclude them.

the lowest response rate was 48% (Belgrade training), while on average it was 69% which is considered relatively satisfactory.

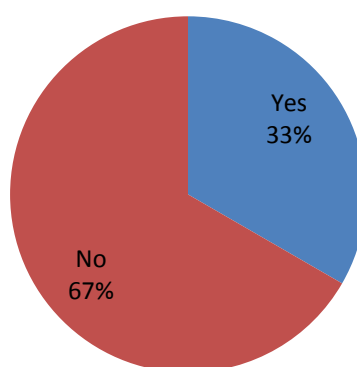
**Figure 2. Participants and evaluations per training**



### *Quantitative part of the questionnaire*

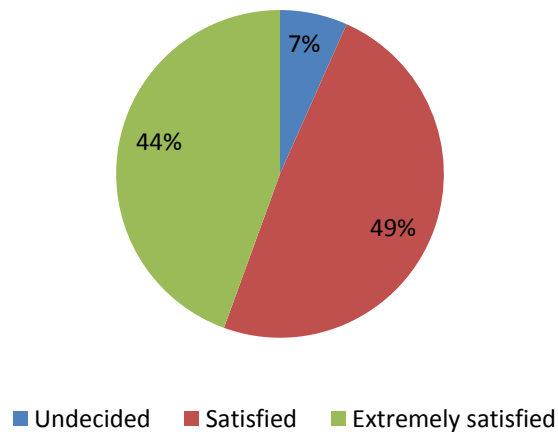
With regards to the previous participation in similar training or seminar, 68% reported to have never participated in one (Figure 3).

**Figure 3. Have you participated in a training or seminar on the subject of higher education policy before?**



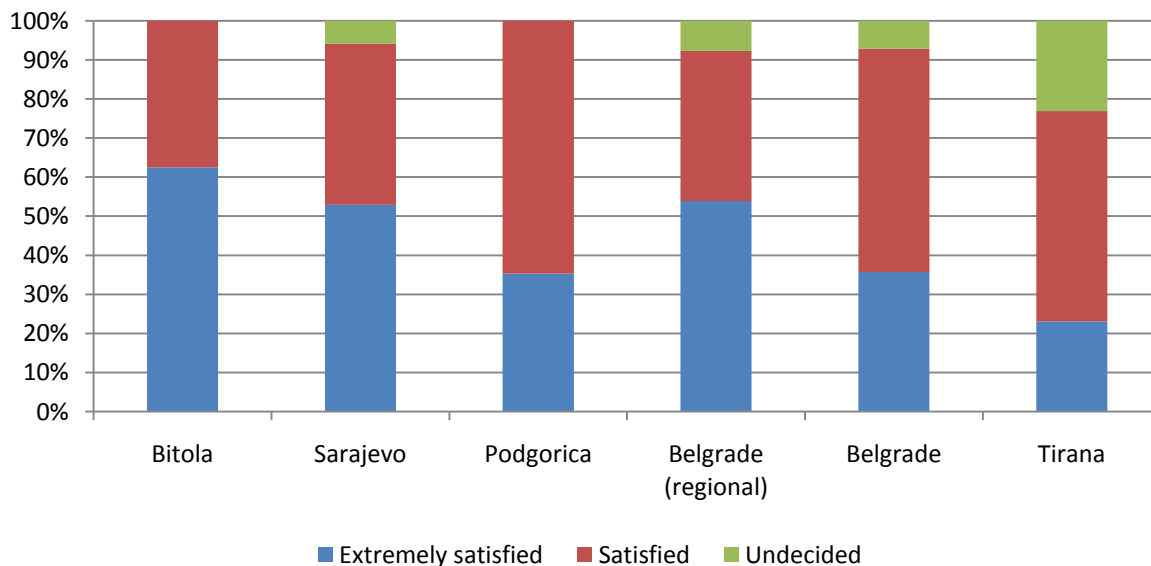
43% of respondents reported to have been overall extremely satisfied with the training, 51% were satisfied, while only 6% were undecided (Figure 4a). No participants reported to have been dissatisfied and extremely dissatisfied.

**Figure 4a. Please rate your overall satisfaction with the training**



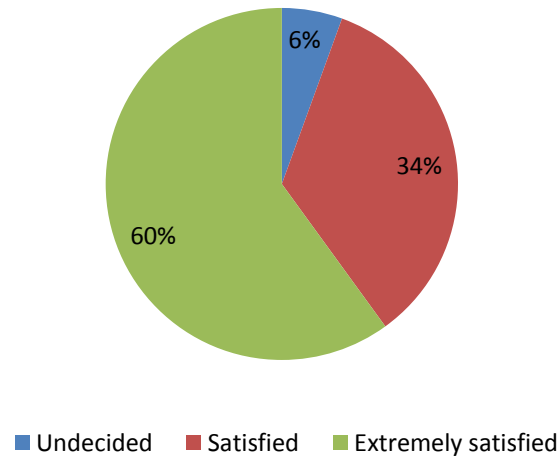
Across trainings, the distribution of satisfied and extremely satisfied participants was relatively even (Figure 4b). Notably, the training in Bitola was extremely satisfactory for more than 60% of participants, while Tirana had the highest percentage of the undecided ones – 23%.

**Figure 4b. Overall satisfaction by training**



With regards to the conditions, in terms of room, facilities and other technical aspects of the training, 95% of respondents were either satisfied or extremely satisfied (Figure 5).

**Figure 5. Please rate how satisfied you are with the conditions in which training took place**

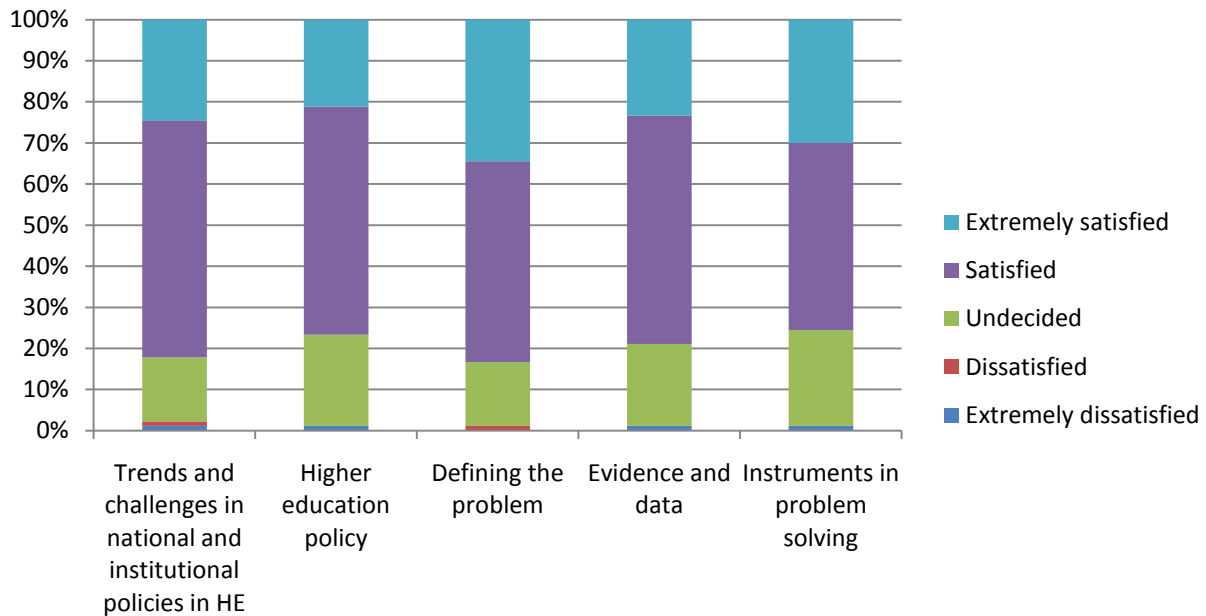


In evaluating the training, participants were asked to rank their satisfaction with individual training units (Figure 6):

- Trends and challenges in national and institutional policies in higher education
- Higher education policy
- Defining the problem
- Evidence and data
- Instruments in problem solving

In general, the participants' satisfaction was overall very positive across five units in which the training was organised. More than 80% of participants were either extremely satisfied or satisfied with "Defining the problem" unit, while "Higher education policy" unit was ranked the lowest with slightly above 70% being either extremely satisfied or satisfied. For all the units, on average about 20% participants evaluating the training reported to have been undecided about their satisfaction level.

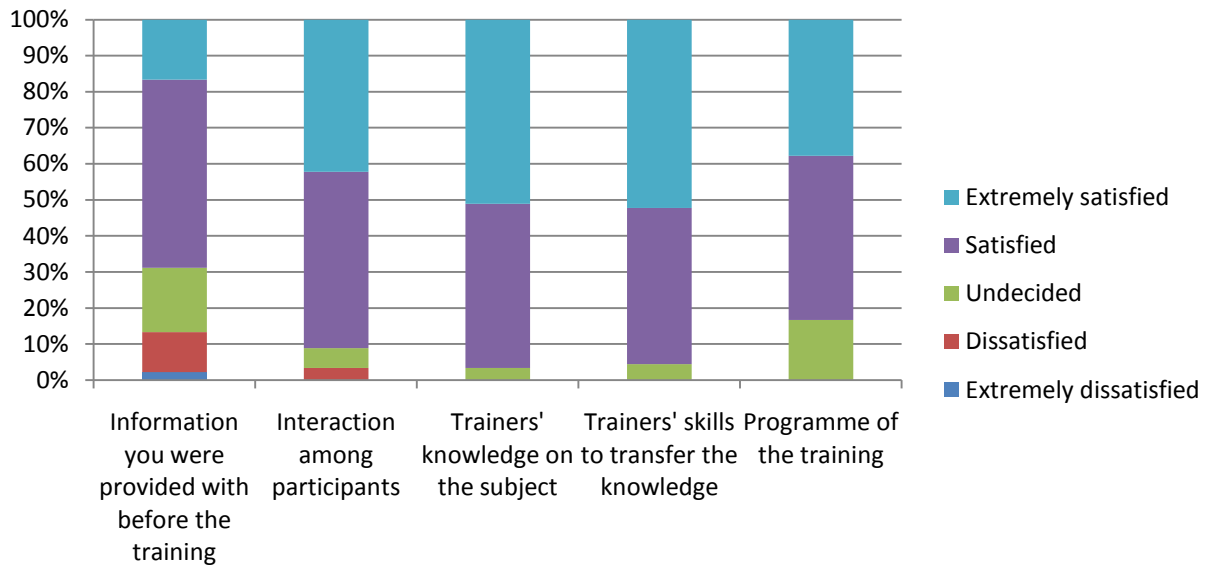
**Figure 6a. How satisfied are you with the following training units?**



With regards to the information provided before the training, interaction among participants, trainers' knowledge and skills, as well as programme of the training (Figure 7a), the feedback was overall positive. The least positive was the evaluation of the "information provided before the training," where "only" about 65% of respondents reported to have been either extremely satisfied or satisfied, while even 97% of respondents reported to have been extremely satisfied or satisfied with "trainers' knowledge on the subject."

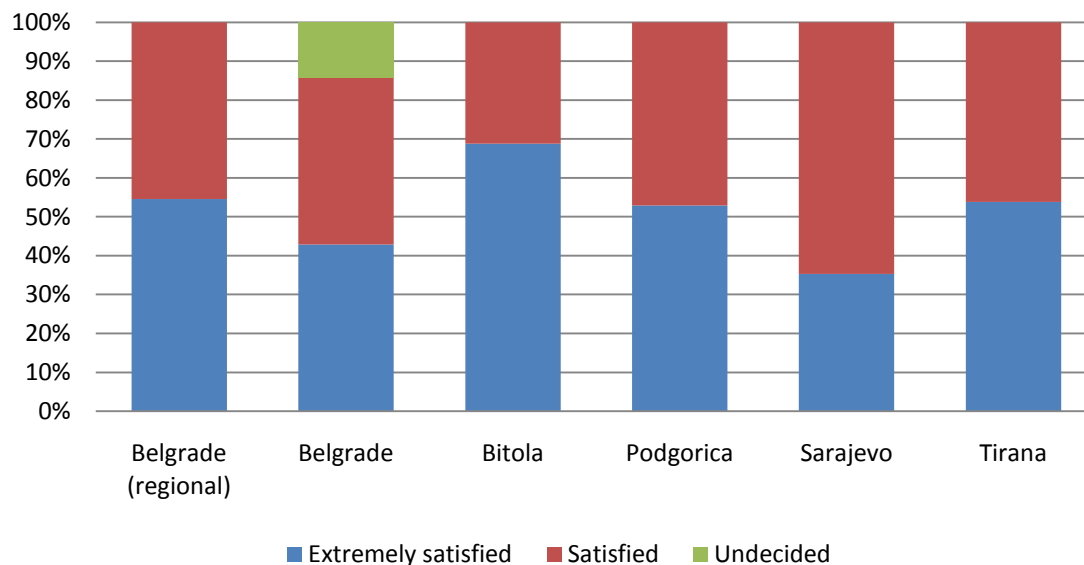


**Figure 7a. How satisfied are you with the following items?**



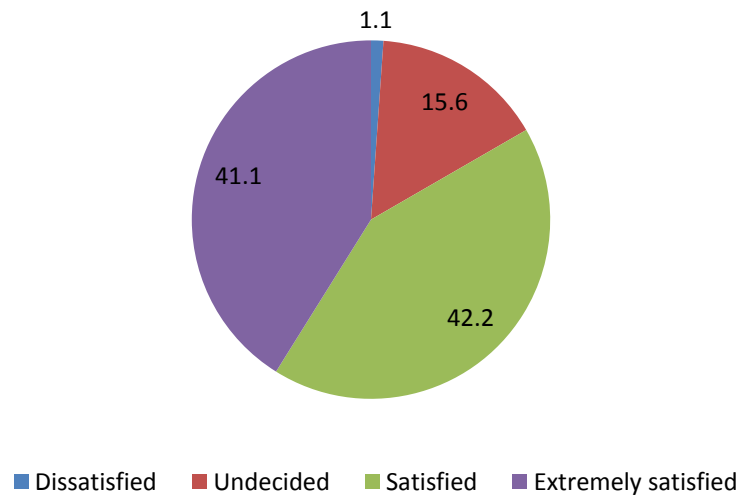
If we shed light on the item with the highest score – Trainers' knowledge on the subject, we can notice a relatively similar situation across trainings (Figure 7b). The training in Belgrade organised for University of Belgrade and University of Novi Sad was the only one in which respondents were undecided about the trainers' knowledge, while Bitola is noted for almost half of the participants being extremely satisfied with this aspect of the training.

**Figure 7b. Trainers' knowledge on the subject**



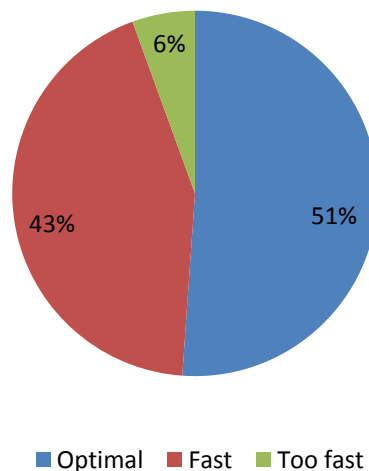
Group activities seem to have been highly appreciated by respondents (Figure 8). Only one respondent reported to have been dissatisfied, while more than 80% were either satisfied or extremely satisfied.

**Figure 8. How satisfied are you with group activities?**



On the other hand, for 47% of respondents the tempo of work was either fast or even too fast. Still, majority of respondents found it optimal (Figure 9).

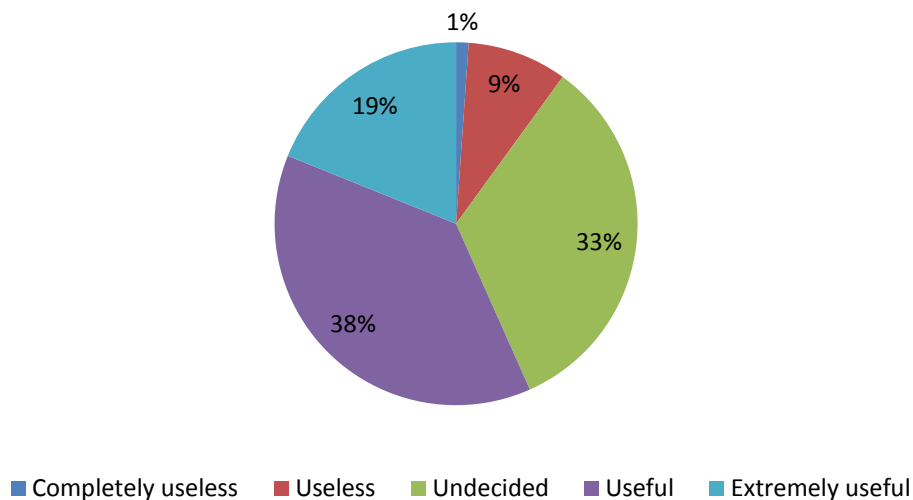
**Figure 9. How did you find the tempo of work?**



A crucial question asked in the feedback form was the one referring to the actual perceived usefulness of the training itself for participants' individual work at their respective institutions (Figure 10a). On the positive side, more than half of respondents (56%) reported that the training

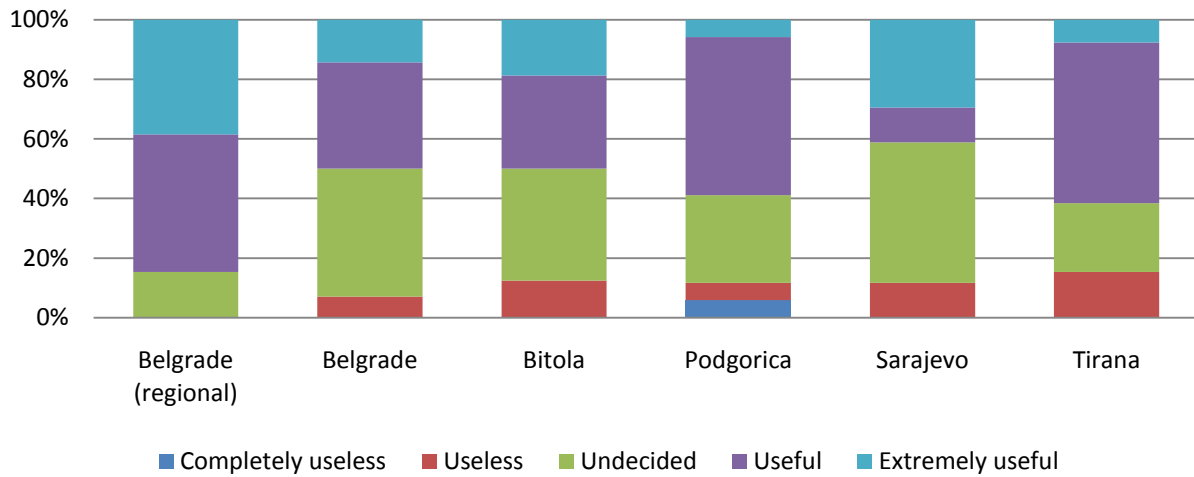
was useful or extremely useful, while 36% were said to have been undecided. Interestingly, this was the question where the option “Undecided” on the scale was the one most opted for, compared to other questions containing it. On the negative side, 10% reported that the training was useless.

**Figure 10a. To what extent do you find this training useful for your everyday work?**



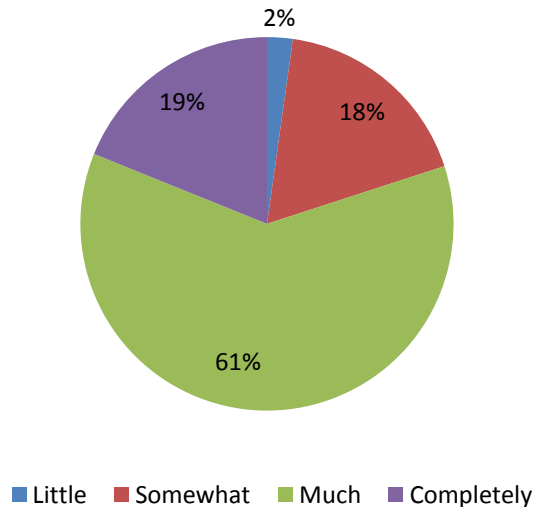
Interestingly, the situation regarding the respondents' estimation of the level of usefulness across trainings is rather mixed (Figure 10b). With Bitola being perhaps the most internally diverse on one hand, and the participants of the regional training in Belgrade being more inclined to perceived the training as either useful (53%) or even extremely useful (38%). In Sarajevo, interestingly, the rate of the undecided ones was notably the highest - 8 out of 17 respondents.

**Figure 10b. Overall "usefulness" of training**



For 77% of respondents the expectations they had before the training were met, while 21% reported that their expectations were somewhat met and for 2% they were little met (Figure 11a).

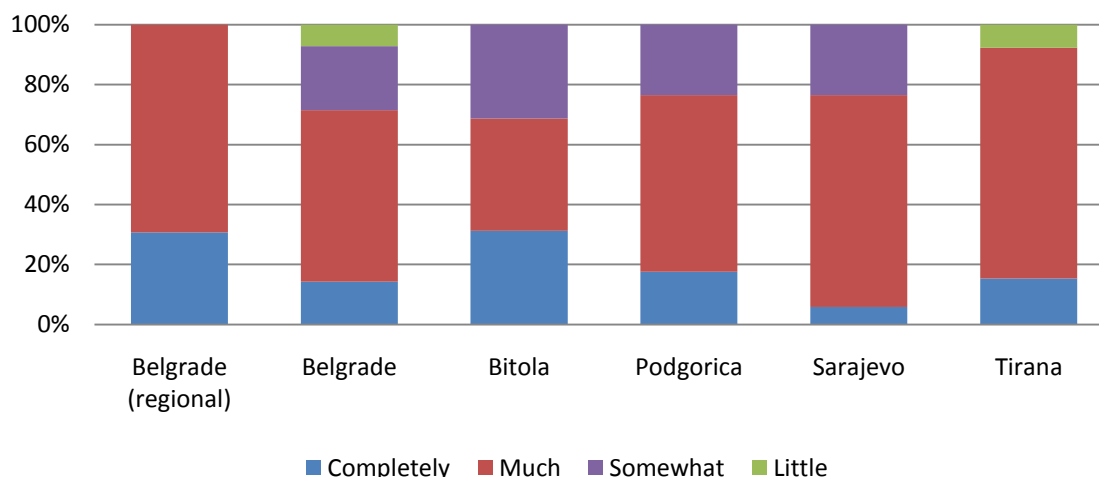
**Figure 11a. To what extent are your expectations met during the training?**



The respondents' view on the extent to which their expectations were met is predominantly positive (Figure 11b). Notably, participants in the regional training in Belgrade reported that their expectations were either much met (70%) or completely met (30%), while about 40% the respondents from the Sarajevo training reported that their expectations were somewhat met, although the majority of the respondents from this training reported that the expectations were

much met. Trainings for universities in Albania and Serbia were the only two where the expectations were reported to have been little met, 8% and 7% respectively.

**Figure 11b. Expectations met by training**



In sum, the participants' feedback was overall very positive. Even though the responses tend to show some variation across the trainings, they tend to be evenly distributed. Notably, participants in the regional training for HE authorities tend to have expressed on average higher level of satisfaction than participants in other five trainings. They also tend to report that their expectations were better met and that the training was more useful for their everyday work. Also, all of those who attended the training completed the evaluation questionnaire. There are two characteristics of this particular training that separates it from others which could have played a role in this conclusion. First, this training gathered the fewest number of participants – 13 and perhaps working in a smaller group may have been more convenient. Second, the content provided may have been closer to the work of system level actors than those who work at higher education institutions.

### *Qualitative part of the questionnaire*

Apart from the closed questions, the evaluation form contained four open questions in which participants were asked to share their impressions and general opinions about the training. These were as follows:

- *What did you like the most during the training?*
- *What did you like the least during the training?*
- *What would you change in the concept of the training so that it is more useful to your work?*
- *Comments and suggestions for improvement*

With regards to the first question (What did you like the most during the training?), only 8 out of 90 respondents left the field blank or stated that they did not know (8.9%). Among the listed aspects, most participants pointed out interaction among participants, working together with colleagues, or group work in general, while the words “interaction,” “group” and “team” were the most frequent ones in these answers. Participants also tended to positively value the assignments they were working on and, in general, the idea of being challenged with a concrete “problem.” Apart from these, participants reported to have been appreciative of the positive atmosphere, the opportunity to exchange views with colleagues from their own and other institutions, and in one case to even the opportunity to meet colleagues from other institutions (Sarajevo). An illustrative insight, which seems to encapsulate a more generally shared sentiment among participants was given by a participant from the training in Tirana, who summarised what he/she liked best about the training as “the good feeling of being with people talking the same language.” This was certainly one of the features of the trainings which, at least from the angle of facilitators, significantly coloured the much appreciated atmosphere.

As for the question on what participants liked the least, 38 (42.2%) respondents wrote that they, in fact, liked everything (23 in total) or chose not to fill in the answer (15). With regards to those who did complete the field, a more diverse picture can be constructed than the one regarding the alleged positive sides. Namely, among those who expressed their views on this matter, the dominant answer was a feeling that despite the fact that participants understood complexity of the problems addressed and were equipped with some practical tools how to approach these, there was little they felt they could do. Participants of Podgorica training were most consistent in this, most likely because this was the only training with administrative staff only. However, this comment was also made by participants of other trainings, along the one that there were too few participants who were actually decision makers being part of leadership or management. At the same time, the issue of applicability of the training content was raised by several participants, partly in relation to the abovementioned feeling of not being in position to change the reality. Moreover, a few participants remarked that there were too few participants from other institutions in the country or from the region, or that some of the participants in the training were not sufficiently active in sessions. With regards to the content and the working method, a couple of participants remarked that the agenda was too dense, that there was too much information, that the tempo was too fast, or that they did not appreciate particular items on the agenda, such as

Regarding the invitation to the respondents to propose changes in the concept of the training so that it is more useful to their work, 65 out of 90 either left the field blank or responded that they would not change anything (12). Among the 25 who responded (27.8%), most of them would like for the training to have been more adapted to the day to day activities of university administrative staff, as well as to hear more examples from other institutions or countries. Several participants thought that more decision makers should have participated, that the training had lasted for another day or two, that there had been more practical assignments, also less abstract ones, or, that the participants’ conclusions on university problems were used as output of

the training. A couple of participants stressed that they would like that some of the parts of the training had been given more room, such as data collection and problem solving instruments, that the facilitators had been more experienced or that there had been more room for participants' to share their work related experiences.

Finally, with regards to the general comments and suggestions for improvement, about third of those who completed the questionnaire (30%) filled in the field. Notably, the concrete comments provided here were predominantly suggestions, most of which have already been mentioned in the previous paragraph, such as a request to invite more representatives of university leadership and management, as well as teaching staff, but also other institutions from the country or from the region. Participants also suggested a strengthened focus on the issues faced by administrative staff, as well as to include more examples from other institutions in the region or abroad about how universities operate, in particular, again, administrative staff. Several participants also suggested more trainings of this kind, as well as longer or more focused ones.

## Summary and recommendations

Within the framework of the STREW project, Centre for Education Policy delivered 6 trainings on the role of evidence in decision making in higher education in the period November 2012 – April 2013. In total, 145 individuals from 10 universities and 5 system-level institutions (higher education authorities) from 6 countries participated in the trainings. The initial training concept was based on a pre-training survey which showed that potential participants recognised the need to strengthen their knowledge and skills in the domain of evidence-informed policy making. The overarching topic of the training courses was the one of engaging evidence in the process of decision making at universities through strengthening the practices of collecting and analysing evidence for its further use in higher education decision making.

Following the starting assumption of the trainings that the university management and decision making in higher education in the Western Balkans needed to be modernised and thus more rational and evidence informed, it had been identified that those directly involved in the process – administrative and management staff, university leadership and higher education policy makers – were to be more familiarised with such practices. At first, the trainings targeted the administrative staff, which was later replaced by a concept in which all parties in the decision making would be involved. The trainings developed incorporated activities which would engage these actors in tackling concrete problems universities face, while directing their focus to the role of evidence and research in identifying, measuring and finally addressing these problems with concrete actions. The two-day sessions were foreseen as a combination of training and interactive workshop during which it was vital that participants saw the importance of their own contribution in the process of enhancing quality at their own institutions.

With regards to the feedback received from the participants after the training, 67% of completed the questionnaire, out of which 94% of reported to have been overall extremely satisfied or satisfied with the training and in general their satisfaction was relatively evenly distributed across the units in which the training was divided. With respect to the various aspects of the training, trainers' knowledge on the subject, notably received most points, with 97% of respondents reported to have been extremely satisfied or satisfied with it. Group activities seem to have been highly appreciated by respondents. A crucial question asked in the feedback form was the one referring to the perceived usefulness of the training itself for participants' individual work at their respective institutions. Here, 56% reported that the training was useful or extremely useful, while 36% were said to have been undecided. On the other hand, for 77% of respondents the expectations they had before the training were met.

Regarding the aspects of the training participants' most positively appreciated, interaction with and the opportunity to meet colleagues from other or even the same institution was what they



tended to point out the most positive aspects of the training. In addition, they tended to positively assess the assignments they were working on, even though some of them pointed out that they felt there was little they could do to bring about change. In trainings with few participants from the university leadership or management or policy makers, some participants would point out that as a minus point, along with the remark that the trainings were little adapted to the administrative staff and were more oriented towards decision makers. A few participants also felt that the input from facilitators would have been better if there were for more examples from the region and beyond provided.

Based on the overall experience in working on these training and with the participants in the sessions, as well as on the feedback received, we would like to highlight two issues, primarily to the attention of those who will be involved in future decision making with regards higher education reforms. We take the liberty of referring to these as recommendations.

First, we would like to once again point out the relevance of data and research in university management and higher education policy making in general, which is why both higher education authorities and universities need to strengthen and standardise their data-collection practices. The practices in this respect seem to be rather diverse across the region, with some universities and faculties being more advanced and some significantly lagging behind. At the same time, building the evidence base is merely a part of the story and what is equally important is developing the practice of employing evidence for the purpose of informed decision making. Having said that, decision makers need to work on institutionalising the role of evidence in higher education management, in particular when it comes to strategic decision making.

Second, throughout trainings, which was also noticed later in evaluations, we noted that participants, especially the administrative staff, highly appreciated the “opening up” of the decision making arenas to those pertaining to the shop-floor level of university management. Admittedly, the insights of some of the administrative staff with regards to university affairs throughout trainings were remarkable. Moreover, the democratisation of the decision making through the involvement of various parties may significantly increase both the understanding and ownership of the reform processes and thus likely decrease resistance to change.

## About Centre for Education Policy

**Centre for Education Policy (CEP)** is an independent multidisciplinary research centre based in Belgrade and focusing its work on issues in the domain of governance, funding and social dimension in education at all levels. Through its research work, CEP provides professional support to decision makers and practitioners in developing, implementing, monitoring and evaluating policies in the field of education. To complement these, CEP continually strives to identify and bring to light areas in need to be addressed by both decision makers and scientific community, while strongly advocating in favour of informing education policy and practice with evidence provided through social science research.

CEP has approached higher education, both as field of study and policy area, from different thematic angles, such as, *inter alia*, higher education and social stratification, inequalities in higher education, study efficiency, graduate employment and career paths, higher education governance and funding, universities' public role and responsibility, university's institutional autonomy, Europeanisation of higher education and research. Apart from its permanent staff, CEP has a wide network of associates from different parts of the Western Balkans region and beyond, with a diverse disciplinary background and rich expertise.

Our website: [www.cep.edu.rs](http://www.cep.edu.rs).

## Annex 1. Evaluation form for the training "Modernising Higher Education Management"

Before you is the evaluation form for the training you took part in as part of the TEMPUS STREW project. We kindly ask you to complete the form as honestly as possible, so that we could learn as much as possible from your feedback and further improve our work.

Thank you in advance for the time you spent filling this form.

The questionnaire is anonymous.

\* Required fields

### 1. Sex \*

☐ Male ☐ Female

### 2. Have you participated in a training or seminar on the subject of higher education policy before? \*

☐ Yes ☐ No

### 3. Please rate your overall satisfaction with the training \*

	1	2	3	4	5	
Extremely dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely satisfied

### 4. Please rate how satisfied you are with the conditions in which training took place (room, comfort, equipment) \*

	1	2	3	4	5	
Extremely dissatisfied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely satisfied

**5. How satisfied are you with the following items? \***

	Extremely dissatisfied	Dissatisfied	Undecided	Satisfied	Extremely satisfied
Information you were provided with before the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction among participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers' knowledge on the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trainers' skills to transfer the knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programme of the training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**6. How did you find the tempo of work? \***

	1	2	3	4	5	
Too slow	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Too fast

**7. To what extent do you find this training useful for your everyday work at university/ministry? \***

	1	2	3	4	5	
Completely useless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Extremely useful

**8. What would you change in the concept of the training so that it is more useful to your work?**

[Blank field]

**9. How satisfied are you with the following training units? (Input and activities during each of the units) \***

	Extremely dissatisfied	Dissatisfied	Undecided	Satisfied	Extremely satisfied
Trends and challenges in national and institutional policies in higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Higher education policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Defining the problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evidence and data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruments in problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. What did you like the most during the training? \***

[Blank field]

**11. What did you like the least during the training? \***

[Blank field]

**12. To what extent are your expectations met during the training? \***

	1	2	3	4	5	
Not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	To a great extent

**13. Comments and suggestions for improvement**

[Blank field]

[Submit button]