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المنظمة الإسلامية للتربية والعلوم والثقافة
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Islamic Educational, Scientific
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General Directorate

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Prof Dr. Nik Ahmad Hisham Ismail
Institute of Education
International Islamic University Malaysia (IIUM),
Jalan Gombak
53100 Kuala Lumpur

Subject: HOLDING A NATIONAL TRAINING SESSION FOR HIGHER
EDUCATION STAFF ON PLANNING, CURRICULA DEVELOPMENT,
RESOURCES MANAGEMENT AND DIVERSIFICATION, AND UNIVERSITY
GOVERNANCE IN BAKU, REPUBLIC OF AZERBAIJAN, 22 – 24 APRIL, 2013.

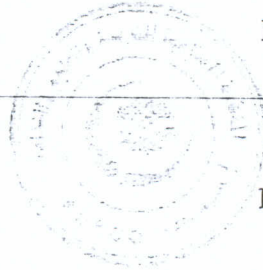*Assalamu Alaikum warahmatu Allah Wabarakatuh,*

I would like to send you the Contract and Additional Contract between ISESCO and
your good self as "expert" concerning the national training session on the above –
mentioned programme.

Kindly sign the said contracts and send it back to us not late than
19 /03/203.

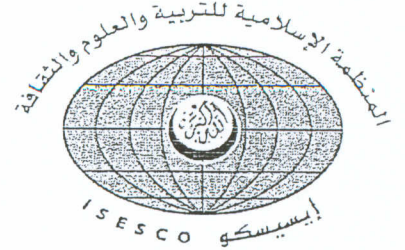Awaiting your prompt reply and wishing you all the best, I remain sincerely
yours.

Mr. Najib Rhiati Salih

Encl: The Contract
The Additional Contract

Director of Education

MY

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National Training Session for Higher Education Staff on Planning, Curricula Development, Resources Management and Diversification and University Governance
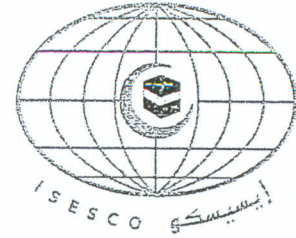
22-24 April 2013

Baku, Azerbaijan

List of participants

1. **Mrs. Gultakin Huseynova** — Head of Science Department, Ministry of Education, Republic of Azerbaijan

2. **Dr. Muhammad Helal** — ISESCO

3. **Prof. Dr.Nik Ahmad Hisham** — International Islamic University of Malaysia, Institute of Education

4. **Azad Akhundov** — Senior Expert, International Relations Department

5. **Nadim Nadjafquliyev** — Senior Expert, Higher Education Department, Ministry of Education

6. **Sevil Mammadova** — Senior expert, Strategic analysis, Planning and Human resources department, Ministry of Education

7. **Sevda Abbasova** — Senior expert, Strategic analysis, Planning and Human Resources department

8. **Prof. Rasim Hasanov** — Director of Azerbaijan Scientific-research Institute for Scientific Studies

9. **Dr. Adil Hasiyev** — Dean, Baku State University

10. **Dr. Ilham Ahmadov** — Assistant professor, Azerbaijan State Pedagogical University

11. Dr. Nizami Asadov	Deputy dean, Baku Slavic University
12. Dr. Subhan Namazov	Head of Chair, Azerbaijan Technical University
13. Dr. Zohrab Ibrahimov	Head of Doctoral studies Department, Azerbaijan State Economic University
14. Dr. Humeir Ahmadov	Head of Department, Azerbaijan Institute of Education
15. Dr. Afet Mammadova	Head of Doctoral studies department, Baku State University
16. Dr. Eldar Shahgeldiyev	Head of Doctoral studies department, Khazar University
17. Dr. Elza Samadova	Dean, Khazar University
18. Dr. Fuad Aliyev	Azerbaijan State Economic University
19. Dr. Isa Gasimov	Assistant professor, Gafgaz University
20. Dr. Adalat Ibadov	Assistant professor, Gafgaz University
21. Dr. Tayyar Mustafayev	Assistant professor, Gafgaz University
22. Dr. Sardar Shabanov	Azerbaijan Scientific-research Institute for Scientific Studies
23. Prof. Afgan Abdullayev	Dean, Azerbaijan University of Languages
24. Prof. Oktay Samadov	Dean, Baku Slavic University
25. Prof. Isakhan Isakhanli	Prorector, Khazar University

NATIONAL TRAINING SESSION

for higher education staff on planning, curricula development, resources management, diversification and university governance.

22 – 24 April 2013

Baku, Azerbaijan

22 April 2013

09 :00 – 09:30	Registration of participants
09:30 -10 :00	**Official opening ceremony.** Dr.Gultakin Huseynova, *Head of Science Department, Ministry of Education, Azerbaijan* Dr.Muhammad Helal, ISESCO Representative Adoption of the provisional agenda. Election of chairperson and rapporteur.
10 :00 -10 :30	**Session1** *"Missions and Functions of Higher Education : Revisiting the World Declaration on Higher Education for Twenty-First Century."* presented by Prof Dr. Nik Ahmad Hisham Ismail, External Expert ① Discussions
10 :30- 11 :00	**Tea break** ~~Mission & function of Higher Education. Revisiting~~
11 :00-11 :30	*"~~Elements and Components of Curriculum Development: A Quest of Excellence for Universities and Colleges in Developing Nations~~"* the Declaration presented by Prof Dr. Nik Ahmad Hisham Ismail, External Expert on Higher Education ②
11 :30-13 :00	*"Qualifications framework for Lifelong Learning and development of curricula in Azerbaijan"*, Dr. Natiq Ibrahimov, Senior Expert, Higher Education department, Ministry of Education. ③

	"Planning, governance and evaluation of education quality" presented by Mr.Ilham Ahmadov, assistant professor of Azerbaijan State Pedagogical University ④ *"Efficient governance of higher education institution"* presented by prof. Afgan Abdullayev, Dean of Azerbaijan University of Languages. ⑤ *"Role of students in university governance"* presented by prof. Oktay Samadov, prorector of Baku Slavic University ⑥ Discussions
13:00 -14 :00	Lunch break
14:00-15:30	~~Session2~~ *"Provision of employment opportunities for population taking into consideration labour market demands"* presented by Mrs. Sevil Mammadova, Senior Expert, Strategic Analysis, Planning and Human Resources department , Ministry of Education *"Introduction of quality governance in higher education "* presented by Mr. Adalat Ibadov, assistant professor of Gafgaz University ⑦ *"New trends in development of cooperation between universities and employers"* presented by Mr. Tayyar Mustafayev , assistant professor of Gafgaz University ⑧ Discussions
15:30-16:00	Tea break
16 :00-17 :00	*"Development of university curricula taking into consideration labour market and eployers demands"* presented by Mr. Isa Gasimov, assistant professor of Gafgaz University ⑨ *"Organising work practice of students "* presented by prof. Adil Khasiyev, Dean, Baku State University ⑩ Discussions

23 April 2013

09:30- 11:00	**Session 3** "Curriculum Implementation: Success Stories and Challenges for Higher Education in Developing Nations." presented by Prof Dr. Nik Ahmad Hisham Ismail, ⑪ "Governance of Higher education: Issues and Challenges in Universities and Colleges Governance." presented by Prof. Dr. Nik Ahmad Hisham Ismail ⑫ "Main peculiarities of formation of governance behaviour, emotional and social competencies of university governing staff." presented by ⑬ Dr. Elza Samadova, Dean of Education faculty, Khazar University Discussions
11:00-11:30	**Tea break**
11:30-13:00	"Planning and governance of scientific research in higher education institutions" presented by prof Rasim Hasanov, Director of scientific-research institute of "Economic studies" ⑭ "Doctoral study model in Azerbaijan: comparative analysis" presented by Dr. Zohrab Ibrahimov, Head of Doctoral studies department, Azerbaijan State Economic University ⑮ "Planning of doctoral studies in universities" presented by prof. Eldar Shakhgeldiyev, Head of Doctoral studies department, Khazar University ⑯ Discussions
13:00-14:00	**Lunch break**
14:00- 15:30	**Session 4** "Organisation of doctoral studies" presented by Dr. Humeir Ahmadov, Scientific-Research Institute of Education, Head of Doctoral Studies department ⑰ "Development of subject curricula for Doctoral programmes" presented by Dr. Afet Mammadova, Head of Doctoral studies department, Baku State University ⑱ "Evaluation of academic staff in higher education institutions" presented by Dr. Sardar Shabanov, Head of Division, Scientific-research institute of "Economic studies" ⑲

(handwritten marginal and interlinear notes throughout, including:)

relevant agencies, students mobility, social needs. Model training programme in order to fill in the labour market. 2012, higher education virtual school to help staff for self dev. scholarships. Educational training activities.
— to train staff on ecotechnology. Trainees with ...
→ Higher education facilities + later created. Regional development
Elements + Components of Curriculum: A Quest for excellence for universities + colleges ...

→ Main peculiarities of formation of governance behaviour...,
— methodology, need to labour market, annual enrolment, internal standard, should review higher education.
— We need to organize models of education to make of, need to develop human resources to education...

historical
→ 90's → range of
— harmonization according to Bologna Process/Agreement studies
→ means for doctoral studies.

Discussions → Maximum input for further recommendations. Doctoral should vary. → 2) Migration issues — between the universities etc.
→ 3) consortiums for doctoral degree.
→ 4) autonomy in university.
→ What are the justifications for Azerbaijan to keep its own model if you are trying to harmonize within the EU and the world

→ list of literature for the researchers not the responsibility of the supervisors.
→ to any supervisee to be supervised by the professor in the field of study.
→ 2010, standard of PhD. not needed. → transparency
→ To avoid plagiarism among PhD students — quality assurance
— supervision of thesis

	Discussions
15:30- 16:00	**Tea break**
16:00- 17:00	*"Transfer to module-credit system in in-service training. "* presented by Mrs. Sevda Abbasova, Senior Expert, Ministry of Education, Azerbaijan Discussions (20)

24 April 2013

09:30-10:30	**Session 5.** 1) Governance of Higher Education : Issues + Challenges in Universities and Colleges Governence. (21) 2) *"Benchmarking of Higher Education: A Case Study of Benchmarking Postgraduate Programs in Malaysia."* presented by Prof Dr Nik Ahmad Hisham Ismail, External Expert (22)
10:30-11:00	Discussions
11:00-11:30	**Tea Break**
11:30-13:00	Development of recommendations and official closing ceremony

→ Development of subject curricula of PhD.
- looking at the needs of the nation + society before decided to introduce the PhD programme.

\# Evaluation of academic staff
- expert to evaluate the staff.
- products of staff.
- Impact ratio –
- collect the info → spread list of special list that currently complete.
- teachers with the highest score / cumulative calculation – rating table –
initial data.
- by items / yr.
— T who have the access to the data]

$\dfrac{12 \quad 3}{42\ hrs}$ 14 weeks

i) awards; political
awards, dropped.
- only scientific
activities.

BAKU'S WORKSHOP

ASSESSMENT OF POSTGRADUATE PROGRAMS IN EDUCATION IN MALAYSIA

BENCHMARKING

* The evaluation or estimation of the nature, quality, or ability of someone or something: "the assessment of educational needs".

* Judgment of the motives, qualifications, and characteristics of present or prospective phenomena

- systematic process of searching for best practices, innovative ideas and highly effective operating procedures that lead to superior performance.

- continuous process of measuring services, products, and practices against those organizations recognized as leaders, or their toughest competitors.

BENCHMARKING (EU STANDARD)

* Benchmarking - What is and what it is not.

* **Key Performance Indicators (KPIs):** metrics used to help an organization measure progress toward its goals

* **Standards:** established norms or requirements

* **Benchmarks:** (industry-wide) standards, usually showing the best performance possible at a certain time. Or: 'Ameasured, "best-in-class" achievement; a reference or measurement standard for comparison; this performance level is recognised as the standard of excellence for a specific business process.' (www.EFQM.org, accessed 2008-08-18)

* **Benchmarking:** a process inside an organisation with the aim to improve its performance by learning about good practices for primary and/or support processes through looking at those processes in other, better-performing organizations, building on evaluation of relevant performances (if possible through measurement of Key Performance Indicators) in own and others' organisations

BENCHMARKING (EU STANDARD)

* **Quality**: 'The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs' (ISO 8402:1994, later subsumed under ISO 9000). In higher education, quality is an inherently debated term, and different understandings exist, summarised by Harvey & Green (1993) as:

* Quality as exceptional ('excellence')

* Quality as perfection of consistency ('zeroerrors')

* Quality as fitness for purpose (mission-based 'do what you promise', or 'delight customers')

* Quality as value for money

* Quality as transformation

* **Quality Control**: internal or external quality assessment plus the processes and structures within the higher education institution to maintain quality as it is

* **Quality Assurance**: the function of quality management to assure quality in the eyes of outside 'stakeholders' or 'customers'

BENCHMARKING (EU STANDARD)

× **One-to-one benchmarking:** benchmarking with one 'model' organisation acting as the standard and one organisation learning how to emulate the other

× **Mutual/collaborative benchmarking:** benchmarking among more than two organisations, in which many or ideally all partners act as models for others in some respects and as organisations learning to emulate others in other respects

× **Ranking:** an ordering of entities (e.g.higher education institutions, schools, or study programmes) along a single dimension, such that each entity is placed higher than or lower than or (sometimes) at the same positions as other entities

× **Institutional Audit:** an assessment (usually by external agents) of the processes and structures to maintain or enhance quality, usually with emphasis on the internal quality work rather than the actual 'measurement' of quality of education/research

BENCHMARKING (EU STANDARD)

* **Accreditation:** quality assessment with an attached judgement that the evaluated unit (programme or organisation) is good enough to have the right to exist in a higher education system. Accreditation has official, often legal, consequences. One important consequence of this is that accreditation almost invariably proceeds from previously-published standards. Often, accreditation is given for a limited period of time (usually between 4 and 10 years) and is repeated in a cyclical process at the end of the period of validity.

* **Evaluation:** making a judgement on quality. May be applied at many levels, e.g. student satisfaction judgements on a course module, or judgement of compliance to standards of a higher education institution. Used here as a very general, neutral term.

* **ISO certification:** public statement by a certified auditor that an organisation lives up to the ISO standards. With regard to quality management, ISO 9000's conception of quality is linked to 'quality as perfection' or 'zero errors' and demands adherence to explicitly described business processes

BENCHMARKING (EU STANDARD)

- **EFQM Excellence Model:** 'a framework for organisational management systems, promoted by the European Foundation forQuality Management (EFQM) and designed for helping organisations in their drive towards being more competitive' (Wikipedia.org, accessed 2008-08-18)

- : 'a management approach aiming at improvements by means of elevating efficiency and effectiveness of the processes that exist within and across organizations. The key to BPR is for organizations to look at their business processes from a "clean slate" perspective and determine how they can best construct these processes to improve how they conduct business.' (http://en.wikipedia.org/wiki/Business_process_reengineering, accessed 2008-08-18)

- **Good/best practice:** performance worthy of providing standards/benchmarks for others. 'Best' practice implies that a single ranking is possible and this practice is best for all. 'Good' practice follows from a contingency view: some practices may be best in some situations or for some other organisations, but not necessarily for all

BENCHMARKING (EU STANDARD)

* **Quality Management:** internal or external quality assessment plus the processes and structures within the higher education institution with systematic efforts at (continual) enhancement or improvement of quality. This is a task for the leadership structure of a higher education institution

* **Quality Assessment:** synonym for quality control; assessment can take place within the institution (through regular monitoring or through once-in-a-period self evaluation) or come from external agents

* **TQM:** 'a management approach for an organization, centered on quality, based on the participation of all its members and aiming at long-term success through customer satisfaction, and benefits to all members of the organization and to society.' (ISO 8402:1994, later subsumed under ISO 9000). TQM contains many different streams, varying from soft (focusing on involvement e.g. through quality circles) to hard(focusing on measurement of (key) performance indicators, reduction of variation and process control). Continuous quality improvement is one of the key aims introduced by the TQM movement.

BENCHMARKING OF POSTGRADUATE PROGRAMMES

- The benchmarking of Postgraduate programmes could mean:

- The degree to which the "totality of the features and characteristics of *the organization's* product or service bear on its ability to satisfy stated or implied needs"

- The Evaluation of the ability of higher education to deliver products and services at some acceptable level of utility or benefit, specifically with respect to their core business—teaching and learning

QUESTIONS FOR INSTITUTIONAL BENCHMARKING

1. How well are we doing compared to others?

2. How good do we want to be?

3. Who is doing it the best?

4. How do they do it?

5. How can we adapt what they do in our institution?

6. How can we be better than the best?

BENEFITS OF BENCHMARKING

- creates a learning mechanism that teaches an organization how to improve

- helps overcome resistance for change

- provides a structure for external evaluation.

- creates new networks of communication

- between schools where valuable information and practices can be shared

METHOD OF BENCHMARKING POST GRADUATE PROGRAMME

× Selection of Benchmarking Subjects:

× Selection of Benchmarking Partners

SELECTION OF BENCHMARKING SUBJECTS

- This involve the study of strategic mission and performances which include:

- The measures that represent the strategic mission of the participating institutions

The assessment of strategic mission is associated with the "soft" aspect of benchmarking such as programs, faculties, and students

The assessment of two outcome-related performances of the postgraduate programs, namely the rate of graduation and students' evaluation of research supervision

- This selection is based on the established postgraduate programs in education.

- Identification of the world-class institution (WC), which has been ranked as the best graduate school of education to serve as the quality yardstick

VARIABLES OF ASSESSMENT

* Strategic Performances

* Programs, Students and Faculty Members

* Outcome Performance

STRATEGIC PERFORMANCE

- To assess the nature and culture of the participating postgraduate programs, the study analyzed their statement of mission.

- The mission statement should to indicate the opportunities and needs that justify the offering of the program.

- The statement should state what it does to address the opportunities and needs should and it should underscore its values

PROGRAMMES, STUDENT AND FACULTY MEMBER

- ✘ Key Performance Index (KPI)
- ✘ Outcome Performance

KEY PERFORMANCE INDICATORS

- Programme such as MSc.,M.A. and Med, PhD and EdD.

- Students of post degree programmes.

- Faculty Members for post dgree programmes

- Coursework Requirement

- Critical Ratios of the following: Faculty Size, Intake,(MED), Intake (PhD), etc.

OUTCOME PERFORMANCE

- ✖ Graduation Rate

- ✖ Students Evaluation of Research Supervision

FINDINGS STRATEGIC PERFORMANCE

* Mission, Vision and Objectives

* the world-class (WC) institution has a compelling statement of mission. In its very first statement to welcome aspiring students, it states that, "Great opportunities exist to strengthen the field [of education] as well as to fulfill our responsibilities to the nation's children." The welcoming statement emphasizes the reason for its existence, in that it "will continue to work to improve education policy and practice and educate the American public about the critical importance of education to our nation's future." Accordingly, the statement of core-competencies and expected outcomes of the program reads, "Students selecting research concentration in Administration, Planning and Social Policy generally anticipate careers as university faculty members or as researchers and analysts in international development agencies, government departments, and ministries of education, research and consulting firms, and research centers." Clearly, the mission statement contains values to be shared and upheld by its students and faculty members.

FINDINGS STRATEGIC PERFORMANCE

* The mission statements of the four Malaysian postgraduate programs also reveal the reasons for their existence. For example, the mission of one of the postgraduate programs states that the aim of the program is, "to promote and disseminate knowledge using quality, innovations, and world-class programs in teaching and research to produce excellent educators and professionals." In the mission of another institution, it stated that the goal of its postgraduate program is "to train and produce Islamically oriented, professional educators." Evidently both statements of mission are value-laden, signifying the beliefs and underlying principles as upheld by the faculty members of the respective programs. In addition, the institutions also listed the programs, degrees and areas of specialization being offered. However, these mission statements present no information pertaining to the ultimate desired results of the postgraduate programs. Unlike the world-class institution, neither the career paths nor core-competencies of the graduates are made explicit.

FINDINGS KEY PERFORMANCE INDEX

Key Performance Indicators across Participating Institutions

	UA	UB	UC	UD	WC*
Program**					
MSc	-	18	-	-	-
MA/Others	1	-	-	-	-
MEd	8	-	12	9	13
PhD	1	1	1	1	-
EdD	3	-	-	-	9
Total program	13	19	13	10	22
Student***					
Master Intake	209	258	154	48	607
Doctoral Intake	44	24	13	11	55
Faculty Member (PhD)***	29	60	31	22	171
Coursework Requirement					
MEd/EdM	40	36	34	36	32
EdD/PhD	60	-	64	24	64
Critical Ratios					
Faculty Size-Program	2.2	3.2	2.4	2.2	7.8
Intake (MEd)-Program	46.5	28.6	25.6	10.7	46.7
Intake (PhD)-Program	11.0	23.5	12.5	11.8	6.1
Intake (MEd)-Faculty	14.4	8.6	9.9	4.4	3.5
Intake (PhD)-Faculty	1.5	0.4	0.4	0.5	0.3

Note:
* Available at the school's website.
** As of April, 2004.
*** Average annual intake between 2000 and 2003.

Current Performance of Malaysian Postgraduate Programms (%)

Critical Ratios	UA	UB	UC	UD	WC
Faculty Size-Program	28.6	40.5	30.6	28.2	100
Intake (MEd)-Program	99.6	61.3	54.9	22.8	100
Intake (PhD)-Program	180.3	385.2	204.9	192.6	100
Intake (MEd)-Faculty	412.3	245.2	283.4	124.7	100
Intake (PhD)-Faculty	505.8	130.6	154.4	178.1	100

Figure 1   Gap Analysis: Performance of Malaysian Postgraduate Programs (MU)
Against the World Class (WC)
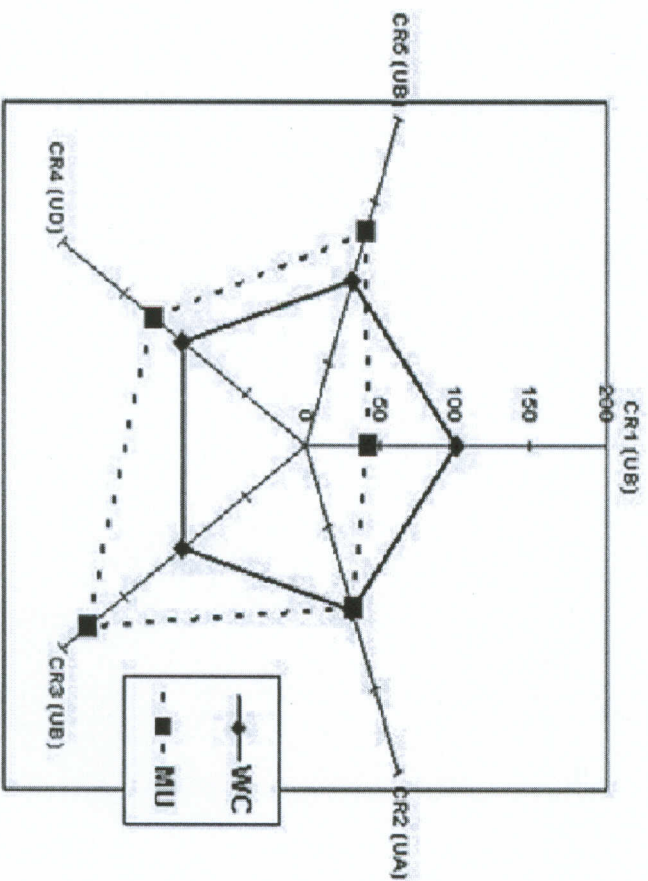
Note: CR1 (UB): the ratio of faculty size to number of programs
CR2 (UA): the ratio of master student admission to number of programs
CR3 (UB): the ratio of doctoral student admission to number of programs
CR4 (UD): the ratio of master student intake to faculty size
CR5 (UB): the ratio of doctoral student intake to faculty size

FINDINGS OUTCOME PERFORMANCE

- Graduation rates of the master students enrolled since the year 1998 ranged between 64% (UA) and 84% (UC). More than 15% of the students of the master programs did not graduate within the two-year period.

- Graduation rates of the doctoral students were even more discouraging. Evidently, none of the four local institutions succeeded in conferring at least 50% of its doctoral students within the three-year study period.

CONCLUSION

The issue of benchmarking in the area of postgraduate shown important implications for educational planning, process, practices, and implementation for future status of institutions of higher