

DEVELOPMENT OF THE FINANCIAL AUTONOMY OF UNIVERSITIES IN KYRGYZSTAN

101082829 — DEFA — ERASMUS-EDU-2022-CBHE

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Work Package 2: Capacity Building
Deliverable 2.2: Analysis of Study Visit

STUDY VISIT ANALYSIS REPORT

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STUDY VISIT ANALYSIS REPORT

1. GENERAL INFORMATION ABOUT THE PROJECT

Name: 101082829-DEFA-ERASMUS-EDU-2022-CBHE "Development of Financial Autonomy of Universities in Kyrgyzstan" (DEFA) funded by the Erasmus+ programme.

The main objectives of the project are:

- To develop a flexible and effective model of financial autonomy for universities that will enable educational institutions to mobilise and manage resources, using them effectively to meet changing needs;
- contributing to the reform of higher education in the Kyrgyz Republic and increasing its visibility and relevance to the labour market and society, as well as the competitiveness of HEIs' research activities;
- piloting and expanding the new system of university self-governance and increased financial autonomy;
- improving the strategic management of university processes, ensuring financial sustainability, motivation and human resource capacity building.

Project consortium: 12 universities of KR (KSTU named after I.Razzakov, Ala-Too University, MUK, DipAcademy, Adam University, MVSM, IGU, TalGU, NSU, OshGU), 2 universities from Europe: Otto-Von-Guericke-Universitaet - OVGU (Magdeburg, Germany) and Università Degli Studi di Firenze - UNIFI (Florence, Italy) and 1 public organisation CESIE (Italy).

Project Coordinator: I. Razzakov KSTU.

2. NEED ANALYSIS OF STUDY VISIT

The organisation of the study visit was preceded by a focus group conducted by the Otto-Von-Guericke University among the staff of the partner universities. The results of the focus groups are summarised in annex 1.

3. REPORT ON THE STUDY VISIT UNDER WORK PACKAGE (WP 2)

The DEFA project (Development of Financial Autonomy of Universities in Kyrgyzstan) which is carried out under the ERASMUS+ framework comprises the implementation of a study visit of a delegation of the participating Kyrgyz universities to the European partner institutions in Germany (Otto-von-Guericke-University Magdeburg, OVGU) and Italy (University of Florence, UniFi).

The visit was performed in June/July back-to-back at the involved European partner universities in two subsequent weeks. OVGU had the privilege to host the delegation from June 25 to July 1. The present report summarises the scheduled workshop programme, the implemented activities and the learning outcomes of the visit.

Workshop programme. The workshop programme was prepared by the unit in charge of the partnership programme, namely the Chair of Research into Higher Education and Academic Development. It was drafted well in advance of the visit and was discussed virtually with the coordinators of the DEFA project at the Kyrgyz State Technical University (KSTU) in Bishkek.

The aim of the workshop schedule was threefold: (i) the intention was to analyse in-depth the development needs of the participating Kyrgyz universities with regard to the DEFA project's overall objective. For this purpose, interactive sessions were included to the programme which aimed at discussing the ultimate aims of the project and the best possible strategy for reaching these aims in a joint effort; (ii) furthermore, the workshop was supposed to give the delegation from Kyrgyzstan an insight to the practice of university management at a regular German State university. For this end, sessions were included that were operated by stakeholders in charge of managerial activities within the range of the DEFA project. Namely, different management levels (Vice-Rectors, heads of administrative bodies) and the operational level (e.g., research assistants of the quality assurance unit) were invited to share their experiences. Additionally, a podium discussion was organised which was held with three renowned researchers from the field of public administration and higher education management (University of Kassel, University of Osnabrück, University of Speyer, Germany). The discussion addressed prospective trajectories of university management in changing environments, as introduced by the digital transformation among others; (iii) lastly, the study visit was also used in order to introduce the delegation to selected features of German culture. This was achieved by the implementation of a city tour in Magdeburg, joint leisure time events and an excursion to Berlin, the capital city of Germany. The workshop programme can be found in annex 2.

Implementation of the programme and learning outcomes. Organisational matters were discussed with the partners via video chats and e-mails well in advance of the delegation's arrival. The programme could thus be opened as planned on June 26. All registered participants had arrived on time and attended the workshop sessions/

The interactive sessions produced a fruitful discussion on the project's further implementation pathway. Their underlying assumptions had resulted from previous focus group discussions that were conducted prior to the study visit. The respective outcome was that the overall aims of the DEFA project could be best achieved by placing particular emphasis on process management. The interactive sessions under the workshop programme reconfirmed that one of the main shortcomings in the managerial practice of Kyrgyz universities is existing insecurities with regard to responsibilities, processes and work flows. The working group thus reached consensus that the upcoming activities under the DEFA project should equip stakeholders from participating universities with technologies related to process management.

The format for the interactive discussions was – among others – a world café, in which questions that had been derived from the previous focus group discussions, were made an issue of the single tables. The respective session outcomes were documented with the help of flip chart papers.

The informative sessions also resulted in lively debates. The participants of the Kyrgyz delegation made extensive use of the opportunity to discuss with the practitioners and experts from the German science system on management approaches to relevant topics within the scope of the DEFA project. Opportunities for further broadening the cooperation were discussed both formally and informally.

Outlook. The study visit reached different goals. Firstly, the group grew together to an actual working group in which responsibilities are shared and are willingly taken over by all participating parties. The active engagement of all delegates demonstrated that the DEFA project has already managed to create a sense of ownership in all participating universities for the workflow and also for the outcomes to be achieved. Secondly, the visit equipped the delegation with fresh ideas, taken from the practice of a well-established university which is experienced in self-managing practices since more than 25 years. Thirdly, the delegates benefitted personally from expert knowledge that was delivered to them by renowned experts and practitioners. According to informal statements, the participants rated the visit to Magdeburg as inspiring and beneficial to their future development.

For the German and also the participating Italian colleagues, the visit was likewise beneficial. The mutual discussions on the state of affairs in Kyrgyz university management help gain a better understanding of respective development needs and thus contributed to a clarification of what the expectations towards the European partners of the DEFA project are in detail.

Based on this better understanding an even more precise pathway for the remaining steps of the project can be developed.

Evaluation of the Study Visits. Detailed information on the study visits together with the relevant documents of the event was uploaded to project repository (G-Drive) and available for each consortium member. Below is a summary of the most important information.

Date: June 25th - July 5th 2023

Venue: Otto-Von-Guericke University of Magdeburg (26 – 30 June 2023) (Germany) and University of Florence (Italy) (03 – 07 July 2023).

Languages: Kyrgyz, English, Russian, Germany, Italian.

Trainers: various experts from the hosting universities (see the programmes of the study visit for a detailed presentation of the trainers).

The purpose of the study visit: the aim was to learn about different governance systems and financial management models of European universities, analyse their characteristics, commonalities and differences.

Expected results of the study visit: acquire know knowledge and take cues for building a model of self-governance and financial autonomy suited to the needs of the Kyrgyz country's university education system.

Participants: 42 participants (academic and administrative staff) of the Kyrgyz universities, plus several members of the DEFA European partners.

Indicators of achievement. In order to determine the achievement of the objectives and to ensure the correct application of quality assurance at each stage of the project, all DEFA activities were subjected to the evaluation process and criteria described in the project's Quality Assurance Plan (QA Plan) - prepared by ISM (leader of WP4) and CESIE (task leader of WP4), and approved by the Project Management Board.

In relation to the WP2 Capacity Building, the indicators and evaluation tools for the whole project set out in the Project Quality Plan (see the DEFA Quality Assurance Plan page 49) are:

Study visits to EU partner universities	QUANTITATIVE ▪ Guidelines to organising the study visits agreed and shared ▪ The event takes place as planned in the schedule QUALITATIVE ▪ The experience of European universities on financial autonomy ▪ Relevance of the defined learning outcomes and content for participants ▪ Satisfaction of participants with training content	▪ Programme of the event ▪ Published methodological materials ▪ Signature Lists of participants ▪ Report of activities ▪ Feedback from participants ▪ Training / study visit evaluation
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4. FLORENTINE REPORT ON THE STUDY VISIT UNDER WORK PACKAGE (WP 2)

The DEFA (Development of Financial Autonomy of Universities in Kyrgyzstan) project which is carried out under the ERASMUS+ framework comprises the implementation of a study visit of a delegation of the participating Kyrgyz universities to the European partner institutions in Germany (Otto-von-Guericke-University Magdeburg, OVGU) and Italy (University of Florence, UniFi).

The visit was performed in June/July back-to-back at the involved European partner universities in two subsequent weeks. UNIFI had the privilege to host the delegation from July 2 to 8. The present report summarizes the scheduled workshop programme, the implemented activities and the learning outcomes of the visit.

Workshop programme. The workshop programme was prepared by the DEFA UNIFI team. It was drafted well in advance of the visit and was discussed virtually with the coordinators of the DEFA project at the Kyrgyz State Technical University (KSTU) in Bishkek.

The aim of the workshop schedule was threefold: (i) the intention was to analyse in- depth the development needs of the participating Kyrgyz universities with regard to the DEFA project's overall objective. For this purpose, input and open discussion sessions were included into the programme which aimed at discussing the ultimate aims of the project and the best possible strategy for reaching these aims in a joint effort; (ii) furthermore, the workshop was supposed to give the delegation from Kyrgyzstan an insight of the path made by Italian universities, in general, and University of Florence, in particular, toward the new management system stated by the Law 240/2010. The Italian reform aimed to increase the autonomy of universities, including in terms of governance bodies and structures, in order to promote merit, valorisation, responsibility, efficiency, and quality in the university system. For this end, sessions were included that were operated by stakeholders in charge of managerial activities within the range of the DEFA project. Namely, different management levels (Rector, Vice-Rectors, General managers and heads of administrative bodies) and the operational level (e.g., Quality and evaluation manager, and Faculty administrative Manager for international relationship) were invited to share their experiences. Additionally, two different podiums discussion were organized in order to highlight the connections between local authorities (July 4th) and companies (July 6th). The discussion addressed prospective trajectories of university management in building networks and developing relationships between university and local actors, but also in sharing experiences based on new technologies, digitalization and sustainable issues; (iii) lastly, the study visit was also used in order to introduce the delegation to selected features of Italian culture.

This was achieved by organizing tours in Florence University Museums System and by visiting others main cultural and gastronomic touristic experiences. The study tour visit booklet can be found in annex 3.

Implementation of the programme and learning outcomes. Organizational matters were discussed with the partners via video chats and e-mails well in advance of the delegation's arrival. The programme could thus be opened as planned on July 3rd. All registered participants had arrived on time and attended the workshop sessions/

The sessions produced a fruitful discussion on the project's further implementation pathway. Even if there is a wide difference in raising financial funding between the Germany, the Italian and the Kyrgyz universities, it was clear that it is necessary to develop trust and transparency procedures in order to underline managerial autonomy but also responsibilities in overall management levels. The involvement of the competent ministry in the control and monitoring of universities at the central level is essential for several reasons. Firstly, the ministry has the task of monitoring the quality offer of the Higher education system. Moreover, a centralized control system can enable monitoring of expenditure, ensure compliance with transparency rules, and evaluate the effectiveness of investment programs. Additionally, the ministry can play a role in defining policies and guidelines for additional resource allocation based on merit and performance.

At the peripheral level, universities have to implement internal monitoring and control systems, including the establishment of independent control and evaluation bodies. These systems will allow them to assess the efficiency of their activities, resource utilization, and achieved results to ensure that public resources are used appropriately and targeted towards creating public value. Internal controls may include financial reporting procedures, monitoring systems for research and teaching activities, periodic evaluations of academic and administrative staff performance, as well as a system for evaluating the quality of education provided.

The implementation of a system of controls and monitoring, both at the central and peripheral levels, will allow for the promotion of a resource distribution policy based on merit and performance. Finally, the study tour visit highlighted also the necessity to develop strong relationships between local entities (local authorities, university system, students, families, companies, non-profit organizations, etc.) in order to engage stakeholders and to define high value shared strategies.

Full documentation about presentations is available for consortium member on the project repository (G-Drive).

Outlook. The study visit reached different goals. Firstly, the group grew together to an actual working group in which responsibilities are shared and are willingly taken over by all participating parties. The active engagement of all delegates demonstrated that the DEFA project has already managed to create a sense of ownership in all participating universities for the workflow and also for the outcomes to be achieved. Secondly, the visit equipped the delegation with fresh ideas, taken from the practice of a well-established university which is experienced in self-managing practices since more than 30 years. Thirdly, the delegates benefitted personally from knowledge that was delivered to them by renowned experts and practitioners.

The meetings have represented also the occasion for the European partners to underline and to share many unsolved critical issues, and to discuss about them with the Kyrgyz universities. In particular, the discussions underlined that Italian universities have a high management autonomy in spending resources but, on the contrary, they depend mainly on public financial resources. In this context the Kyrgyz universities are on the opposite side: they mainly rise own resources from tuition fees but they do not have autonomy in managing and, consequently, spending their financial resources.

In this context, the focus will be on developing a transparent planning, programming and control system in order to increase trust, responsibility but also financial autonomy for Kyrgyz universities. Moreover, our next steps have to keep in mind that between planning and reporting, there is management, which involves carrying out all the necessary operations for the best functioning of the University and for enabling the fulfilment of its primary missions (teaching, research, sustainability, innovation, and internationalization).

According to informal statements, the participants appreciated the program and the visit overall as inspiring and beneficial to their future development.

Based on this better understanding an even more precise pathway for the remaining steps of the project can be developed in order to improve the ability of European and Kyrgyz universities to give the better answers to their multiple and heterogeneous stakeholders.

5. ANALYSING THE QUALITY AND EFFECTIVENESS OF THE STUDY VISIT

The performance analysis of the staging visit was carried out by CESIE and the International Graduate School of Medicine, which are responsible in general for the quality of the project. The report is given in Annex 4.

6. DISSEMINATION OF THE STUDY VISIT

During the study visit in Magduburg and in Florence all events were covered in the media (in particular on Facebook, on the project website, on the university group on WhatsApp, etc.)

<https://erasmusplus.kg/en/held-training-seminars-within-the-project-cbhe-development-of-financial-autonomy-of-universities-of-kyrgyzstan-defa-in-germany/>

<https://cesie.org/en/higher-education-and-research/defa-unifi-governance-financial-management-kyrgyzstan/>

https://www.vb.kg/doc/430927_v_italii_prohodit_seminar_razvitie_finansovoy_avtonomii_yni_versitetov_kr.html

<https://bilim.akipress.org/ru/news:1949947//?f=cp>

<https://erasmusplus.kg/blog/2023/07/05/семинары-тренинги-в-рамках-проекта-cbhe-p/>

<https://dipacademy.kg/информация-о-стажировках-сотруднико/>

7. FINDINGS AND CONCLUSIONS

Based on the results of these activities, a model of financial autonomy of universities in Kyrgyzstan, a roadmap for its implementation, as well as methodological guidelines for the application of the developed model will be developed. The model of financial autonomy will be piloted in target universities of Kyrgyzstan.

Summary of Focus Group Discussion Report

Otto-von-Guericke University Magdeburg

Work Package 1 (WP 1): Developing a financial autonomy model

WP (1.1): Analysis of the situation on financial autonomy (FA) of universities of the Kyrgyz Republic

The OVGU is responsible for the implementation of WP 1. Within the framework of sub-work package 1.1, the content-related objective is the implementation of analysis activities on the topic of financial autonomy of universities of the Kyrgyz Republic. The objective is to collect information on the current state of the financing system of Kyrgyz universities, the need for change and the possible target state of financial autonomy. On this basis, the further activities for the elaboration of the strategy and roadmap for FA of universities of the Kyrgyz Republic are derived.

As a first step in thematically exploring the issue of Financial Autonomy, focus group discussions with university representatives were held.

A. Methodology

The focus group was chosen as the survey instrument, as a collective view is seen as a suitable way to obtain further differentiated perspectives and information for the thematic context considered here.

A *focus group* is a moderated and focused discussion of a group of people which, through mutual exchange and confrontation with the perceptions, opinions and ideas of other participants in the discussion, is intended to offer a significant increase in information than one conducted after another. information than a series of individual interviews conducted one after the other. In group discussions, there is a deliberate focus on using the influences of other people as interaction among the participants in order to obtain better results. The topic is brought into the group by the moderator and the data is generated, among other things, from the interaction within the group. The moderator can use guiding questions to accompany and steer the discussion process.

The methodological choice of the focus group discussion is based on various pragmatic aspects:

- Time saving,
- Cost saving because fewer individual interviews have to be conducted,
- More respondents can be integrated, thus a broader data base is possible,
- Inhibitions are released through social interaction,
- Forgotten details are activated.

The composition of the sample was based on the universities participating in the DEFA project. For this purpose, persons were named in each case who, due to their function and experience as teachers, chair holder, managers, deans or heads of department and division, have an effective perspective on the Kyrgyz higher education system. A total 35 representatives from 10 Kyrgyz universities took part:

- Razzakov Kyrgyz State Technical University
- Diplomatic Academy of the Ministry of Foreign Affairs of the Kyrgyz Republic named after Kazy Dikambaev
- International University of Kyrgyz Republic
- Issyk-Kul State University named after K. Tynystanov
- Osh State University
- Talas State University
- Naryn State University named after S. Naamatov
- Adam University
- International Higher School of Medicine
- Ala-Too International University.

The focus group meetings were conducted online via the Zoom platform on 28.03.2023, 31.03.2023 and 03.04.2023. The choice of the online format is also justified by the geographical distances. For a manageable discussion, the participants were divided into groups of 15 persons each. The discussions were moderated by the OVGU. For questions of further evaluation, the discussions were recorded via Zoom. At the beginning of the discussion, permission for recording was obtained from the participants. In addition, the moderator took field notes as a record of the discussion. A detailed description of the course of the discussion will not be given here.

B. Contents and results

In terms of content, the discussion was based on the interest in gaining insights into the assessments and views of actors in the Kyrgyz higher education system on questions of the current situation of financial management and the identification of potential fields of action for financial autonomy, which should be taken up for the further course of the project. As preparation for the group discussion, guiding questions were formulated which determined the direction and degree of structuring of the discussion. The guiding questions focused on the relevant topics and served as a stimulus for the course of the discussion. The questions were sent to the participants in advance by E-Mail for preparation.

The discussion was guided by the following guiding questions:

- *What is the current practice of financial management?*
- *What are the main obstacles?*
- *What is the ideal state of financial autonomy?*
- *What are the spaces for independent decision making at university level?*

In the following, central aspects that emerged from the focus group's discussions on the topic are highlighted - What are the major pressure points for change?

Procurement process: The current *tender process for purchases* was named by the interviewees as a central focus of action for shaping financial autonomy. The calculated and allocated annual financial budget can be used by state universities primarily on a tender basis. Here there are fundamental differences in the degrees of freedom between state and private universities. In principle, state universities are very much determined by state laws and regulations (primarily determined by the Ministry of Finance and the Ministry of Education) in the use of the budget. Potential for change is based, among other things, on the fact that structures currently exist that do not make it possible for the university to manage its own budget, which is collected through tuition fees, for example. Short-term changes and

adjustments can hardly be taken up by the fixed budget. There is no flexibility to make smaller purchases or expenditures without a tender. In addition, the tendering process was considered to be time-consuming and very bureaucratic.

Need for action and further analysis:

- Simplification or streamlining of the tendering processes
- Which processes and regulations need to be changed? What can standardized regulations look like that allow for more ownership in budgeting and procurement by universities?
- Can a unified model for state universities emerge?

! Additional work is needed for the further activities: Overview of which legal regulations currently apply; visual mapping of the structures of the partner universities.

Establishment of financial management structures and development of competencies:

Autonomous decision-making processes not only include financial autonomy but also require corresponding structures and competences. Respondents noted that the DEFA project should also seek to determine what management capacity is necessary to implement greater financial autonomy. This refers not only to the management level, such as deans, department chairs and department directors, but also to staff working within modern financial processing. Qualified accountants who can handle a modern reporting system are needed for financial management.

Need for action and further analysis:

- Development of qualification programmes
- Financial autonomy requires confidence on the part of the state that universities can competently and transparently manage their financial resources and budgets.
- First and foremost, a transparent financial reporting system must be created for this purpose which is adapted to the framework conditions of the Kirghiz higher education system

C. Further aspects to promote financial autonomy

Following the group interviews, further suggestions were generated by the participants, which are briefly outlined here and taken up for further analysis.

opening bank accounts with commercial banks for the use of extra-budgetary funds;

- degree of freedom in the use of financial resources in the area of salary structures for university employees
- independently design and approve tariffs for paid educational services
- independently manage income in the form of funds from educational, advisory, research, publishing, production, commercial and other activities
- the independent management of movable and immovable property
- carrying out work on behalf of regional authorities; applied research under contract with companies.

D. Recommendations

For further activities in the DEFA project, it is recommended:

- to look into the establishment of structures and possibilities for the exchange of experiences between the universities. For example, with regard to the experiences of private universities with their financial management as well as with current pilots at Kyrgyz universities with the topic of financial autonomy.

- It is suggested that a comparative study between systems in the EU and the Kyrgyz system should identify further differences and areas for action and to understand the understanding of financial autonomy in other countries.
- to pilot developed strategies at 2-3 universities as examples during the project period.
- In order to build trust structures, the relevant ministries should necessarily be involved.
- Together with the partner universities, arguments must be developed to justify the introduction and benefits of new financial mechanisms to the state side
- Further topics should also be identified in the upcoming study visits, e.g. accreditation of study programs, 3rd party funding

Thematically, the contents and fields of action identified in the focus groups will be taken up and further deepened in the programs of the study visits in June and July 2023 (Magdeburg and Florence). The structures of the respective science systems in Germany and Italy will be presented. Questions of process management and organizational development will be highlighted and an exchange of practice with actors in university management, the field of public administration and political decision-makers will be made possible. In addition, there is necessary space to reflect with the participants on the findings and possible consequences for the development work within the DEFA project.

Annex 2

DEFA – ERASMUS+-EDU-2022-CBHE
Study Visit in Magdeburg
26 – 30 June 2023





Outline

26 June 2023

09:00 am	Walk from Hotel to University Campus
09:30 am – 10:00 am	Arrival and Registration
10:00 am – 12:00 am	Welcome Address by the Rector: Prof. Dr. Jens Strackeljan Introduction to the German Science System Prof. Dr. Philipp Pohlenz
12:00 am – 01:00 pm	<i>Lunch</i>
01:00 pm – 04:00 pm	Report on the Focus Group Discussion Prof. Dr. Philipp Pohlenz & Mirko Steckel (Input and open Discussion)
06:00 pm – 10:00 pm	Welcome Dinner Location: “Wenzel Prager Bierstuben”

27 June 2023

09:00 am - 12:00 am	Process Management: General Concepts Prof. Dr. Philipp Pohlenz (Input and Discussion) Meeting with Prof. Dr. Susanne Schmidt Vice Rector of Academic Affairs
12:00 am – 01:00 pm	<i>Lunch</i>
01:00 pm – 04:00 pm	Introduction to University Management at Magdeburg Prof. Dr. Helmut Weiß; Vice-Rector of Strategic Planning Mrs. Angela Matthies - Deputy Provost Mrs. Marion Reske - Head Unit Financial Management (Input and open discussion)

University



Outline

28 June 2023

09:00 am - 12:00 pm

Setting the Agenda for the Remainder of of
the DEFA project: a world cafe

12:00 am – 01:00 pm

Lunch

13:00 pm – 15:00 pm

Guided University Campus and City Tour; Organised by
International Office Dr. Uwe Genetzke

19:00 pm – 09:00 pm

Dinner - optional - (on
a self-pay basis)

29 June 2023

10:00 am – 11:00 am

Meeting with professorial Appointment Management
(Dr. Ulrike Frosch)

11:00 am – 12:00 am

Process Management in Practice

In Case of Magdeburg University (Quality Management Uni) Mrs.
Franziska Genge

Mrs. Anni Holzäpfel

12:00 am – 01:00 pm

Lunch

01:00 pm – 03:00 pm

Meet the Experts

Prof. Dr. Bernd Kleimann
Prof. Dr. Frank Ziegele Prof.
Dr. Michael Hölscher
Podium und Discussion

19:00 pm – 09:00 pm

Dinner – optional (on
a self-pay basis)



Outline

30 June 2023

07:30 am – 09:15 am

Excursion to Berlin by Bus

09:30 am – 12:00 am

Visit of the German Parliament and
Meeting with Members of the Parliament
Lunchbox

12:15 pm – 01:00 pm

Transfer to BER Airport by Bus

How to get to Magdeburg



By Plane



The nearest airports to Magdeburg are:

Leipzig/Halle (LEJ):

Distance to Magdeburg: 88,6 km

<https://www.leipzig-halle-airport.de/>

Berlin Brandenburg / BER Distance
to Magdeburg: 131,5 km

<https://ber.berlin-airport.de/de.html>

Hannover (HAJ):

Distance to Magdeburg: 136,6

km <https://www.hannover-airport.de/>

There are several ways to get from Leipzig/Halle Airport to Magdeburg:



1. By Train:

- Direkt connection to Magdeburg: <https://www.bahn.de/>



2. By Bus:

- At first you have to get to the busstation „ZOB Halle (Saale)“
Take the bus to Magdeburg main station (HBF):
<https://www.flixbus.de/busverbind-ung/fernbus-magdeburg-leipzig>



How to get to Magdeburg



There are several ways to get from Berlin Brandenburg to Magdeburg:



1. By Train:

- You can go by train to Magdeburg main station (HBF): <https://www.bahn.de/>
- Attention: No direct connection



2. By Bus:

- At first you have to get to the busstation „Messedamm/ZOB“: <https://www.bvg.de/> Then take the bus to Magdeburg main station: <https://www.flixbus.de/busverbind-ung/fernbus-magdeburg-berlin>



There are several ways to get from Hannover to

Magdeburg:



1. By Train:

- You can go by train to Magdeburg main station (HBF): <https://www.bahn.de/>
- Attention: No direct connection



2. By Bus:

- At first you have to get to the busstation „ZOB“: <https://www.gvh.de/linienfahrplaene/fahrtauskunft/>

Then take the bus to Magdeburg main station (HBF):

[https://www.flixbus.de/busver-
bindung/fernbus-hannover-magdeburg](https://www.flixbus.de/busver-bindung/fernbus-hannover-magdeburg)

Where to stay



Hotels

We strongly advise to book a hotel in the city centre to stay close to the meeting venue and to get the most of the city.

Facts about the hotels near the city centre:

1. Motel One Magdeburg
<https://www.motel-one.com/de/hotels/magdeburg/hotel-magdeburg/> costs: € 89,00 single room; (all excl. breakfast € 15,90)
2. IntercityHotel Magdeburg ****
<https://www.intercityhotel.com/hotels/alle-hotels/deutschland/magdeburg/intercity-hotel-magdeburg>
€ 66,75 single room (all excl. breakfast € 10,00)
3. IBIS Styles Magdeburg ***
https://all.accor.com/hotel/B280/index.de.shtml?utm_campaign=seo+maps&utm_medium=seo+maps&utm_source=google+Maps
€ 95,00 single room; (incl. breakfast)
4. Maritim Hotel Magdeburg ****
https://www.maritim.de/de/hotels/deutschland/hotel-magdeburg/unser-hotel?utm_campaign=yext&utm_source=mag&utm_medium=local
€ 87,75 single room; (all excl. breakfast € 19,00)
5. Hotel Ratswaage ****
<https://www.ratswaage.de/de/>
€ 74,00 single room; € 78,00 double room single use (all incl. breakfast)

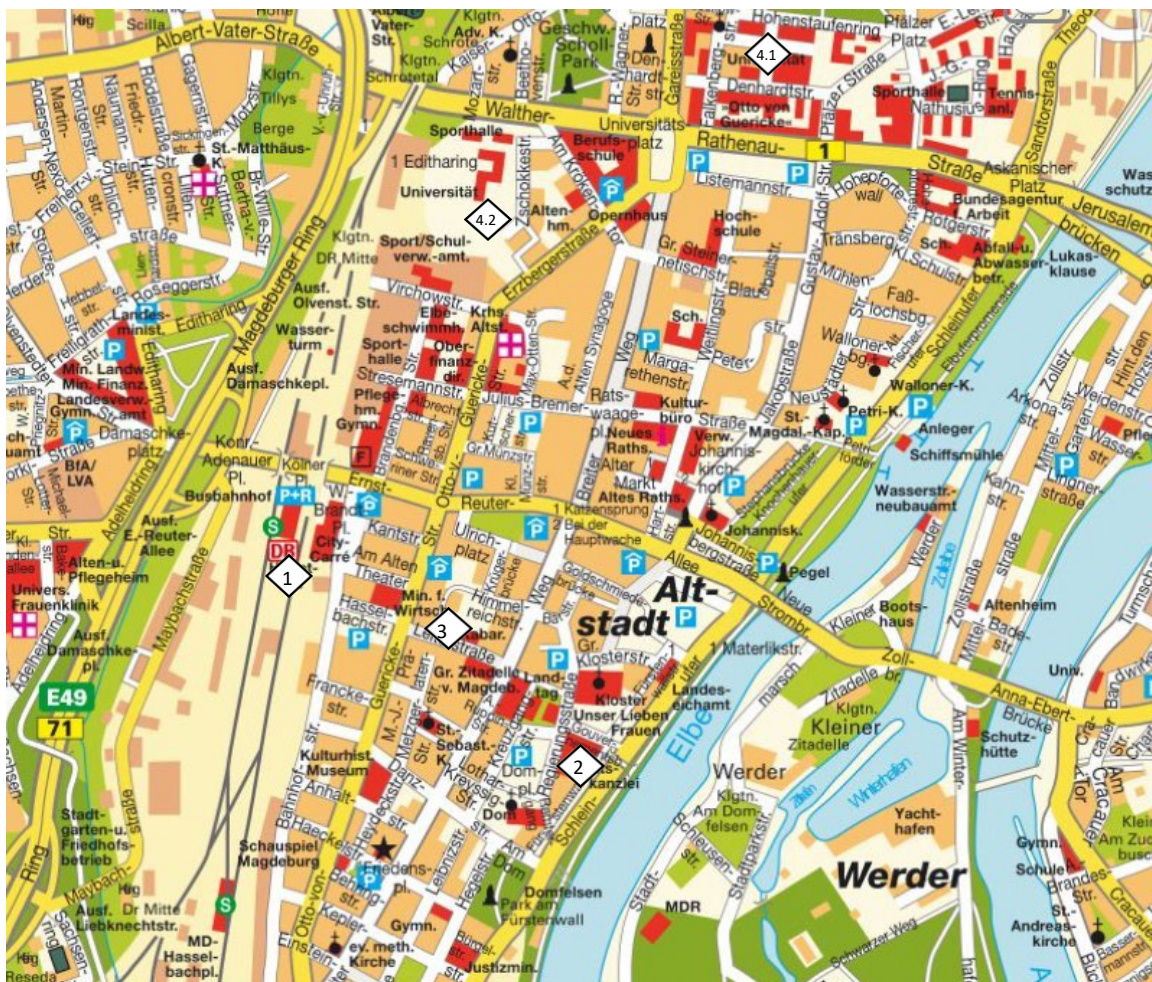
Where to stay



Getting To The City Centre

Magdeburg main station is located near the city centre, at about 15 minutes walking. Depending on where you are staying you can consider taking a taxi or the tram. The tram stop you have to take is called „City Center“ or „Alter Markt“.

Map



Where to stay



Legend

1

Main Station / Hauptbahnhof (HBF)
Magdeburg Hbf
39104 Magdeburg

2

Hotel Motel One Magdeburg
Domplatz 5
39104 Magdeburg

3

Wenzel Prager Bierstuben Magdeburg
Leiterstr. 3
39104 Magdeburg

Dinner on Monday, 6:00 pm

4.1

Otto-von-Guericke-Universität
Main Campus / Senatssaal Building 5
Universitätsplatz 2
39106 Magdeburg

4.2

Otto-von-Guericke-Universität
Faculty of Human Sciences (Building 40)
Room 124 and 125; Floor 1
Zschokkestraße 32
39104 Magdeburg



Development of the Financial Autonomy of Universities in Kyrgyzstan (DEFA)

Study Visit in Florence 2 - 8 July 2023



[Введите текст]

PROGRAMME

Monday, 3 July 2023

Welcome at the UniFI Rectorate

UniFI Rectorate (Sala Consiglio) – Piazza San Marco 4, Florence

10:30-11:00 Welcome and institutional greetings

- Prof. Alessandra Petrucci, *UniFI Rector*
- Prof. Debora Berti, *UniFI Research Prorector*

11:00-12:30 The focus of University in territorial development: digital innovation, sustainable issues, internationalisation and communication

- Prof. Marco Pierini, *UniFI Prorector for Technology Transfer, Cultural Activities and Social Impact*
- Prof. Giorgia Giovannetti, *UniFI International Relations Delegate*
- Prof. Enrico Marone, *UniFI Management and Budget Delegate*

12:30-14:00 Lunch

14:00-15:00 The experience of Florence University towards a managerial approach

- Dr. Marco Degli Esposti, *UniFI General Manager*
- Dr. Valentina Papa, *UniFI Planning, Quality and Evaluation Manager*

15:00-16:45 Visit to the UniFI Geology and Paleontology Museum

16:45-19:30 *Free time*

19:30 Welcome Dinner

Location: [**Ristorante della Società Canottieri Firenze**](#) (Lungarno Anna Maria Luisa de' Medici 8, Florence)

Tuesday, 4 July 2023

Welcome and institutional local authorities' greetings

Palazzo Medici Riccardi (Sala Pistelli) – Via Cavour 9, Florence

9:30-10:15 Welcome and institutional greetings Florence

- Dr. Eugenio Giani, *President of Tuscany Region*
- Dr. Elisabetta Meucci, *Delegate for universities*
- Prof. Debora Berti, *UniFi Research Prorector*
- Dr. Taalay Bazarbaev, *Kyrgyzstan Ambassador*

[Введите текст]

10:15-11:15 The networking between public administrations in order to spread best practices:
input and open discussion

- Dr. Rocco Conte, *Financial General Manager of Metropolitan City*
- Prof. Elena Gori, *DEFA project*

11:15-13:00 Visit to the UniFi Botanical Garden (*Via Pier Antonio Micheli 3, Florence*)

After 13:00 Free time

Wednesday, 5 July 2023

Introduction to the Italian University management system

Social Sciences Campus, UniFI – Via delle Pandette 9, Florence

Building D6, Room 1.02

10:00-10:30 Welcome and institutional greetings

- Prof. Maria Elvira Mancino, *UniFI Head of the Department of Economics and Management*

10:30-12:30 The path of Italian universities toward a managerial system of accounting and measurement

- The financial management of the University of Florence – *Dr. Paola Solombrino UniFI Financial and Economic Manager*
- The governance of the University of Florence – *Prof. Maria Elvira Mancino*
- The departments' organisation – *Dr. Francesco Bardazzi Administrative Manager of the Department of Economics and Management, and Dr. Michela Calabrese, Administrative Manager for International Projects*
- The system of accounting and measurement – *Prof. Elena Gori*

12:30-13:00 Input and open discussion about the gap between the Kyrgyz HE System and the desired goals

13:00-14:00 Lunch

14:00-15:00 Tour of the Social Sciences Campus

15:00-19:30 *Free time*

19:30-21:00 Happy hour

Location: [Terrazze Michelangelo](#) (*Viale Michelangiolo 61, Florence*)

Thursday, 6 July 2023
The focus on digital and sustainability issues
Social Sciences Campus, UniFI – Via delle Pandette 9, Florence
Building D6, Room 1.02

- 10:00-10:30 The accountability and the sustainable issues in practice
- Prof. Marco Bellucci, *DEFA project*
 - Prof. Silvia Fissi, *DEFA project*
- 10:30-11:30 The Industry 4.0 Competence Center on Advanced Robotics and Enabling Technologies & System (ARTES 4.0)
- Dr. Rossella Raso, *Research Project Manager of ARTES 4.0*
 - Eng. Debora Zrinscak, *Tender and Projects Manager of ARTES 4.0*
- 11:30-12:30 Input and open discussion
- 12:30-12:45 Study tour visit survey
- 13:00-14:30 *Lunch*
- After 14:30 *Free time***

Friday, 7 July 2023
Visit to the Opera di Santa Maria del Fiore
Piazza del Duomo 9, Florence

- 10:30 Guided tour of [The Duomo Terraces](#) and [The Opera del Duomo Museum](#)
Meeting point: *Piazza del Duomo 9, Florence*
- Afternoon *Free time***
- 19:30 *Farewell Dinner***
- Location: [Antico Ristoro di Cambi](#), (*Via S. Onofrio 1/R, Florence*)

1. Evaluation of the Study Visits

Date: June 25th - July 5th 2023

Venue: Otto-Von-Guericke University of Magdeburg (26 – 30 June 2023) (Germany) and University of Florence (Italy) (03 – 07 July 2023).

Languages: Kyrgyz, English, Russian, Germany, Italian.

Trainers: various experts from the hosting universities (see the programmes of the study visit for a detailed presentation of the trainers).

The purpose of the study visit: the aim was to learn about different governance systems and financial management models of European universities, analyse their characteristics, commonalities and differences.

Expected results of the study visit: acquire know knowledge and take cues for building a model of self-governance and financial autonomy suited to the needs of the Kyrgyz country's university education system.

Participants: 42 participants (academic and administrative staff) of the Kyrgyz universities, plus several members of the DEFA European partners.

1.1 Indicators of achievement

In order to determine the achievement of the objectives and to ensure the correct application of quality assurance at each stage of the project, all DEFA activities were subjected to the evaluation process and criteria described in the project's Quality Assurance Plan (QA Plan) - prepared by ISM (leader of WP4) and CESIE (task leader of WP4), and approved by the Project Management Board.

In relation to the WP2 Capacity Building, the indicators and evaluation tools for the whole project set out in the Project Quality Plan (see the DEFA Quality Assurance Plan page 49) are:

Study visits to EU partner universities	QUANTITATIVE ▪ Guidelines to organising the study visits agreed and shared ▪ The event takes place as planned in the schedule QUALITATIVE ▪ The experience of European universities on financial autonomy ▪ Relevance of the defined learning outcomes and content for participants ▪ Satisfaction of participants with training content	▪ Programme of the event ▪ Published methodological materials ▪ Signature Lists of participants ▪ Report of activities ▪ Feedback from participants ▪ Training / study visit evaluation
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The tool to assess the achievement of the indicators developed by CESIE and ISM was a study visit evaluation questionnaire submitted to the participants few days after the event. The questionnaire was created online with Google Drive and shared with the participants via e-mail after their return.

1.2 Evaluation results

The survey collected 15 answers (out of 42 participants from Kyrgyz universities). The collection was carried out by CESIE with the support of the WP4 lead ISM.

Data on the participants' organizations were collected.

The main objective of the Evaluation Questionnaire used is to assess the degree of satisfaction of the participants with regard to the study visit and with respect to particular aspects such as sharing of information, planning, organisation, effectiveness of the training sessions, variety of methods used, content, next steps.

The respondents were invited to use a 5-point performance rating scale where:

NO (Not Observed)

NI (Needs Improvement) = Performance is less than expectations

S (Satisfactory) = Performance meets the expectations

G (Good) = Performance exceeds the expectations

E (Excellent) = Performance exceeds the expectations significantly higher

The survey is structured in 4 sections: A) general information, B) most interesting aspects, C) overall feedback and D) other comments.

A. GENERAL INFORMATION:

Gender: 40% of the participants were female, 60% male.

Gender
15 risposte

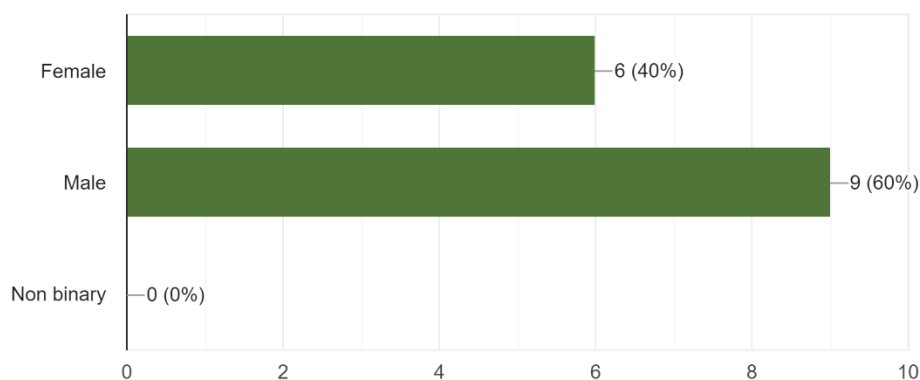


Figure 1 Gender

Age: participants ranged from 27 to 61 years old, with a majority in the 40s and 50s age groups.

Your Age
15 risposte

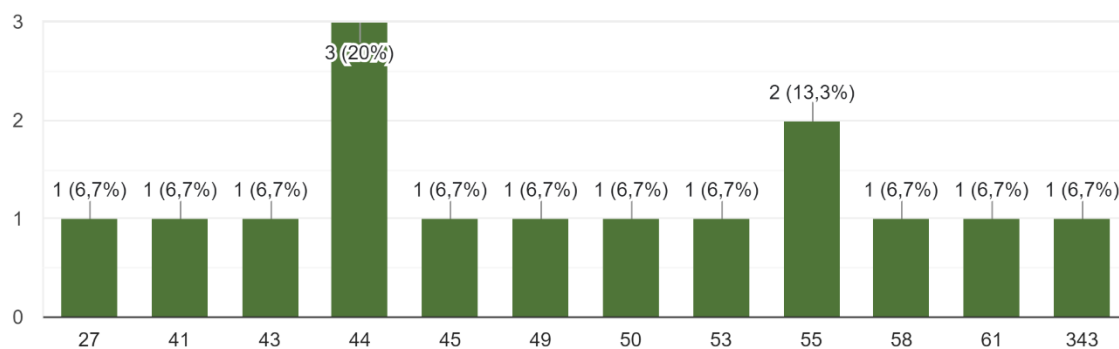


Figure 2 Participants' age

Identification: 40% of the participants were academic staff, 40% were both academic and administrative staff, and 20% were administrative staff.

Please identify yourself

15 risposte

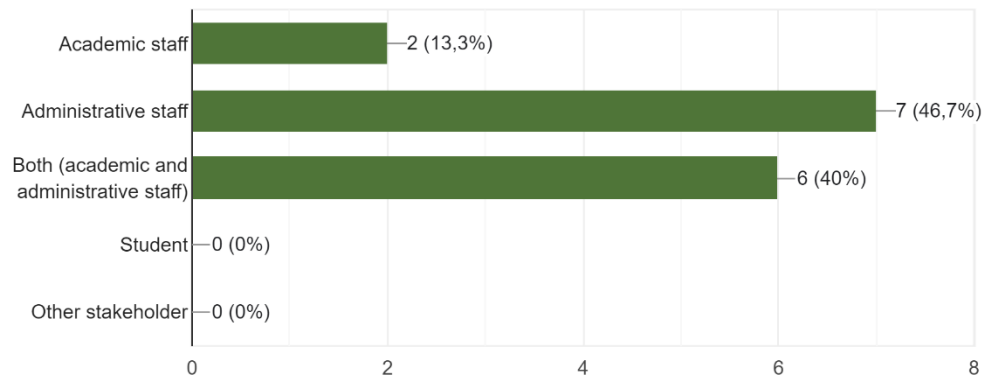


Figure 3 Roles of participants

In total 8 Kyrgyz universities, out of 10 that participated in the study visits, answered to this survey. We registered also the answer from the German partner of DEFA project OVGU (see Fig. 42).

Your institution

15 risposte

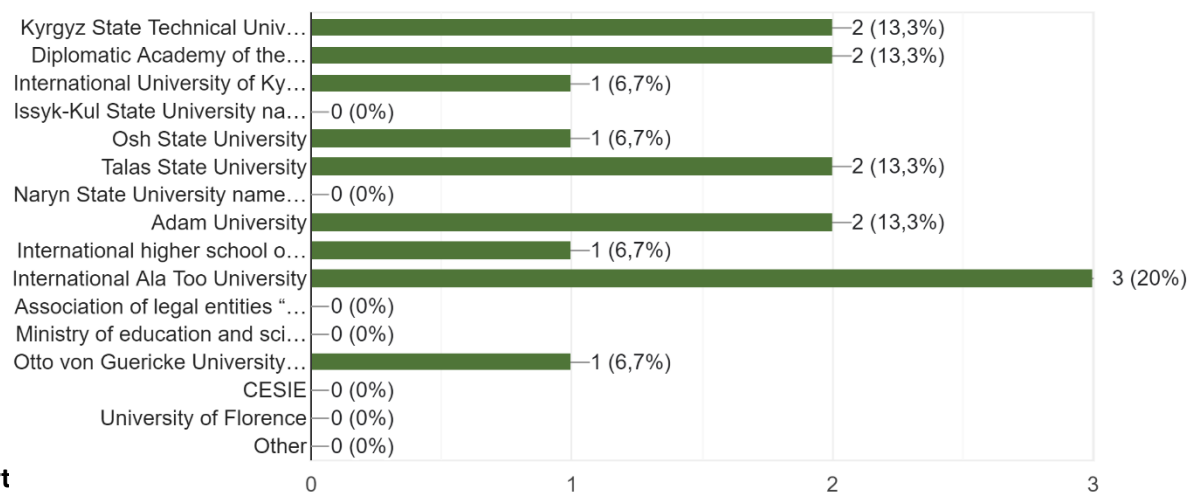


Fig. 2 Part

Figure 4 Institutions participating in the survey

46,7% of the participants took part in the visit both in Germany and in Italy, 40% only in Italy, 13,3% only in Germany.

I participated in the study visit:

15 risposte

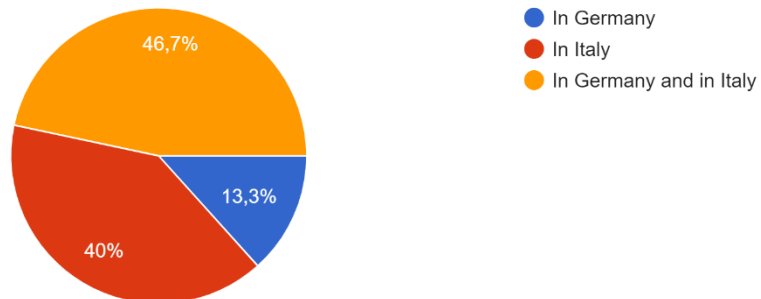


Figure 5 Participation in Germany and Italy

B. Overall Feedback

ORGANISATION

Training programme received on time: most participants stated that the programme was received on time (73,3% declared the performance excellent) (Fig.44).

Training programme received in due time

15 risposte



Figure 6 Training programme received on time

Training Objectives: participants found the training objectives clear and mostly (60% of them) rated them as "Excellent"

Clearness of training objectives

15 risposte



Figure 7 Clearness of training objectives

Time Dedicated: most participants found the time dedicated to sessions sufficient, with an "Excellent" rating (Fig. 46).

The time dedicated to all sessions was sufficient

15 risposte

Premises:



Figure 8 Time dedicated to all sessions was sufficient

different premises were used for the various sessions (Fig. 47).

The premises of the training were suitable and user friendly (e.g., lighting, seating, supplies)

15 risposte

II. TRAIN

Trainers/F
and teach
48).



Figure 9 The premises were suitable and user friendly

Knowledge of subject matter

15 risposte

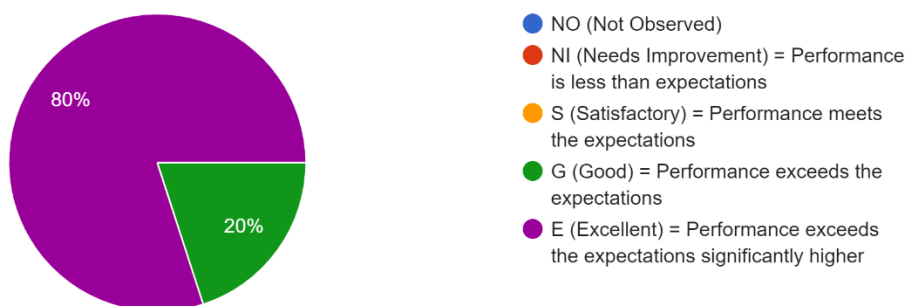


Figure 10 Knowledge of subject matter

The teaching skills and expertise of the trainers was considered by the participants Excellent (66,7%) and Good (33,3%). It should be noted that the figure refers to a considerable number of experts who took part both in the German part of the study visit and in the Italian part (Fig. 49).

Teaching skills/expertise

15 risposte

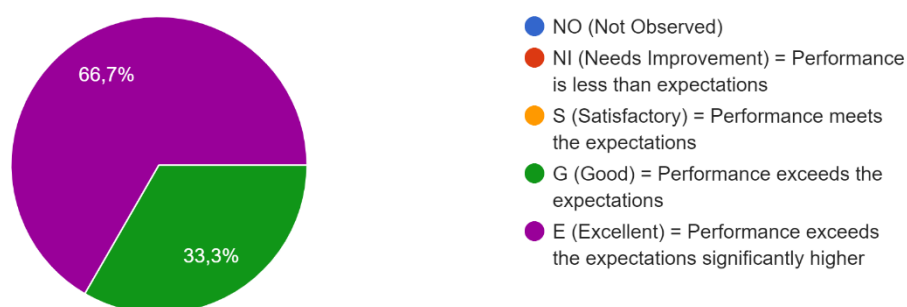


Figure 11 Teaching skills

60% of people stated that the trainers had the ability to hold the interest of the audience in an Excellent way, 40% in a Good way (Fig. 50).

Maintained participant interest

15 risposte

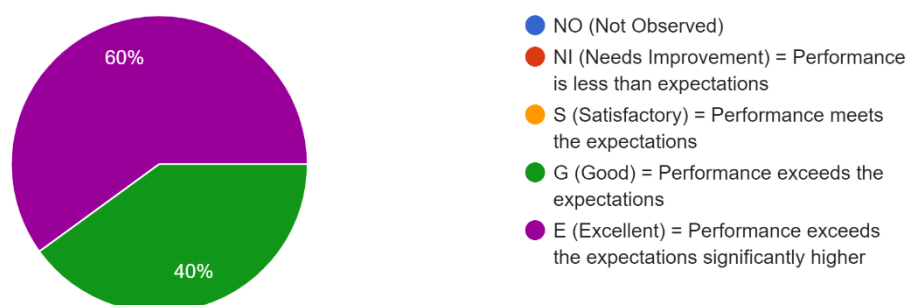


Figure 12 Participants interest

The ability to stimulate participation is the aspect that received the lowest evaluation, albeit positive, Excellent for 46,7% and Good for 53,3% of the respondents (Fig. 51).

Solicited and reinforced participation

15 risposte

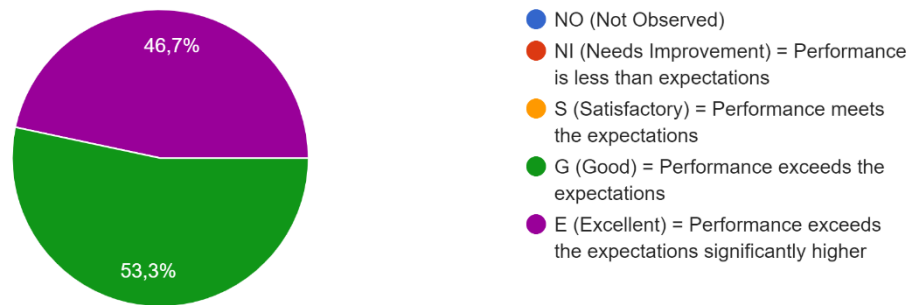


Figure 13 Solicited and reinforced participation

The ability to respond to the needs of the participants was rated Excellent by 66.7% and Good by 33.3%.

Response to participant needs

15 risposte

The trainee



Figure 14 Response to participants needs

Used examples/analogies

15 risposte

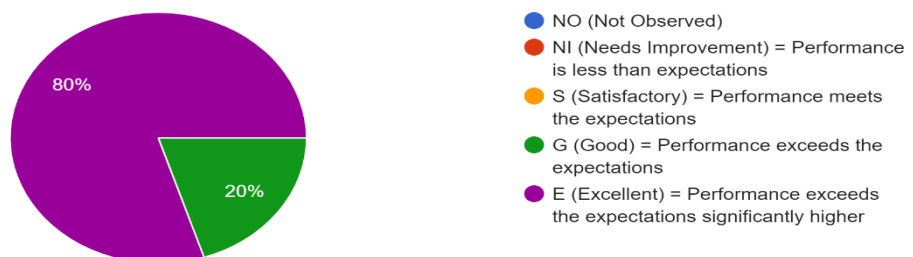


Figure 15 Used examples/analogies

According to 60% of the participants the trainers checked their comprehension of the topics covered in an excellent way, according to 40% in a good way (Fig. 54).

Checked participant comprehension/questioning

15 risposte



Figure 16 Checked participants comprehension

The trainers were able to clarify and amplify important aspects of the study visit, 73.3% of the participants rated Excellent and 26.7% Good (Fig. 55).

Clarified/amplified important points

15 risposte

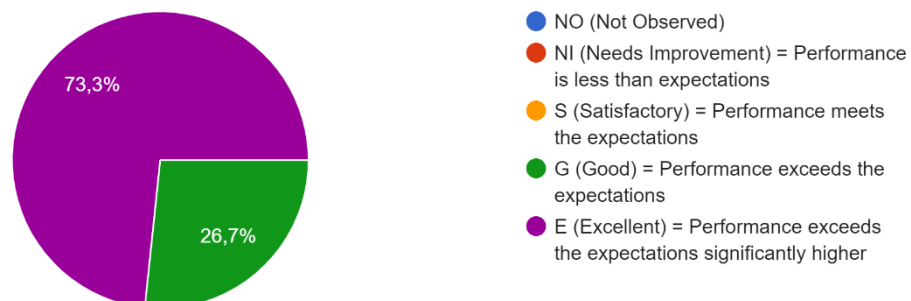
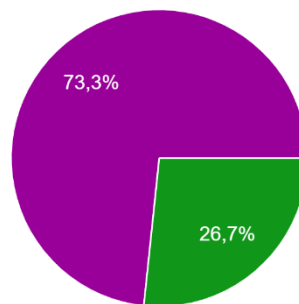


Figure 17 Clarified important points

Study Visit Content: participants rated the content positively, with "Excellent" ratings for organization, relevancy, accuracy, and up-to-dateness.

In the case of the organisation, this was rated as excellent by 73.3 per cent, only 26.7 said it was good

Organized/easy to follow
15 risposte



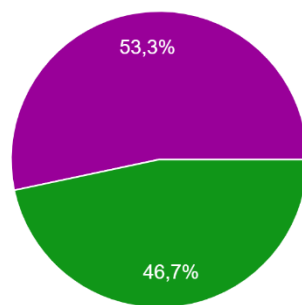
- NO (Not Observed)
- NI (Needs Improvement) = Performance is less than expectations
- S (Satisfactory) = Performance meets the expectations
- G (Good) = Performance exceeds the expectations
- E (Excellent) = Performance exceeds the expectations significantly higher

(Fig. 56).

Figure 18 Organised and easy to follow

The topics and case studies were appropriate for the study visit (Fig. 57).

Appropriateness of study visit topics and case studies
15 risposte

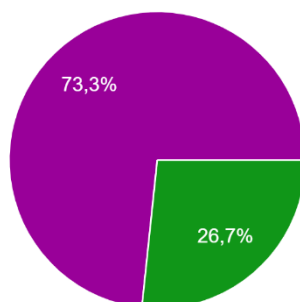


- NO (Not Observed)
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- S (Satisfactory) = Performance meets the expectations
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- E (Excellent) = Performance exceeds the expectations significantly higher

Figure 19 Appropriateness of the topics and case studies

The accuracy of the content of the study visit was considered excellent by 73,3% of the people and good by 26,7% (Fig. 58).

Accuracy of study visit contents
15 risposte



- NO (Not Observed)
- NI (Needs Improvement) = Performance is less than expectations
- S (Satisfactory) = Performance meets the expectations
- G (Good) = Performance exceeds the expectations
- E (Excellent) = Performance exceeds the expectations significantly higher

Figure 20 Accuracy of study visit content

Instructional quality was rated excellent by 60%, good by 26,7% and satisfactory by 13,3% of the participants (Fig. 59).

Instructional quality of study visit material

15 risposte

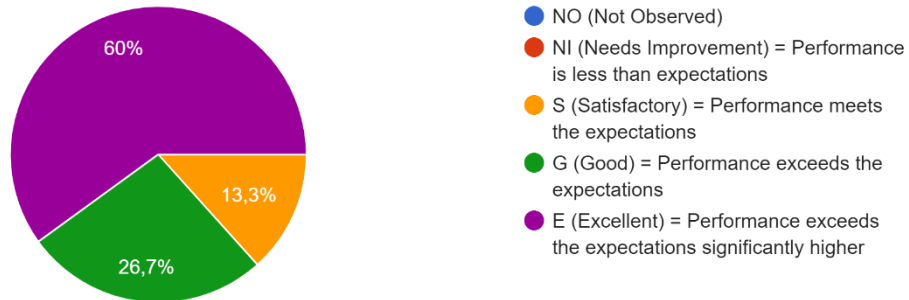


Figure 21 Instructional quality

The quality of the visual aids was considered good on average (Fig. 60).

Quality of visual aids

15 risposte

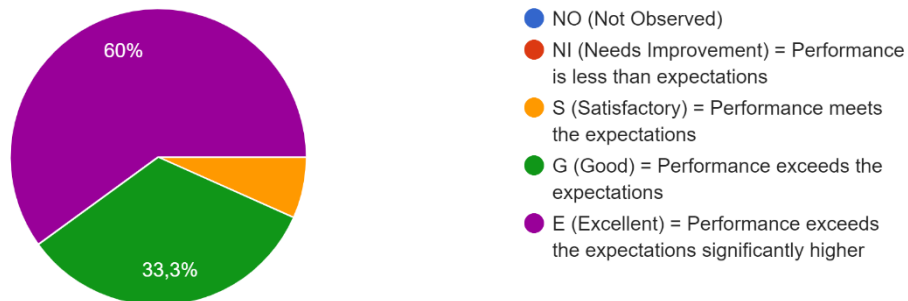


Figure 22 Quality of visual aids

The relevance with the professional profile was rated by 66.7% of the participants as excellent, by 26.7% as good and by 6.7% (1 person) (Fig. 61).

Relevance with professional profile

15 risposte

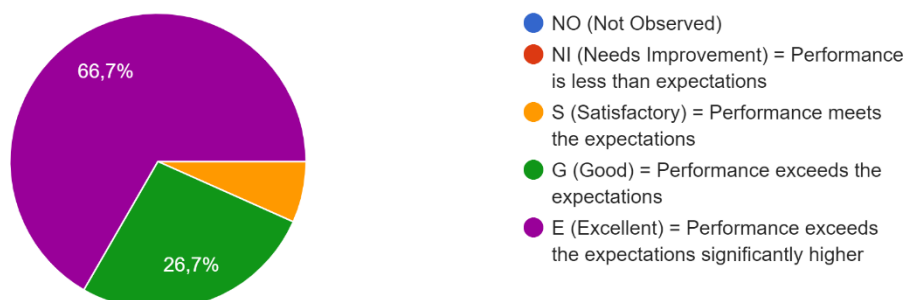


Figure 23 Relevance with professional profile

Methodology: The adopted approach supported learning paths well, with a majority giving a "Good" rating for the balance between theory and practice.

In the case of learning path support, two people stated that the study visit supported the learning path satisfactorily (13.3%), 66.7% excellently and 20% good (Fig. 62).

Adopted approach supported my learning path

15 risposte

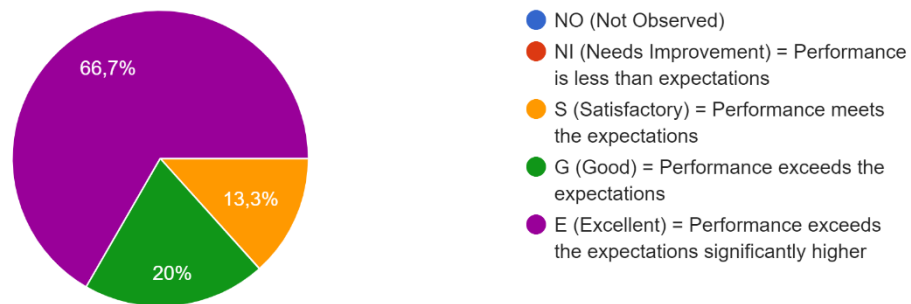


Figure 24 Support to learning path

15 risposte

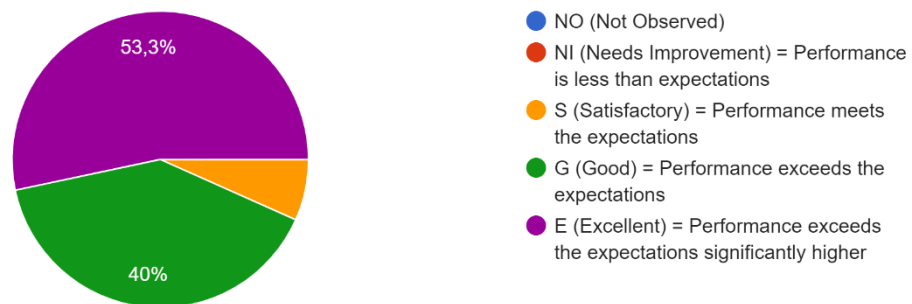


Figure 25 Balance between theory and practice

Information provided was considered up to date (Fig. 64).

Information provided was up to date

15 risposte

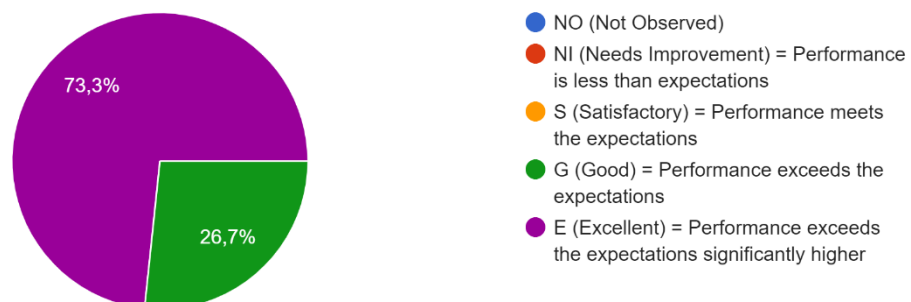
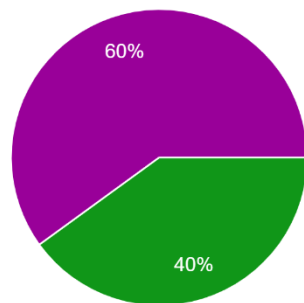


Figure 26 Information was up date

References were always provided (Fig. 65).

References of the study visit content were provided
15 risposte



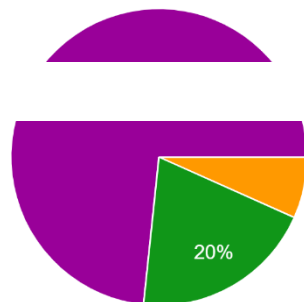
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- S (Satisfactory) = Performance meets the expectations
- G (Good) = Performance exceeds the expectations
- E (Excellent) = Performance exceeds the expectations significantly higher

Conclusions: Participants felt study visit objectives were achieved, with most giving an "Excellent" rating (73,3%), 20% good and 6,7% sufficient (1 person).

Study
15 risposte

Figure 28 References

Figure 27

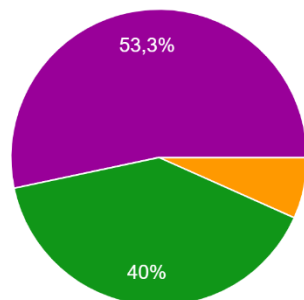


- NO (Not Observed)
- NI (Needs Improvement) = Performance is less than expectations
- S (Satisfactory) = Performance meets the expectations
- G (Good) = Performance exceeds the expectations
- E (Excellent) = Performance exceeds the expectations significantly higher

Figure 29 Objectives achieved

Skills and Competences: Participants reported increased skills and competences, with a majority giving an "Excellent" rating, 40% good and 6,7% sufficient (Fig. 68).

Increased skills and competences
15 risposte



- NO (Not Observed)
- NI (Needs Improvement) = Performance is less than expectations
- S (Satisfactory) = Performance meets the expectations
- G (Good) = Performance exceeds the expectations
- E (Excellent) = Performance exceeds the expectations significantly higher

Figure 30 Increased skills and competences

Adaptation to Home Institution: Most participants felt that the study visit content could be adapted to the needs of their home institutions. We highlight the 13.3% of participants (2) find the adaptability sufficient (Fig. 69).

Study visit content can be adapted to the needs of my home institution

15 risposte

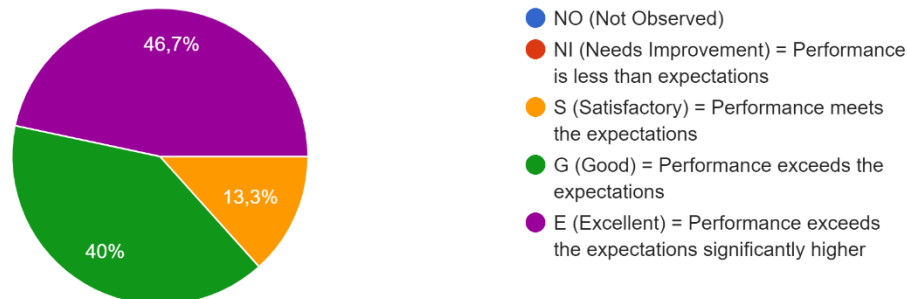


Figure 31 Adaptation to the needs of own institutions

OPEN QUESTIONS

C. Aspects Found Most Interesting

The last two questions of the survey are open questions which leave the possibility to provide comments and suggestions for improvement, the first one is “What aspects of the program did you find most interesting?”.

The aspects that the participants found most interesting about the study visits can be summarized as follows:

- case study and Italian experience,
- financial goals and structure,
- OVGU academic policy,
- practical work in focus groups,
- financial and administrative management,
- internationalization,
- financial autonomy models, and various aspects of university management.

Below are some comments left by the participants:

“German and Italian experience in general management of HEI”

“The seminar was held at a fairly high level. The organizers of the seminar prepared very well. Gained tremendous experience in the financial autonomy of universities.”

“Introduction to University Management at Magdeburg University, Meeting with professorial”

“Appointment Management, The path of Italian universities toward a managerial system of accounting and measurement, The accountability and the sustainable issues in practice, Process Management in Practice.”

“First all of course experience of the German and Italian universities, their way of doing all activities in financial autonomy, opinions of experts, their advises for making roadmap for our local universities.”

Structure of the whole university model and how they adapt changes, what types of difficulties they met and how to deal with them."

"Meeting with professorial Appointment Management, The accountability and the sustainable issues in practice, Process Management in Practice."

"Model of OVGU academic policy can be considered at Osh State University, in terms of excluding subjects that are not relevant to learning specialty and give more time to research."

D. Other Comments on the Study Visits

The second open question is "Do you have any other comments on the study visit?".

Participants praised especially the organization and preparation of the study visits, appreciated the speakers and experts, and found the visit informative and insightful.

Below are some comments left by the participants:

"The study visit was organized very well. I have no any comments on the study visit."

"The organization of the visit was at a good level"

"We were expected to talk with finance managers and show during practical works"

"The whole study visit was full of materials, presentations, we get many experts from different part which include in university autonomy model so we get clear picture of what is it and how we can implement it in real life. Not just starting from university but including all shareholders for HEI."

"The training was organized at a high level, the speaker of the mayor's office had the best speech because it was accompanied by a booklet and a video presentation."

"I think that the study visit showed us in practice the model of autonomous university both in terms of financial and academic autonomy. This is the topic to consider for us in the future"

"Other than that, starting from organization everything exceeded my expectations, special thanx to Philip, Mirko, Dr.Schmidt, Elena and many thanx to OVGU staff!"

Conclusion

Overall, the study visit was well-received, and participants appreciated the opportunity to learn about financial and academic autonomy in German and Italian universities. The content and organization of the visit were positively evaluated, and participants found the experience valuable for their professional growth and potential implementation in their home institutions.

It must be taken into consideration that the participation in the questionnaire was not very high.

Beside this the questionnaire evaluates two weeks of activities in which numerous speakers took turns touching various topics, and in which various facilities were used to host the participants.