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<th>Boosting Academic Staff Training – a Guide for Universities in the Western Balkans</th>
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<td>Photos</td>
<td>Dejan Živadinović (p. 4, 10, 12, 24), Nevena Stanimirović (p. 6, 16, 23, 26, 29), Courtesy of the University of Belgrade (p. 3, 14, 18)</td>
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<tr>
<td>Publication type</td>
<td>Printed and electronic</td>
</tr>
<tr>
<td>Language</td>
<td>English</td>
</tr>
<tr>
<td>Legal deposit</td>
<td>D/2893/2018/29</td>
</tr>
<tr>
<td>Order number</td>
<td>3597</td>
</tr>
<tr>
<td>Year</td>
<td>October 2018</td>
</tr>
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With the support of the (Belgian) National Lottery
This publication can be ordered or downloaded free of charge from [www.kbs-frb.be](http://www.kbs-frb.be)
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Introduction
Student enrolment at university is growing faster than ever – tertiary education is no longer just for the few.

But that welcome development – education for all, at the highest level – is putting pressure on the educators.

Today’s university teachers, mostly chosen from the ranks of academia with no comprehensive teacher training, increasingly face student intakes with wide variations of educational, economic and developmental backgrounds.

Hence the need to educate the educators.

In this report, we look in detail at the TRAIN (Training and Research for Academic Newcomers) programme, which has been set up in response to increasing university needs for quality staff training. The programme was initiated by the King Baudouin Foundation (KBF) and established in 2014 at four Western Balkan universities (Belgrade, Montenegro, Novi Sad and Sarajevo).

And we hope this will inspire other universities and help them to implement similar initiatives at their universities. We look at the experiences of four Western Balkan universities where pilot TRAIN programmes have been successfully established.

We show how TRAIN can be developed more widely to empower and strengthen university leadership.

And we look in detail at how to run the seven TRAIN teaching modules, from research methodology and entrepreneurial skills to accessing higher education funding mechanisms.
University Staff Training: A Need For Permanent Education Of Educators And Researchers

by Mirjana Mavراك
Universities have missions and goals for delivering a high quality service to society, and they have obligations to three sets of customers - students, labour markets and scientific communities. Thus every university staff member plays at least three professional roles simultaneously, giving them different priorities at different times: teacher, researcher and scientist.1 The teaching role involves connecting theory and practice, successful tutoring, e-learning, and inclusive higher education, which are now all tasks a university teacher confronts, no matter what his or her academic status (teaching assistant, associate or full professor).

But all academic employees within the higher education system also need to be researchers and scientists. And they have to develop projects applying for national or international support - attracting research money in the first place, as well as organising how to spend it and completing the complex administrative requirements each project requires.

In the role of scientist, university staff should publish their scientific achievements and, depending on their professional status or age, also complete doctoral theses.

These three professional roles: teacher, researcher and scientist, are equally important due to public pressure for high standards of university excellence.

The democratisation of higher education coupled with transformed working circumstances, effectively elevates students to the role of clients. And the demand for excellent teachers has multiplied in so many directions, that university newcomers as well as experienced old hands are faced with the didactic of a new university age.

**Historical Glance: University Staff Training As University Performance Improvement**

The notion of educating the educators is not exactly new, however. Its roots lie in the history of pedagogy, andragogy and adult education, and by the 1960s the idea was growing of a deeper “teaching” role for university academics in the classroom. During the next 20 years it became obvious that university teachers were not only seen as experts in delivering high-level, objective, scientific knowledge objectivity, but also as newcomers to the teaching process. (Baralić, 1967; Beard & Blight, 1971; The International Associations of Universities, Paris, 1971; Mayhew, 1971/1972; Baskin, 1978; Brezinka, 1978; Granese, 1978; Knowles, 1978; Clark, 1983; Leitner, 1984; Bratanić et al., 1987).

During the 1990s it became obvious that “strong” members of an organisation (i.e experts) could not compensate for weak processes in the performance system. For example, if a university teacher with acknowledged academic expertise is unable to connect with students or to promote knowledge, then he or she cannot deliver the excellence the university requires.2

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1 Mavrak, Mirjana, Osnove andragoške djelatnosti u visokom obrazovanju, Modul 8 TRAIN Programa Univerziteta u Sarajevu, 2016–2017
And, as national and regional prosperity is often measured by the quality of professionals in all fields of work, and particularly in universities as seats of quality education - the training of university staff to improve their triple professional identity is a mark of respect to the quality of human resources, and the quality of society in general.

Three Western Balkan countries have been applying these principles, taking as their lead EU standardisation of teachers’ pre-servicer or in-service education requirements which decree that anybody entering the classroom as a lecturer should complete a programme of psychology, pedagogy and didactics measured by 60-90 ECTS.

Bosnia and Hercegovina, Montenegro and Serbia (though not EU members) have been early adopters: they have turned into reality an idea of university staff training which first appeared in 1979 in ex-Yugoslav universities.

Some universities in these countries have also developed their own programmes of university staff development. In 2003 the University of Belgrade (established in 1808) developed a comprehensive programme of university staff training named RAKUN (Razvoj akademskih kompetencija univerzitetskih nastavnika). The goal was to improve teaching quality and support more effective studying.

“My first association on TRAIN is the essence of education itself. It should make us all TRAIN ourselves, and continuously develop. We all need to TRAIN our skills. It is not just about training academic newcomers; it is also about Training the trainers. I have the feeling that I learned a lot through various attempts to develop a research methodology module. I also believe that I have learned even more during TRAIN workshops I was teaching.”

Participant at the University of Belgrade

The purpose of the programme, initiated and implemented by the Faculty of Philosophy and Department of Pedagogy and Andragogy, was:

- Institutionalisation and systematic approach to development and improvement of university teachers’ skills
- Development of a Propaedeutic Programme for all university teachers regardless of their scientific field
- Training in the methodology of university teaching
- Development of advanced programmes of teaching linked to scientific backgrounds of participants – Basic/Propaedeutic Programme following specific needs of specific target groups within university (engineering and technology, medicine, sciences, humanities and social sciences, art)

The University of Sarajevo (established in 1949), started to develop this idea during the 1980s and produced a professional programme for primary and secondary school teachers. Treated for decades as Additional Professional Teachers Education

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3 Puljiz, I. & Živčić, M. (2009), Međunarodne organizacije o obrazovanju odraslih, 1.dio, Zagreb: Birotisak, d.o.o
4 Ibidem, p. g. 220
5 Gradaščević Pleh, J., TRAIN - University of Sarajevo, in documents for Conference on „Training for Academic Staff at Western Balkan Universities“, Belgrade, 29-30 March 2017
(Dopunsko pedagoško obrazovanje, DPO) it has been rethought and considered as pedagogical education, moving from a subject-oriented curriculum to a skills-based one. In 2011, the PON (Pedagoško obrazovanje nastavnika). Programme was established as an obligatory minimum of psychological, pedagogical and didactic knowledge and teaching skills for all candidates wishing to teach at any level in the education system, including higher education. Most of the participants were secondary school teachers, with just a few candidates from university.

The TRAIN programme resulted from mutual European efforts to reach a high quality of university education, but it also inherited the traditions of previous, similar programmes at local universities and therefore had to respect the specific needs of each of the four.

However, the excellent achievements so far at each of these universities proves the TRAIN programme capable of much wider and deeper application to improve and empower university performance both ways – labour markets and individuals reaching for higher education.

Legislation: Obliged To Be A Competent Teacher, Researcher And Scientist

For the last 20 years European documents referring to education, labour and the economy have insisted on lifelong learning as a comprehensive philosophy which should be respected for the improvement of human life. Every individual who chooses this professional path must be committed to continuous formal and informal learning.

In 2001 the Commission of the European Communities quoted a Chinese proverb (Guanzi, c. 645BC) in its document launching a European Area of Lifelong Learning: “When planning for a year, plant corn. When planning for a decade, plant trees, when planning for life, TRAIN and educate people.” It is a mantra which the universities of Belgrade, Montenegro, Novi Sad and Sarajevo, in following the LLL concept, have taken to heart.

The University of Sarajevo illustrated this through its Strategy on Development of University of Sarajevo 2011-2015, which clearly stated that progress and rapid changes in the social context demand a modern concept of teaching, learning and working methods. In this sense the TRAIN programme represents a tool for academic staff to enhance their efforts to improve students’ learning, and improve academics’ ability to research and contribute to society and industry.
Sarajevo, applying European as well as regional criteria for successful higher education, explicitly states in its university Statute, article 164/ paragraph (1)/ point d), that every academic newcomer seeking the post of an assistant professor must have proof of pedagogical education. The TRAIN programme is a way of meeting this requirement and is thus obligatory as a Lifelong Learning programme for university staff professional development. Other universities involved in the TRAIN programme (Belgrade, Montenegro, Novi Sad) follow the same pattern, sharing experience on institutionalising the LLL idea in higher education.

Train Programme And Beyond: Permanency In University Staff Training

The TRAIN programme responds to a university requirement to uphold the ideals of quality education at national level by involving university staff in lifelong learning. Developed and implemented as a structured, professional training transferable skills programme TRAIN involves a three-dimensional curriculum (teaching, project applications and research methodology, and soft skills) and consists of different modules.

The curriculum was developed by a group of EU partners (Ghent University, University of Kent, Uppsala University, La Spienza, Univer-
University of Rome and University of Potsdam/UP, Transfer Gmbh, Satander Group). The four participating Western Balkans universities included in the project were also consulted to help adapt the programme to local needs.

TRAIN is offered not only to university newcomers but also to academics ready to accept the constantly-changing structure of knowledge and skills. This requires a willingness to learn about new approaches in teaching, faster responses to the challenges of EU project applications and changes in research methodology.

The TRAIN programme, as an educator of educators and researchers, offers participants at least three necessities of lifelong learning connected with societal change:

1. An opportunity to improve teaching skills in terms of andragogic management in the classroom.
2. The development of research methodology skills for efficient project planning and implementation at the united European Higher Education Area level.
3. Improved economic, business and presentational skills, to ensure that every university becomes a sustainable, enduring learning enterprise.

The TRAIN programme is part of a comprehensive plan for the permanent professional development of university staff. It meets didactical needs of today’s university teachers with special attention to teachers’ qualification standards: university professional skills are not universal in terms of “collected once forever” but should be tested and improved as part of the duty and ethics of academicians.

Some general goals and specific objectives in the training of university educators and researchers have been clarified so far in our mutual training process:

1. Experimenting with personal flexibility in the learning and teaching process – open to new concepts in communication, adult education and didactics.
2. Making new connections between different research methodology approaches (quality vs. quantity).
3. Promoting and strengthening relations between universities, higher education and labour markets,
4. Building new social networks among participants from different disciplines: putting academics in the same learning circle brings added awareness about mutual obstacles and ways of problems solving.
5. Supporting the process of integration at university, providing better understanding of the role of science and knowledge.

The phenomenon of university staff training is extremely complex and cannot generally be resolved by implementing a single professional in-service programme. Complementary programmes are needed - and the TRAIN programme embodies the basic collection of different modules deemed appropriate for the time being.

However, TRAIN is open to new programmes and educational circles in future.

The following chapters offer some TRAIN experiences which can help maximise permanent educational development at university.
Training As Part Of A Comprehensive Human Resource Development Strategy

by Pavle Ivetić
Each university should provide staff with a guide to help them fulfil their potential and achieve consistently high performance standards. Staff training has become a sine qua non for competing in a constantly changing environment – the only question is how to integrate this requirement into a university’s framework and ensure success.

Each university should have a Human Resources Development strategy (HRD strategy) to help the institution meet its goals by addressing issues such as skills, attitudes and behaviour among staff. Usually, HRD strategy is just one part of a wider strategic plan which defines a university’s future work and development, covering areas such as research, finance, investment, internationalisation, student life, social responsibility, alumni, etc.

In other words, HRD strategy should be aligned with a university’s vision and must comply with all general policies and national regulations. It should be a comprehensive strategy, including goals and broad plans to achieve them, covering all major areas of human resources management such as recruiting, training, evaluating, promoting, retaining, compensation and benefits, gender diversity, and administration. Detailed accompanying action plans should include milestones and procedures, without which any strategy lacks follow-through.

The strategy should be specific for different groups of employees, if necessary offering different goals and plans for development of teaching, research, administrative or some other professional staff at a university.

HRD strategy success is harder to measure than other strategies, and a full picture should include analysis of other aspects. For example, investing in staff training for academic writing, publishing and presenting, will, most probably, result in an increase in the number of published articles in peer review journals. Such results might, on the other hand, be driven by training in English courses or some new incentives to publish more. In general,

The modules allowed me to acquire knowledge on different aspects of academic work. I heard testimonies on how to conduct an international project. What I found particularly interesting was to hear how other universities operate in Europe. I had the opportunity to compare my own experiences, my attitudes and those of my colleagues with those heard during the internships. For me, it was a very positive experience that enhances the staff’s self-confidence and invites openness towards greater cooperation and mobility.

It was also an opportunity to meet and hear colleagues from different faculties and disciplines. This allowed me to understand the differences that exist between the different academic realities within the same university.

Participant at the University of Montenegro
goals are inspiring when they are not only challenging but perceived as achievable: goals that are too easy or too hard to meet are demotivating and often ignored.

**Lifelong Learning Framework**

As long as globalisation continues to confront the European Union with new challenges, each citizen needs extra skills to adapt flexibly to a rapidly changing and highly interconnected world.6

In the EU, universities are among many institutions which must respond to growing needs in the field of lifelong learning. Indeed, in order to become inclusive and responsive, universities have a particular opportunity to provide research-based higher education for lifelong learners (European Universities’ Charter on Lifelong Learning).

Universities also need to focus on providing lifelong learning opportunities for their own staff if they are to strengthen their own abilities and compete in a rapidly changing world. Universities investing in their staff development are investing in themselves.

This alone is reason enough for universities to actively implement LLL programmes in their strategic documents as well as in praxis, and already the lifelong learning agenda has been recognised by national structures in the WB region, providing an institutional framework for its development.

Any training programme for academics needs such an institutional framework to dovetail with other strategic developments. Ideally, the university statute should state the need for additional education for academic staff.
The Senate, as a university’s highest academic body, should approve all lifelong learning programmes including the training programme for academics. This ensures that all formal conditions for completing the programme - presentation of a certificate and the recognition of ECTS, are met.

For me, TRAIN was a programme that really helped me advance my teaching and research capabilities. The programmes are packed with a lot of useful information and practical exercises, they are intense to attend but you leave feeling that you’ve learned a lot. It also gave me a chance for networking with academics from other faculties and see how they work in their fields.

TRAIN helped me to make better and clearer presentations and to deliver them more effectively. The programme taught me about networking and teamwork through really practical and fun exercises. The module for research and academic writing was also helpful for all my future publications.

Participant at the University of Montenegro

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6 Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning
Key Steps Towards A Training Programme

by Nikola Savić, Branka Agbaba, Jasmina Gradaščević-Pleh
The personal value of developing transferable skills is without doubt a major incentive in the implementation of a whole new approach to the training of university academic staff. Transferable skills can be used by academics to boost their own knowledge, motivation and confidence, which in turn improves student learning. Deploying transferable skills should also improve collaboration among new academics, expanding their networks and improving their educational leadership skills, enabling them positively to influence change.

The final objective of the transferable skills programme at the university should be to develop, implement and evaluate a structured professional development training programme, consisting of different modules for the academics. The process could be defined through several phases:

The preparatory phase should identify the requirements for the training of academics, on the basis of which modules should be selected. Modules could be grouped in different thematic areas such as teaching & learning, research and soft skill development.

Some of the proposed modules of the transferable skills can be:

**For Teaching & Learning**
- Higher Education Didactics
- Designing Higher Education Curricula
- Principles of Andragogy in Higher Education

**For Research**
- Preparing Funding Applications & Project Management
- Preparing Funding Applications & Project Management for the Erasmus programme
- Research Methods: An introduction to Research Skills and Scientific Writing and Presenting Research Results
- Research Methods: An introduction to Research Skills and Scientific Writing and Presenting Research Results for the Erasmus programme

**For Soft Skills**
- Entrepreneurial Skills with Writing
- Business Proposal
- Networking & Teamwork, Presentation & Communication Skills

Before moving to the next phase of curriculum development for each module, universities interested in programme implementation should carry out the formal procedure of selection of potential trainers in charge of future module implementation. For more information on trainers’ selection see Chapter 4.

The next phase is to develop a curriculum for each module. To gain maximum benefit from lessons learned, and to save valuable time and money, the university implementing the programme should work closely with a university already experienced in this field: the would-be trainers should work with expert trainers and develop a curriculum which is tailor-made for that specific university.

Expert and local trainers should meet to discuss the curriculum and share information on module implementation and practical work with participants, as well as sharing best practice for the local trainers and universities, as conducting a quality check of the module programme design.
There should be two trainers per module, with extra trainers for those modules that may require a division between social and hard sciences, as in the case of modules on research methodology. Experience shows that two trainers makes lectures more dynamic, increasing interaction and introducing different teaching methods which are more appealing to participants. Also, two trainers can share the work and organisational overload which is common in soft skills modules.

Once the curriculum is agreed, the local trainers should be invited to participate as trainees in a programme designed to demonstrate the delivery of modules. Expert trainers should also work with their colleagues from other universities and advise on implementation. The last phase in the cycle of programme preparation and planning - delivery of the curriculum by local trainers to participants at their universities - requires each university to appoint a project coordinator to ensure successful programme implementation, and to oversee all activities and timetable.

All module materials must be available to participants, who should also receive questionnaires to fill in to provide anonymous feedback on the training sessions.

Participants should evaluate the modules individually and the training programme as an overall experience, as such feedback is crucial for future development. A summary evaluation via a meeting with participants is also very helpful.

Quality control and monitoring during the training programme can be aligned with other university quality control procedures.

**TRAIN was an opportunity to strengthen the methodological basis for my research and locate it better in a wider picture of scientific research across disciplines. It also provided an opportunity to get to know the researchers from my home institution and understand better the PhD procedures and requirements.**

Participant at the University of Sarajevo
The Train Programme As A Networking Bonus

Academic networking is a vital component of building a successful career in higher education for academic newcomers. Young academics often lack experience and skill at the beginning of their career. Many academic activities are organised at the level of Higher Education Institutions, helping forge connections among academics, but the results are not often very satisfying. Many make a lot of contacts - ‘meeting people’ - but create few possibilities for developing future professional collaboration. Certainly, the TRAIN programme makes a significant contribution by intensifying working opportunities between small groups in certain fields (developing project proposals, scientific writing). At the same time, improving information flow and developing courses for training and research programmes are extremely important for young academics unknown in their respective fields and without tenured positions. Networking is considered as a key element in motivating them to explore professional collaborations, but it requires direct support from HEIs (at local, regional and international level). The TRAIN programme has triggered collaboration among young academics within various scientific projects, by preparing them and focusing on available resources, linking to relevant scientific magazines, project funding, and linking them with other academics – seniors with knowledge and experience in various fields.

During the TRAIN programme implementation, the UNS is willing to support an open discussion with academic newcomers, initiated by a group of participants from different modules as a means of long-term networking – collaboration, initiating new ideas and suggestions, as well as direct promotion of the programme outcomes (the TRAIN brochure) at the end of current academic year.

Using Train Curriculum As An Example Of A Training Programme

The TRAIN experience in the Western Balkans offers an ideal template for a successful training programme in other universities.

Initially, a set of 7 TRAIN modules addressing three areas (teaching, research and project applications, and soft skills) was offered to all WB universities. Additionally, the University of Sarajevo decided to strengthen the areas of teaching, introducing the new module “Principles of Andragogy in Higher Education”.

The following is a brief presentation of each module based on TRAIN programme- experience.
Key modules of a training programme

Research and Funding Applications

Research Methodology, Scientific Writing and Result Presentation
This module should focus on the philosophy, methodology and design of research projects, and establish, firstly, what is ‘good’ research? Other questions to answer: What are the different approaches to developing research methodologies? How can we ensure our methods will lead to valid results? How can we ensure that our work meets international standards for scientific research?

Participants must consider objectivity, validity, ethics and the context of research, while examining how different social and cultural settings affect research design and implementation.

The role of researchers, their own biases, experiences and disciplinary backgrounds, directly affect what scholars choose to research and how to research it.

The training session should aim at developing active skills in scientific communication – predominantly academic writing: better levels of scientific communication increase scholars’ chances of acceptance in the international research community.

The workshop should discuss existing initiatives regarding academic writing, and provide insights into theoretical concepts of scientific communication and its importance as a key higher education skill throughout the academic career.

Bearing in mind differences between disciplines, the aim is to have two or more different methodologies for the various scientific fields. The ideal, three-way, split is: humanities and social sciences; natural and life sciences; and technical.

Preparing Funding Applications & Project Management
Candidates should be familiar with the different funding mechanisms offered by the European Commission, such as Erasmus +, Horizon 2020, IPA, etc. and how to prepare different types of proposal. The module should focus on project management techniques, particularly how they apply to projects having a significant IT component.

Workshops should help participants understand calls for proposals, how to select a suitable call, how to choose suitable project partners, how to prepare LFM, and, finally, how to plan the budget.

The two-day course should finish by looking at the criteria that reviewers of RTD project applications will apply, as well as giving participants a chance to study some real proposals to see if they can distinguish between successful and unsuccessful ones (the actual review results will be revealed at the end of the course). This module could be boosted by studying the Boosting Academic Staff Training – a Guide for Universities in the Western Balkans.
Erasmus programme, either within the existing curriculum or as a completely separate module. The focus could be on the Erasmus budget: every donor has some specific terms and conditions, and proposals come in different forms. Since the European Union uses Erasmus as a main channel for financial support for education, universities which apply, or plan to apply, should consider this module as a significant tool in how to deal with the whole application and, later on, with the implementation and reporting process.

The module’s aim is to give a clear picture of one of the biggest potential benefits for academics wishing to apply for funds – the potential opening up of access to additional university funds at international level.

**Teaching & Learning**

**Higher education didactics**

This module should introduce higher education teachers to core concepts and research-based approaches to teaching and learning, targeting participants from all scientific disciplines. A key element in the module structure should be a constructive alignment approach when defining and formulating goals (intended learning outcomes or ILOs), planning and executing teaching and learning activities (TLAs) and assessment. Participants should be engaged and challenged in a variety of learning activities, from lectures to discussion seminars and workshops.

The modules offered through TRAIN enabled me to expand my knowledge and develop certain transferable skills, but they also gave me the invaluable opportunity to connect with colleagues from other disciplines working at the University of Belgrade. I realised how many early- and mid-career teachers and researchers have the same desire and curiosity to learn as I do, and we all greatly enjoyed being given a platform to satisfy those wishes by our home institution. The programme definitely strengthened my feeling of belonging to this academic community.

Participant at the University of Belgrade

**Designing Higher Education Curricula**

This module is an extension of the previous one, but it can also be considered and organised as an independent module, designed to inspect higher education curricula to ensure
they correspond to the concept of constructive alignment. There are clear links between the intended learning outcomes and the assessments and evaluation, and the content should focus on the aim of a course, teaching methods and assessments. The participants should work with the contents of their own courses, and teaching should inspire them via a mixture of workshops, lectures, team work and seminars.

**Principles of Andragogy in Higher Education**

This module should be designed for young academics in higher education, who are in most cases newcomers to teaching and need support in their work with students. The module should in particular focus on the multiple roles of a university teacher, understanding students as adult participants, affirming andragogical principles of educational work in a university, and providing support for higher education reform. Participants are expected to recognise their own relationship towards university teachers’ task, and to analyse the link between general human needs on one side and educational needs on the other side. This module should be organised in a very interactive way leaving space for self-reflection and fruitful discussion.

**Soft skills**

**Communication and Presentation Skills**

This module should be grounded in a professional Training approach, combining concepts and participants’ own experiences and concrete examples. Sessions should be composed of (a) short presentations by the instructor, (b) reactions of participants and discussion, and (c) exercises to apply skills.

It should have two related aims: to familiarise participants with examples of effective communication, presentations and underlying concepts of communication, and to give these approaches organisational and professional context.

Participants need to understand why communication skills have become increasingly important, especially in the academic sector, and completion of this module should increase participants’ ability to communicate and present effectively, in keeping with their individual communication preferences and styles. They should also have established a general framework for developing effective skills for presenting (joint) working results.

An additional focus of the module should be knowledge of the nonverbal communication that humans use in everyday life. Awareness of body language during verbal communication—
tion helps in understanding others and in getting clear ideas across to audiences – especially important as messages are presented in more and more culturally-diverse environments in which it is crucial to be clearly understood.

Networking & Team Work
The main goal of this module is to give candidates experience of different ways of working in groups, to provide networking opportunities, and to produce a proposal for a collaborative project that could be taken forward independently.

Candidates should understand team working and networking techniques, practice methods of improving group interaction during brainstorming and problem-solving sessions, learn how to make working in groups more enjoyable and productive, how to build collaborative links with other team members, and how to maintain networks beyond the one-day Training.

Entrepreneurial Skills
This module should create awareness amongst academic newcomers that their knowledge could have a societal impact in various ways.

It should provide tools and frameworks to support this idea, using relevant regional examples as well as input from the local Technology Transfer Office. The module should create a competitive setting to put some elements of the portfolio of tools and frameworks into practice.

The second part is more practical, challenging participants to write a draft business plan for their own entrepreneurial ideas developed during the first day of the course.

Business plan development is widely seen as key in achieving and sustaining a start-up’s competitive advantage, and participants in this module should learn how to follow business plan templates required by institutional sources of start-up funding. Finally, it should help participants to learn and use business plan patterns based on UNIDO (United Nations Industrial Development Organization) and WB (World Bank) standard forms in entrepreneurial development programmes.

Business plan development is often included in university entrepreneurship courses, and it should be tailor-made for each university/state, since every economy, every state and every region worldwide has similar, but different approach to start-up projects.
Practical Steps: Trainers’ And Trainees’ Selection, Training Organisation And Improvement

by Sanja Peković and Filip Petrović
Recruitment and selection of Trainers

Trainers should be selected by the university management and the TRAIN Project Management Team at the beginning of the project, based on established criteria. For example, the criteria can oblige prospective trainers to be:

- a member of the academic staff at the university with appropriate professional credentials
- a PhD holder, experienced in the field covered by the module;
- an open-minded, modern and student-oriented researcher capable of transferring the programme philosophy to participants

Each university can set up its own, transparent, trainer selection criteria, which should use existing networks to attract the best trainer.

An internal open call for the selection of trainers is useful, with interviews for shortlisted candidates. The chosen trainers need instruction in module delivery - a task requiring close cooperation with universities more experienced in organising the training of academics.

Regular meetings between university management and TRAIN trainers during programme implementation are very productive, and further action guidelines are available for helping overcome any difficulties arising during the process.

Recruitment and selection of participants

Before starting programme implementation each university should analyse best practice when it comes to trainees (their number, possibility to attend, etc.). The next step should be to publish an internal call for participation in the programme on the official university website, as well as officially asking the management of faculties/academies to support their candidates. An academic network should be used to promote the programme.

The internal call should include all relevant programme information, including an application deadline, and applicants should meet certain criteria, such as:

- for academics: to be employed at the university (assistant, senior assistant or assistant professor)
- send a CV
- send a motivation letter (or fill in a template for application)
- provide any additional information which is required

Once the internal call is closed, the programme team should review all applicants, draw up a final list of candidates and advise Trainers who need to prepare the modules. A balance among participants is crucial (balanced representation of faculties/academies, assistant, senior assistants and assistant professors, and participants from humanities and social sciences on one side and technical and natural and life scienc-
es on the other, because of the module on research which is divided in two modules). The total number of participants per programme should not exceed 25.

**Incentives for participants**

A training programme for academics should be approved by the Senate and validated based on the number of hours that participants spend in classroom, plus module preparation time (there are tests and homework) which is expressed through ECTS. Where a university offers all eight modules (incl. Principles of Andragogy in HE) 6 ECTS should be provided.

The training programme can be used as proof of a minimum of pedagogical education if required for academic advancement. Successful participants receive a certificate confirming their regular programme attendance, completion of homework and passing a final exam. The certificate should be signed by the relevant rector or vice-rector.

An added value of participation is networking and sharing information among academics, boosting joint cooperation in scientific papers and creating new project ideas.

**Internal organisation at each university**

A training coordinator should organise the entire programme, acting as liaison between university management, trainers and participants – a big commitment involving at least 20 working hours per week. Administrative support will be required because the coordinator should also work on qualitative parts of the programme and its promotion.

The coordinator is usually based in the university rectorate, with each university deciding which sector coordinates the programme (e.g. International Relations Office, or Career Development Centre, Project Department or the Administrative Office – Teaching and Student Affairs Department).

Each university should arrange its own programme implementation, depending on the number of participating academic staff, but the whole programme should be completed in a maximum of three rounds of modules within one academic year, each round including two phases of implementation:
Phase 1: Preparation
The first step is an internal meeting between project coordinator and trainers to plan a detailed timetable of activities, and preparing and publishing the call for applicants. Apart from the university website, other effective ways to promote the programme include e-mails on the academic network, using the database of previous participants, and via relevant services (Career Development Centre, International Relations Office or Student Counseling, etc.)

Phase 2: Implementation
Implementation of all modules takes at least one month. Participants are expected to attend the programme on as many as 12 days for each round, and they should receive the timetable and details in good time. Trainers should directly contact participants during and after the modules, and monitor attendance – not least to assess absenteeism which can seriously affect programme implementation. The project coordinator should also to attend some modules, talk to participants and generally be included in the programme's progress.

Options to finance TRAIN
Cooperation between universities on applications for external funding is valuable and is usually encouraged, although funds are limited in scale and time, which is why each university should seek alternative long-term funds for programme implementation.

Where possible, programmes should be integrated into existing bodies to help cover implementation costs. For example, the Centre for Doctoral Studies can be in charge for implementation of modules related to the Methodology of Scientific Research, the Quality Assurance Centre can provide modules related to the Writing Project Proposals and Project Management, while Career Development Centre can organise modules on Presentation and Communication Skills.

Other funding methods can be negotiated with university management, but be warned - charging fees for training programme participants can discourage applications and should considered carefully before going ahead.

The contents of the TRAIN programme are relevant in my daily work because with new knowledge we improve ourselves professionally and in relation to students and colleagues. The modules were useful and treated different areas.

Participant at the University of Sarajevo

The fact that the training programme for academics is a valuable investment should be considered when looking at introducing fees – not least the fact that academic staff completing the programme will perform better in future, to the university’s benefit.
Charging fees may be more relevant if a university offers the programme to external participants (other universities or individuals). In that case, the fees would be used as external funds for programme implementation.

The relevant ministries of education can also be a source of funding because they can provide additional finances in addition to more general programme support.

To summarise the funding options, here is the list of potential mechanisms:

- Direct funding by the university or ministry
- Applying for EU funds
- Applying for domestic funds
- Participation fees
- Donations
- A combination of all the above mentioned in certain shares

**Implementation costs of TRAIN**

Approximate cost of one cycle (one year, three rounds, 7-8 modules) is 20,000 euros including the Project Coordinator’s fee (50% of total) as well as trainers’ fees. This sum should also cover the costs of refreshments and promotional material (pencils, notebooks, folders, printing agendas and evaluation forms, flipchart, etc.)

Remember that the cost of accommodation and equipment (computers, projectors, microphones, etc.) is not included in this price – universities will generally be using their own facilities.

**Evaluation**

Teaching and learning are processes with a defined goal and continuous monitoring is essential of teachers and learners to evaluate results. Such checks should include the influence of teaching on learners, which is important to guarantee training programme quality development.

**Evaluation of modules**

The evaluation of each module should be based on a previously developed form/template, assessing:

- Influence on learning
- Teaching style
- Structure
- Practical exercises
- Expectations
- Module’s general rating
- Module’s speed of proceeding
- Parts to be expanded
- Parts to be shortened
- General comments

Module evaluation results should be shared with trainers to help them adapt to participants’ needs (e.g. addition of new content, or expanding or reducing the scope of modules, etc.). Any major module changes should be communicated to the university management.
Summative evaluation of the programme

Summative evaluation after a training programme provides an overall picture, including different teaching styles and suggestions for improvement. Trainees can evaluate the programme in relation to:

- Programme contents (modules, applicability, relevance, etc.)
- Teaching methods (used methods, related themes, relevance of used materials, trainees’ participation, etc.)
- Themes that should be additionally introduced in the programme (e.g. introduction of new modules, extension of existing ones)
- Programme organisation (module sequence, timeframe, informing, etc.)
- Recommendations for programme improvement

This evaluation can be performed on the basis of the developed template.

Peer evaluation

Peer review is useful to reinforce programme quality. A trainer of one module observes the module of another trainer and provides constructive performance feedback. Peer results, coupled with general module evaluation results, covering module contents, teaching methods and teaching environment, should help improve trainers’ performance.

The process of this evaluation has three stages:

1. Pre-module meeting of evaluator and trainer
2. Observing the module
3. Post-module meeting between evaluator and trainer
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With thanks to the Belgian National Lottery and to all donors for their valued support.

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