



# **Impact stories in higher education policy reform: A compendium of examples from third countries neighbouring the EU**

**December 2025**

## **Impact stories in higher education policy reform: A compendium of examples from third countries neighbouring the EU**

2026

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# List of acronyms

AI – Artificial Intelligence  
ANEAQ – National Agency for Evaluation and Quality Assurance (Morocco)  
AQAC – Accreditation and Quality Assurance Commission (Jordan)  
ARWU – Academic Ranking of World Universities  
ATEA – Agence Tunisienne d'Évaluation et d'Accréditation  
CBHE – Capacity Building in Higher Education  
CHE – Council for Higher Education  
CNDE – National Center for the Digitalisation of Education (Morocco)  
DGHE – Directorate General of Higher Education  
EACEA – European Education and Culture Executive Agency  
ECTS – European Credit Transfer and Accumulation System  
EHEA – European Higher Education Area  
ENQA – European Association for Quality Assurance in Higher Education  
EQF – European Qualifications Framework  
ERA – European Research Area  
ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area  
ETF – European Training Foundation  
EU – European Union  
HE – Higher Education  
HEI(s) – Higher Education Institution(s)  
HEMIS – Higher Education Management Information System  
HERE – Higher Education Reform Experts  
ICM – International Credit Mobility  
ISCED-F – International Standard Classification of Education (Fields of Education)  
KPI – Key Performance Indicator  
MOHE – Ministry of Higher Education  
NEO(s) – National Erasmus+ Office(s)  
NQF – National Qualifications Framework  
NQS – National Qualifications System  
OEP – Open Educational Practices  
OER – Open Educational Resources  
QA – Quality Assurance  
QS – Quacquarelli Symonds (QS World University Rankings)  
RNAQES – National Quality Assurance Reference Framework (Algeria)  
RPL – Recognition of Prior Learning  
SDG(s) – Sustainable Development Goal(s)  
SPHERE – Centralised Support to the Network of Higher Education Reform Experts  
TAM(s) – Technical Assistance Mission(s)  
THE – Times Higher Education (World University Rankings)  
UNESCO – United Nations Educational, Scientific and Cultural Organization  
UNHCR – United Nations High Commissioner for Refugees  
VET – Vocational Education and Training  
WB – World Bank

# 1

## Introduction

At a moment in time when geopolitics are shifting and official international relations and their models are often challenged, higher education serves as a critical sector for trust building, academic and scientific innovation, and diplomacy. It has been and remains a proven instrument of European Union soft power, and a symbol of its values-based approach for global dialogue and collaboration. However, communicating this message, and showcasing the impact of collaboration, is not always straightforward. A previous publication produced by the initiative “Centralised Support to Higher Education Reform Experts” (SPHERE) in 2021 demonstrated the impact of structural Erasmus+ cooperation projects on institutional and national policies in the EU neighbourhood. It highlighted the fact that many impacts are neither immediate nor sequential or linear, nor a sole result of one project intervention.

This compendium intends to complement this previous publication by providing stories and testimonials for impact as they directly relate to the HERE and related EU projects. It shows how the HERE actions, the support that SPHERE provides (through technical assistance and peer exchange) and the collaborative spirit created through programmes like Erasmus+, catalyse into tangible reforms, generating and implementing policies for sustainability, employability and innovation in the higher education sector and beyond.

### About the HERE / SPHERE

Higher Education Reform Experts (HERE) are key individuals in their respective systems with a mandate to drive policy reform. Nominated by their ministries and endorsed by the European Commission, they are guided by an annual work plan, which highlights the specific policy objectives and the instruments to achieve them. SPHERE is an umbrella programme to support and connect the HERE, offering them needs-driven seminars, conferences, study visits, technical assistance and publications. The annual work plans of the HERE Teams nurture the programming of SPHERE activities, as does the EU’s policy agenda. For example, certain countries may highlight the importance of quality assurance reform in higher education and request technical assistance missions (TAMs) provided by SPHERE that support the government and higher education institutions to adopt and promote frameworks and standards.

The HERE – and the SPHERE programme more generally – do not operate in a vacuum; identifying and measuring their impact is a complex endeavour. What is clear, however, is that the HERE and their actions often initiate policy reform processes, which evolve over time and generate many important offshoots.



## 1. Introduction

As previously stated, the study produced by the SPHERE Team in 2020 on 'Impacts of Erasmus+ Capacity Building for Higher Education Structural Projects' attested to the important interaction of the HERE and Erasmus+ projects when it comes to longer-term policy reform and also political soft power in the EU neighbourhood. It is important to recall the conclusions and recommendations of this study (based on a review of projects and focus groups with HERE and other stakeholders), and to continue to explore the notion of impact in the present - at times fragile political context.

### This compendium

This publication is intended to be read as a compendium – a collection of short, yet illustrative case studies that feature tangible policy impacts in EU neighbourhood countries, inspired and often driven by the work of the HERE.

Targeted at diverse stakeholders from the higher education community and beyond, but also policymakers at the EU level, it

- Collects qualitative accounts, in the form of 'impact stories', of how SPHERE, and the HERE network more generally, has been impactful at the level of national and institutional policy for higher education in partner countries.
- Groups stories by Neighbourhood region, in order to identify shared interests and perspectives.
- Gives a clear and visible voice to HERE and the HERE Teams, so that their success stories can be more widely promoted on international scale and towards national and EU policymakers, as well as towards their own governments.

### Methodology

In June 2025, the SPHERE Team launched both a survey and expression for interest to the HERE for developing impact stories. The survey (see Annex 1) asked the HERE Teams, supported by the NEO, to identify one to three tangible policy impacts, and describe their nature, as well as the role of the HERE and different projects and reforms. The survey results were then vetted by the SPHERE publications team and analysed. Minimum criteria were established for the selection of the specific impact stories identified through the survey. This included the extent to which the impact story responded to the pre-established categorisations of type of reform and possible sectoral outcomes. Additional criteria included the robustness of evidence provided on the impact, in the form of citations of laws, relevant reports, related projects or the demonstrable creation of new structures, committees and strategies. Thirty-two impact stories from 19 countries were selected.

The information from the surveys was extracted and presented in a draft impact story template. The NEO and HEREs were then invited to provide verbal and written feedback on the templates, to clarify and to further elaborate the content where needed.

The current graphic layout and overall presentation of the impact stories is intended to ensure easily-accessible messaging to a diverse readership, including those who do not come from the higher education community. This includes messages on transversal and shared impacts of the HERE/SPHERE initiative at different levels. Individual 'impact stories' are also available in a separate downloadable format on the [SPHERE website](#).

In each impact story, the reader will find: An illustrative title, a categorisation of the type of reform (for example, 'adoption of a new framework', the main sectoral outcome (e.g. in which sector the impact was achieved- digital transformation, inclusion, quality assurance..), a description of the impact, a description of the role of the HERE Team in generating that impact, and a timeline that shows different key interventions, such as those made by HERE and SPHERE, which have led to the impact. Quotes from policymakers and HERE are included as are logos or relevant Erasmus+ projects that have also contributed to the change. The below table provides a summary of the contents of this compendium and the different impact stories being showcased:



## 1. Introduction

| COUNTRY           | TITLE                                                                                                         | TYPE OF REFORM                                                                                | SECTOR                                                                                                                                                       |
|-------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Kazakhstan</b> | The Development and Adoption of the National Qualifications Framework in Kazakhstan.                          | Legislative change / Adoption of new national framework                                       | Stakeholder inclusion; digital transformation; recognition (including adoption of Bologna tools and set-up of national recognition structure)                |
| <b>Kyrgyzstan</b> | Development of Strategy on Higher Education in Kyrgyzstan 2025 – 2030                                         | Legislative change, Adoption of a national framework, Update HEIs strategy                    | Stakeholder inclusion, digital transformation, recognition                                                                                                   |
| <b>Tajikistan</b> | Transition to Green Education in Tajikistan                                                                   | Adoption of a national strategy                                                               | Quality assurance; New institutional structures; Skilling                                                                                                    |
| <b>Uzbekistan</b> | Transforming Higher Education in Uzbekistan: Advancing Global Rankings and Quality Assurance Practices        | Legislative change                                                                            | Adherence to international frameworks; strengthened governance, management, and QA; Greening of HE; Digitalisation; “third mission” and inclusion; skilling. |
| <b>Uzbekistan</b> | Enhancing Cooperation Between Higher Education, Vocational Training, and Industry in Uzbekistan               | Adoption of a National Framework and Update HEI strategy                                      | Student participation, underrepresented groups in decision-making, digitalisation policy/ strategy, alignment with Bologna tools                             |
| <b>Armenia</b>    | New Law on Higher Education and Science for Armenia                                                           | Adoption of law                                                                               | Higher education (transversal), including governance, QA, internationalisation, social inclusion and digitalisation                                          |
| <b>Moldova</b>    | Recommendations for the Ethical and Responsible Use of Artificial Intelligence in Higher Education Programmes | Ministerial Recommendations                                                                   | Digital Transformation (AI)                                                                                                                                  |
| <b>Ukraine</b>    | Modernising Quality Assurance and Recognition                                                                 | Legislative change, adoption of a national framework, adherence to an international framework | Stakeholder inclusion, recognition                                                                                                                           |
|                   |                                                                                                               |                                                                                               |                                                                                                                                                              |

## 1. Introduction

| COUNTRY        | TITLE                                                                           | TYPE OF REFORM                                      | SECTOR                                                                                                                              |
|----------------|---------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Algeria</b> | The National Qualifications Framework (NQF): A Structuring Tool                 | Legislative change/Adoption of new policy framework | National qualifications framework                                                                                                   |
| <b>Algeria</b> | Internationalisation and Attractiveness of Algerian Higher Education            | Adoption of new strategy                            | Internationalisation                                                                                                                |
| <b>Algeria</b> | A New Quality Assurance Agency and Quality Culture in Algerian Higher Education | Legislative change/creation of new agency           | Quality Assurance                                                                                                                   |
| <b>Egypt</b>   | Egypt's Open Education Reform: A New Era of Inclusive and Lifelong Learning     | Legislative change                                  | Implementation of new digital platforms/tools at national or institutional level, digitalisation policy, online and hybrid learning |
| <b>Israel</b>  | Promoting a Sustainable Campus                                                  | Adoption of new strategy                            | Sustainability and greening                                                                                                         |
| <b>Jordan</b>  | Advancing Micro-Credentials and RPL in Jordan                                   | Alignment with international framework              | Micro-credentials, RPL, National Qualifications Framework                                                                           |
| <b>Jordan</b>  | Driving Digital Transformation in Jordanian Higher Education                    | Updating HEI strategy                               | Digitalisation                                                                                                                      |
| <b>Jordan</b>  | Promoting Inclusion in Higher Education                                         | Adoption of national strategy                       | Inclusion strategy, Recognition of refugee qualifications                                                                           |
| <b>Lebanon</b> | Lebanon's Five-Year Plan for Higher Education                                   | Legislative reforms                                 | Inclusion, digitalisation quality assurance, and governance                                                                         |
| <b>Lebanon</b> | Lebanese Higher Education Management Information System – HEMIS                 | Adoption of a national framework                    | Implementation of new digital platforms/tools at national or institutional level                                                    |
| <b>Lebanon</b> | Towards a Quality Assurance Agency for Lebanon                                  | Legislation for creation of new agency              | Quality Assurance                                                                                                                   |
|                |                                                                                 |                                                     |                                                                                                                                     |

## 1. Introduction

| COUNTRY                       | TITLE                                                                                                                                                        | TYPE OF REFORM                                                              | SECTOR                                                                                                                                                   |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Morocco</b>                | Autonomy and State-University Contractualisation                                                                                                             | Legislative change/QA mechanisms implemented                                | Digital Transformation                                                                                                                                   |
| <b>Morocco</b>                | Framework for HE Digitalisation in Morocco                                                                                                                   | Legislative change/Adoption of new policy framework                         | Digital Transformation                                                                                                                                   |
| <b>Palestine</b>              | Advancing Higher Education through a Draft Policy on Micro-Credentials in Palestine                                                                          | Legislative change and adoption of national framework                       | Quality assurance principles, Staff development                                                                                                          |
| <b>Tunisia</b>                | Enhancing Green Education in Tunisia                                                                                                                         | Adoption of new policy framework                                            | Stakeholder inclusion, green transition                                                                                                                  |
| <b>Tunisia</b>                | A Rising Path: ATEA's Journey into the Global Constellation of Quality Agencies                                                                              | Adoption of new policy framework                                            | Stakeholder inclusion/ Recognition                                                                                                                       |
| <b>Tunisia</b>                | The Breath of Change: From Expertise to Influence – Building a National Reform Community                                                                     | Legislative change                                                          | Stakeholder inclusion/ recognition, University autonomy                                                                                                  |
| <b>Bosnia and Herzegovina</b> | Advancing Professional Qualifications in the Western Balkans: The Multi-Annual Action Plan on the Regional Economic Area and Regional Agreement Negotiations | Legislative change & adherence to an international framework                | Stakeholder inclusion and recognition of underrepresented groups in decision-making, digitalisation policy, Improvements in alignment with Bologna tools |
| <b>Kosovo</b>                 | Integration of AI tools in Higher Education                                                                                                                  | National and institutional strategies                                       | Digital Transformation, AI, Stakeholder Inclusion, Green transition                                                                                      |
| <b>Kosovo</b>                 | Academic Integrity in Higher Education                                                                                                                       | Raising awareness within HE sector, update of HEIs institutional strategies | Digitalisation policies and strategies, academic integrity, green transition                                                                             |
| <b>Montenegro</b>             | Impact of Montenegrin HERE Team Activities on Policy Reform                                                                                                  | Legislative change/Adherence to an international framework                  | Digital Transformation, Stakeholder inclusion                                                                                                            |

Impact assessment is a continuous process, and this compendium is only a snapshot. It is nonetheless hoped that it can represent some of the very important success stories of the HERE as a network, and the SPHERE initiative, when it comes to transforming higher education. The Consortium ('SPHERE Team', consisting of [Obreal](#) and [EUA](#)) managing SPHERE is hence delighted to release this 2025 publication on policy reform impact in HERE countries<sup>1</sup>.

[1] 'HERE Countries' refers to partner countries of the EU in the Southern Mediterranean, the Neighbourhood East, the Western Balkans and Central Asia

# 2

## Trends and Reflections

The impact stories assembled in this compendium attest to successful action undertaken by national HERE Teams guided by their National Erasmus+ Offices. They all record impacts, actual or prospective, that modernise and strengthen their higher education systems while aligning closely with EU policy and good practice. They all derive, explicitly or implicitly, from annual work plans which in turn mirror developments in the [European Higher Education Area \(EHEA\)](#).

The most striking feature of the impact stories is that the majority cite legislative acts – either in train or completed – as their principal outcome. This means that HERE Teams contributed actively to the drafting of new laws, regulations, multi-annual national strategies with legal force, and, by extension, recommendations to government. Impact, in other words, that is significant, high profile and potentially long-lasting.

Virtually every case concern impact effected at system level. In only one story (Tajikistan) is an individual institution named as the object of innovation; even here, it is to accommodate an institute with a national remit. Many initiatives address national or regional labour market needs and in one case (Jordan) refugee integration. It should also be noted that alignment with the EU's *acquis communautaire* is necessarily a priority for EU candidate countries.

It is important to recognise the versatility and efficacy of the HERE Teams. Where initiatives first come from government, they have to liaise with the higher education sector, enabling vertical dialogue, inputting expert opinion, bringing in a wider range of stakeholders when appropriate, and playing a major role in the building of a policy consensus.

In cases where the initiative comes from the HERE Team itself – and this is indeed what is inferred from the majority of impact stories – it derives from the team's experience of the SPHERE portfolio of capacity building measures (conferences, seminars, study visits, all of which in turn prompt targeted in-country technical assistance missions). It also builds on prior action within Erasmus+ Capacity Building in Higher Education (CBHE) project and others, going back as far as the EU's Tempus programme.

In these cases, the HERE Teams draw from this bank of experience whatever their system needs in terms of policy priority. In the Compendium, they demonstrate just how wide the spectrum of policy thrusts has been and on how many fronts substantial impact was achieved: national qualification frameworks, quality assurance, governance, digitalisation, greening, inclusion, internationalisation at home, recognition, management information systems, artificial intelligence, micro-credentials.



## 2. Trends and Reflections

When one looks at the distribution of topics by region, variety remains the dominant feature. In **Central Asia**, Tajikistan and Uzbekistan are both concerned by greening, while the focus of Kazakhstan is on its national qualification framework. Uzbekistan is also active in the areas of vocational education, institutional ranking, and digitalisation.

The Neighbourhood East, too, has a wide spread of priorities. It covers the integration of higher education and research (Armenia), artificial intelligence (Moldova), and quality assurance, inclusion and recognition in Ukraine.

Four countries in the **Southern Mediterranean** focus on quality assurance (Algeria, Lebanon, Morocco and Tunisia), three on digitalisation (Algeria, Jordan, Morocco) and on greening (Algeria, Israel and Tunisia), two on micro-credentials (Jordan and Palestine) and on management information (Jordan and Lebanon), and one each on qualifications frameworks (Algeria) and on governance (Morocco). The Maghreb countries and Lebanon all demonstrate a high level of activity.

The opportunity of EU accession strongly influences HERE activity in the **Western Balkans**. Witness the salience of alignment with EU legislation on professional qualifications (Bosnia and Herzegovina) and academic integrity (Kosovo and Montenegro).

All the efforts documented in this compendium required an ability and a willingness to exchange views with, and learn from, peer HERE Teams in other countries, as well as from EU and Bologna Process experts. Looking forward, they also require a readiness to promote, monitor and otherwise assist in the durable implementation of legislation. The task involves staff development at institution level, sufficiently enduring for it to be embedded in the discourse and practice of existing and future cohorts of academics and administrators. For impact in the higher education sector is not time-bound; it is cumulative and subject to ongoing reinforcement and reorientation.

The efficacy of HERE Teams is also a fruit of their own continuity. They are both actors and a resource, with a collective wisdom accumulated over time. Their interventions are regular and their availability for guidance is constant. Many have been HEREs in previous generations of the same initiative, dating back over ten years. Others, new HEREs, have embraced their position with new ideas and motivations. The stories in the compendium show how they have nourished dialogue, dispensed intelligence and advice, worked collaboratively with ministries and other stakeholders, proving themselves to be a force for innovation from which higher education institutions (management, faculty and students) have benefitted.

The teams have a central and multi-functional role in the reform process. In an article entitled "HEREs Reform Processes: Framing, Monitoring and Assessing," written by a member of the Lebanese HERE Team, Professor Chafic Mokbel, President of the American University of Technology, Beirut, examines: issue identification and framing; network formation; agenda-setting; policy design and negotiation; formal decision-making and adoption; capacity building; implementation; and institutionalisation. Professor Mokbel suggests possible actors and stakeholders to involve at each stage of the reform process, together with indicators of impact for each stage.

The impact stories contained in this Compendium convincingly show that HERE Teams are active at all six stages, to a greater or lesser degree, depending on the country and on the issue. Thanks in part to SPHERE, supported by the EU, they help build capacity and re-engineer higher education systems, while remaining alert to future needs and imperatives. As such, they constitute an important soft power instrument in the EU Neighbourhood as well as a potent force for international dialogue and collaboration.



# 3

## 1. Impact Stories Compendium

### 3.1 Central Asia

#### 3.1.1 Kazakhstan

### KAZAKHSTAN

#### The Development and Adoption of the National Qualifications Framework in Kazakhstan

##### Type of reform:

Legislative change / Adoption of new national framework

##### Sectoral outcome:

Stakeholder inclusion; digital transformation; recognition (including adoption of Bologna tools and Set-up of national recognition structure)



### 3. Impact Stories Compendium

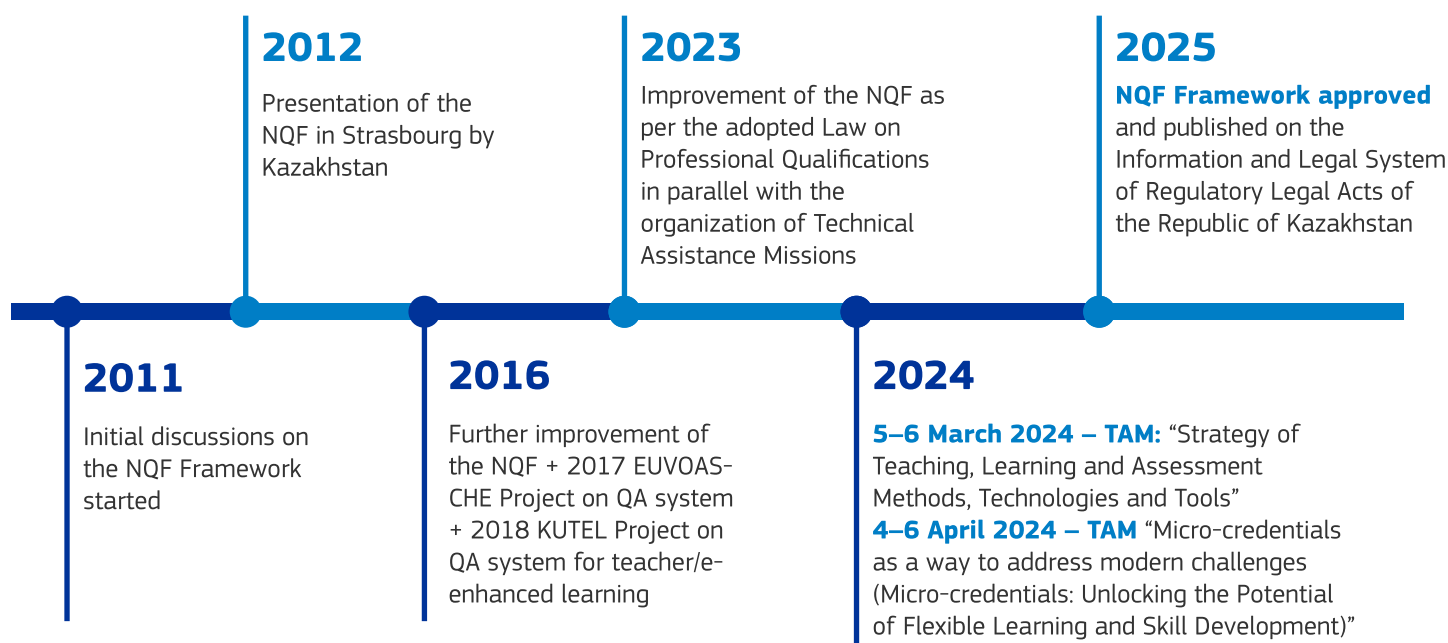
#### Description of the impact

The main outcome has been the development and adoption of the National Qualification Framework (NQF) in Kazakhstan which represents an important step in the modernisation of the country's higher education system. Although the NQF came into force in 2022-2023, the actual work to develop it began in 2012. The Framework was approved by the relevant ministries and published on the Information and Legal System of Regulatory Legal Acts of the Republic of Kazakhstan. All higher education institutions in Kazakhstan (105) have applied the adopted framework.

Its significance is that it establishes a unified structure for qualifications across education levels and sectors, ensuring consistency in learning outcomes and improving the transparency and comparability of qualifications. It also supports national priorities in strengthening human capital, enhancing labour resources, and aligning higher education with the needs of the labour market. It has also contributed to the improvement of policies related to quality assurance, higher education governance, recognition of qualifications, and inclusion. To date, not all sectors are covered by the NQF, and some areas still lack professional standards.

Therefore, follow-up actions are needed. Further improvement is also required to ensure the recognition of qualifications.

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The development and adoption of the NQF in Kazakhstan was supported by a series of activities implemented through the HERE network with the support of the NEO,

created a consistent platform for dialogue, capacity building, and policy exchange. The HERE Kazakhstan team was directly involved in the drafting and adoption process of the Framework.

### 3. Impact Stories Compendium

HERE members participated in working groups established by the Ministry of Education, contributed to the drafting of the NQF document, and provided advisory support to higher education institutions and other stakeholders involved in its implementation.

Their contribution ensured that the NQF aligned with both national priorities and European standards, including the Bologna Process and the European Qualifications Framework.

Specific HERE activities contributed to this outcome:

- TAMs and thematic seminars organised by the NEO addressed key topics such as innovative teaching and learning strategies, micro-credentials, and inclusive higher education. These events were valuable not only for the knowledge and methodologies they introduced but also for the opportunities they offered for networking and peer exchange among higher education leaders, policymakers, and European experts.
- For example, the TAM “Innovative strategy of teaching and learning: methods, technologies and tools” on 5-6 March 2024. The seminar played a significant role in enhancing the National Qualifications System (NQS) by enabling structured dialogue and the sharing of best practices with EU experts and key stakeholders; it facilitated the revision of certain elements of the NQS and generated new ideas and insights to further

improve the NQS, especially in developing a sectoral NQS with the involvement of employers.

- Another example: The TAM “Micro-credentials: a way to address modern challenges” held on 4-5 April 2024, helped to align the national micro-credentials policy with the NQF.

In addition, SPHERE study visits and consultations with EU experts played an important role in shaping the design of the NQF. These interactions allowed HERE members to learn directly from European experiences in qualifications frameworks, quality assurance, and recognition practices, and to adapt relevant approaches to the Kazakhstani context.

The process was reinforced by Erasmus+ Capacity Building in Higher Education (CBHE) projects that complemented HERE actions. Projects such as MICROBOL – Micro-credentials linked to the Bologna key commitments (2020-2022), EDUQAS – Implementation of Education Quality Assurance system via cooperation of University- Business-Government in HEIs (2017-2021), and KUTEL – Kazakh Universities to foster quality assurance processes in Technology-Enhanced Learning (2018-2021) provided expertise in areas linked to the NQF, such as quality assurance, digital learning, and the integration of micro-credentials. These projects offered practical tools and European insights that informed both the structure and implementation of the framework.



“The new National Qualifications Framework covers all priority areas mentioned in the HERE work plan 2023-2024, which are inclusion, access to higher education, personalised higher education. This is an umbrella system that answers the general question ‘What is an education and who is an educated person.’”

**HERE Team Kazakhstan**

## 3. Impact Stories Compendium

### 3.1.2 Kyrgyzstan

# KYRGYZSTAN

## Development of Strategy on Higher Education in Kyrgyzstan 2025 - 2030

### Type of reform:

Legislative change, Adoption of a national framework, Update HEIs strategy

### Sectoral outcome:

Stakeholder inclusion, digital transformation, recognition

### Description of the impact

The main outcome of the HERE Team's work in Kyrgyzstan was the development of a draft National Strategy for Higher Education 2025–2030[MD1] . This strategic document, currently under consideration by the Government of the Kyrgyz Republic, represents the first comprehensive roadmap aligning Kyrgyz higher education with EHEA principles and EU best practices. HERE experts provided evidence-based analysis, policy recommendations, and benchmarking against Bologna Process standards, which shaped the strategy's key pillars: modernisation of curricula and European Credit Transfer and Accumulation System (ECTS) alignment, establishment of a national framework for micro-credentials, reform of quality assurance and introduction of a KPI-based funding model, digital and green transition of universities, expansion of internationalisation and academic mobility, development of doctoral education in line with the Bologna third cycle. As a result, the strategy is now used as the national reference document for all universities, ensuring coherence in policy, supporting institutional autonomy, and linking funding to performance and quality.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The development of the draft National Higher Education Strategy 2025–2030 was the result of a structured and inclusive reform process strongly supported by coordinated HERE actions that combined capacity-building, evidence gathering, and sustained policy dialogue. Between 2023 and 2024, national seminars and peer-learning activities strengthened the understanding of Bologna tools, flexible learning pathways, and institutional governance among rectors, policymakers, and quality assurance officers. These activities not only raised awareness of the need for a coherent, system-wide strategy, but also helped build consensus around key reform priorities, including institutional autonomy, performance-based funding, and outcome-oriented quality assurance.

TAMs played a catalytic role in translating European experience into concrete policy outcomes. The TAM on strengthening university collaboration between Europe and Central Asia provided expertise on performance-based funding and directly supported the design of the national KPI framework adopted in 2025.

The TAM on “[Micro-credentials: a way to address modern challenges](#)” held 4 – 5 April 2024 introduced EU practices on modular learning and recognition of prior learning, which informed both the inclusion of micro-credentials in the Strategy and their pilot implementation in selected higher education institutions. Complementing these efforts, study visits to EU universities between 2022 and 2025 exposed HERE members to good practices in digitalisation, blended learning, doctoral education, and green campus development, shaping strategic priorities related to digital ethics and the green transformation of universities.

Finally, HERE experts facilitated national roundtables and consultations that brought together the Ministry of Science, Higher Education and Innovation, higher education institutions, quality assurance agencies, and civil society. Through policy briefs and benchmarking studies aligned with the [Bologna Process](#), [ESG standards](#), and the [EU Council Recommendation on micro-credentials](#), HEREs acted as effective knowledge brokers. This inclusive and evidence-based approach ensured broad stakeholder ownership and resulted in a Strategy that is both internationally compatible and closely tailored to Kyrgyzstan’s national context.

### 3. Impact Stories Compendium

The development and adoption of the Higher Education Development Strategy 2025–2030 was reinforced by a number of Erasmus+ Capacity Building in Higher Education (CBHE) projects and other EU-funded initiatives, which provided additional expertise, pilot models, and institutional engagement:

- Erasmus+ CBHE DEFA project – Development of Financial Autonomy of Universities (2021–2024): Supported governance reform and introduced European models for performance-based funding and financial autonomy, which became a cornerstone of the national KPI framework and Strategy.
- Erasmus+ CBHE GREEN KG project – Green and Digital Universities for Sustainable Development of Kyrgyzstan (2023–2026): Promoted green campus initiatives and sustainable development practices, directly informing the “green transformation of HEIs” section of the Strategy.
- Erasmus+ CBHE project HWCA[MD2] project – Strengthening Higher Education in the Water Sector for Climate Resilience and Security in Central Asia (2023–2026): Helped modernise curricula and align learning outcomes with labour market needs, contributing to the strategy priorities on employability and flexible learning pathways.
- EU funded project (national grant from EU Delegation in Kyrgyzstan) on Youth for Digitalisation, Leadership and Green Skills (2022–2024): Piloted digital learning models and leadership programmes for youth, providing practical examples for the Strategy’s focus on hybrid learning and digital competences.
- World Bank Higher Education Improvement Project (ongoing): Complemented HERE efforts by funding infrastructure upgrades, capacity building, and quality assurance strengthening in selected universities. These projects created practical evidence and pilot cases that were referenced in consultations, making the Strategy both actionable and grounded in successful experience.



“The development of the Higher Education Strategy 2025–2030 demonstrates how cooperation with the European Higher Education Area and HERE experts can support evidence-based reforms and modernisation of the higher education system in Kyrgyzstan. For the first time in the country, a comprehensive strategic document dedicated specifically to the development of higher education has been prepared. The Strategy creates a foundation for improving quality assurance, institutional autonomy, digital transformation, and internationalisation, while ensuring that our universities remain responsive to national priorities and global challenges.”

Ainura Isirailova. Head of the Higher Education Department.  
Ministry of Education and Science of the Kyrgyz Republic



## 3. Impact Stories Compendium

### 3.1.3 Tajikistan

# TAJIKISTAN

## Transition to Green Education in Tajikistan

### Type of reform:

Adoption of a national strategy

### Sectoral outcome:

Quality assurance; New institutional structures; Skilling

### Description of the impact

The outcome represents a significant step toward the institutionalisation of green education within Tajikistan's higher education system. A key milestone in this process is the establishment of the State Institution “Scientific Research Institute of Sustainable Development and Green Economy” at the International University of Tourism and Entrepreneurship of Tajikistan. The Institute was established by the Government of the Republic of Tajikistan through Resolution No. 199, dated March 30, 2024, as part of a broader national strategy to advance ecological modernisation and foster a green economy. Its creation reflects the government's commitment to integrating environmental sustainability into higher education, research, and national development priorities.

The initiative directly supports higher education reform in Tajikistan, with a strategic focus on the systematic integration of sustainable development and green economy principles into national education policy and practice. It contributes to advancing quality assurance mechanisms, modernising curricula, and embedding green skills into teaching and learning processes. Additionally, the initiative reinforces institutional governance structures, strengthens academic capacity, and fosters alignment with international sustainability and education standards, thereby ensuring a more resilient, future-oriented higher education system.





### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The HERE Team and Erasmus+ projects played a particularly influential role in shaping the concept of the “Scientific Research Institute of Sustainable Development and Green Economy” in Tajikistan, academic orientation, and long-term sustainability.

A key contribution came from Erasmus+ Capacity Building in Higher Education (CBHE) projects, in particular CirculEC – Circular Economy: Development of Innovative Curricula and Modules on Circular Economy and Sustainable Development (2023-2026), implemented by the Tajik State University of Commerce and the Technological University of Tajikistan. The project supported curriculum modernisation, introduced innovative modules on circular economy, and promoted the integration of sustainability principles across bachelor’s, master’s, and lifelong learning programmes. Two HERE experts actively involved in CirculEC transferred this expertise to the new Institute, helping to embed European practices in programme design, methodological tools, and staff development.

The HERE Team has played a major role throughout, in line with its work plan priorities on sustainable development and green competences. Their contribution began before the institute’s establishment, when HERE experts worked closely with the Ministry of Education and Science, universities, and partner organisations to define the institute’s strategic priorities, institutional structure, and thematic focus. They facilitated consultations and thematic seminars that helped adapt European approaches in green economy and ESG-based education to Tajikistan’s context.

The HERE Team collaborated closely with the following stakeholders:

- Ministry of Education and Science – in shaping the institute’s concept and aligning it with national Green Economy Strategy goals.
- Higher education institutions – by supporting curriculum integration, methodological renewal, and academic capacity building.

### 3. Impact Stories Compendium

- Academic and administrative staff – through enhanced skills in green education, sustainability competences, and ESG-aligned assessment tools.
- Students and young researchers – as beneficiaries of improved programmes, teaching materials, and innovation-oriented initiatives.

HERE experts also built on knowledge gained from TAMs, SPHERE study visits, and regional seminars, which deepened their understanding of European sustainability frameworks, green economy models, and institutional mechanisms for mainstreaming sustainability across higher education systems. This expertise was instrumental in designing the academic foundation of the new Institute and strengthening its role as a national centre of excellence.



“The change is highly significant, as it promotes the systemic integration of sustainable development principles into higher education, the development of green competences, and the strengthening of universities’ capacity in environmental management.”

“Green education is no longer a separate theme in Tajikistan it has become a foundation for modernising our higher education system. Through HERE expertise and Erasmus+ cooperation, we are building the next generation of specialists who can lead our country toward a more sustainable and resilient future. In a country where more than 93% of the territory is mountainous and one of the most environmentally vulnerable in Central Asia, advancing this agenda is not only timely but a key national priority for long-term resilience and development.”

The HERE Team is now supporting a staged follow-up, which includes:

- Developing and expanding academic programmes on sustainable development and green economy.
- Supporting universities across Tajikistan through training, expert consultations, and joint research initiatives.
- Strengthening inter-university cooperation and building a national professional community in green education.
- Ensuring the Institute’s alignment with national priorities and European sustainability frameworks.



## 3. Impact Stories Compendium

### 3.1.4 Uzbekistan

# UZBEKISTAN

## Transforming Higher Education in Uzbekistan: Advancing Global Rankings and Quality Assurance Practices

### Type of reform:

Legislative change

### Sectoral outcome:

Adherence to international frameworks; strengthened governance, management, and QA; Greening of HE; Digitalisation; “third mission” and inclusion; skilling.

### Description of the impact

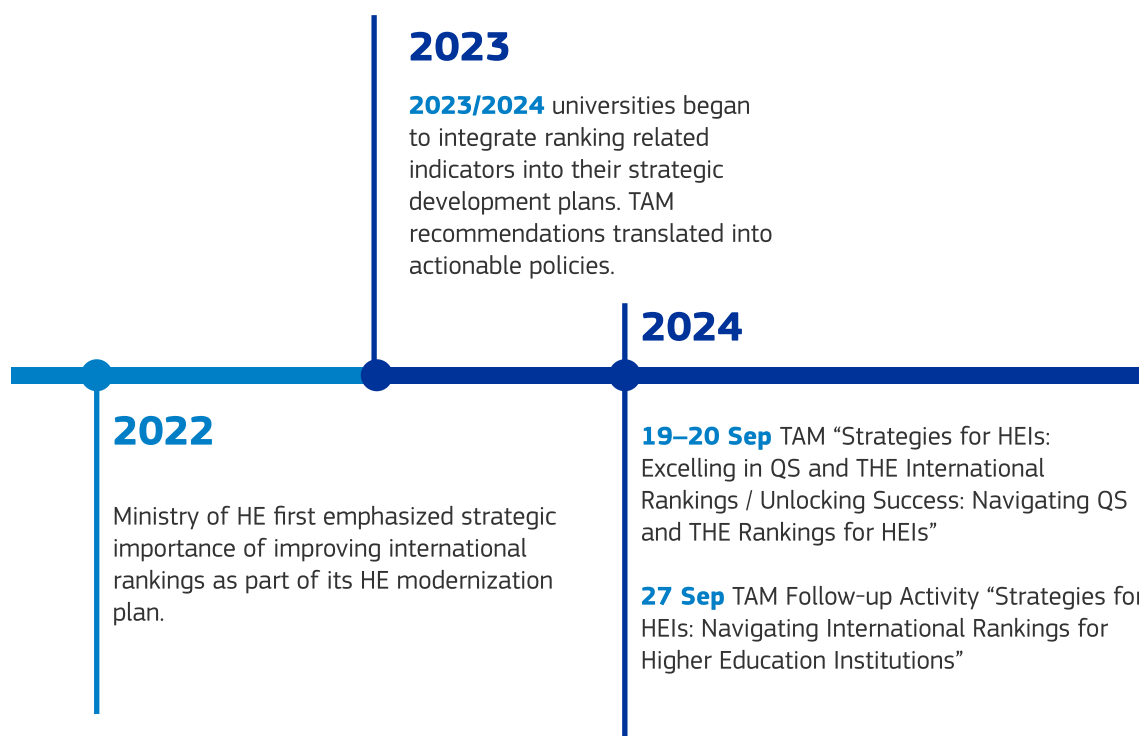
Over the past two years, universities in Uzbekistan have begun to embed ranking-related indicators into their strategic development plans, and align institutional priorities with global frameworks such as the [QS World University Rankings](#), [Times Higher Education World University Ranking](#) (THE), and the [Academic Ranking of World Universities \(ARWU\)](#). These changes have impacted institutional governance, transparency, and research visibility, while fostering a link between national HE policy and global frameworks.

At the national level, the Ministry of Higher Education, Science and Innovation of the Republic of Uzbekistan integrated these objectives into the [National Roadmap for University Development](#), signalling a systemic commitment to international benchmarking as part of the country’s higher education modernisation strategy.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The integration of international ranking mechanisms into Uzbekistan’s higher education reform agenda marks an important step in strengthening the system’s global visibility and competitiveness.

The HERE Team, drawing on European expertise, played an advisory role in connecting national policy efforts with international standards.

● The TAM on “Strategies for HEIs: Achieving Excellence in QS and International Rankings” (19-20 September 2024) served as a key reflection point in this process. Guided by HERE experts, the TAM provided comparative insights and strategic recommendations on integrating ranking frameworks (QS, THE, ARWU) into institutional and national planning. The outcomes were later incorporated into the National Roadmap for University Development, reflecting a coordinated policy effort led by the Ministry of Higher Education, Science and Innovation.

HERE members facilitated the translation and dissemination of all TAM materials into Uzbek, ensuring accessibility across more than 100 universities. Their role extended beyond knowledge transfer: they contextualised international best practices for the local higher education environment and contributed to drafting a policy brief that operationalised the TAM recommendations within the national reform framework.

● At the same time, through an Erasmus+ ICM (International Credit Mobility) project, Uzbek universities expanded international partnerships, improved governance and quality assurance mechanisms, and strengthened staff competences in institutional management and data transparency — all elements directly linked to performance in international rankings.



### 3. Impact Stories Compendium

Complementary Erasmus+ Capacity Building in higher education (CBHE) projects, such as QUARTZ – Quality Assurance for Reform and Transformation of HEIs in Uzbekistan (2024-2027), DEBSEUz – Development of the targeted Educational programme for Bachelors in Solar Energy in Uzbekistan (2023-2026), EMPOWER – Enhancement of entrepreneurship skills among women to provide gender equality and employability for citizens of Uzbekistan (2023-2026), and TEX4FUTURE – Textile Manufacturing for the Future in Uzbekistan and Kazakhstan (2024-2027) have further supported quality assurance, energy education, gender and employability, and industry-linked curriculum modernisation.

The reforms have also strengthened cooperation between universities, government bodies, and international organisations, positioning Uzbekistan as an increasingly active and competitive participant in global higher education.

The next phase of reform will focus on implementation and monitoring. The HERE Team is expected to continue its advisory and coordination role, supporting the Ministry and universities in applying the national roadmap, tracking progress on ranking-related indicators, and embedding these practices into the broader quality assurance framework.

“International rankings should not define the roadmap of a university, but they can illuminate its trajectory. Professor Ellen Hazelkorn’s contribution during the Technical Assistance Mission was pivotal in shaping our national understanding of how rankings can be used responsibly—as instruments for governance reform, research excellence, and system-wide transparency. At TSUULL, these lessons resonated strongly. Our strategic focus on the university’s third mission—community engagement, cultural diplomacy, and societal impact—aligns directly with the principles of the THE Impact Rankings.... Rankings are not our destination, but they reflect the positive transformations we have already begun and the values that guide our long-term development.”

**Nozliya Normurodova**, HERE Expert; Vice-Rector for Science, Innovations and International Affairs, TSUULL.

“All Technical Assistance Missions implemented in Uzbekistan have made a significant contribution to the professionalisation and internationalisation of our higher education system. Each TAM brings new knowledge, comparative insights, and global expertise that support the modernisation of universities and strengthen institutional capacities. However, the TAM on international rankings was uniquely aligned with the country’s strategic trajectory and the Ministry’s priorities. This TAM did not simply inform our decisions; it reinforced them. It confirmed that our reform agenda is moving in the right direction and provided the analytical foundation needed to strengthen evidence-based policymaking across the entire sector.”

**Diyor Umarov**, Head of International Ranking and Strategic Development Department, Ministry of Higher Education, Science and Innovation



# UZBEKISTAN

## Enhancing Cooperation Between Higher Education, Vocational Training, and Industry in Uzbekistan

### Type of reform:

Adoption of a National Framework and Update HEI strategy.

### Sectoral outcome:

Student participation, underrepresented groups in decision-making, digitalisation policy/ strategy, alignment with Bologna tools.

### Description of the impact

Uzbekistan is working to align higher education and VET provision with labour market needs. A series of national reforms—reinforced by the HERE Team, ETF analytical evidence, and pilot surveys of VET graduates—has resulted in a more structured approach to cooperation between universities, VET institutions, and enterprises.

#### Key outcomes include:

- Policy-level recognition of the need for dual education, industry-aligned curricula, and systematic internship programmes, formalised through presidential decrees and national reforms on reforming technical universities.
- Institutional recommendations to establish Innovation Hubs, Technology Transfer Offices, and closer collaboration mechanisms between VET institutions and enterprises, designed to support applied research, technology transfer, and regional innovation.
- Capacity-building of HE and VET leaders (vice-rectors, deans, administrators) on ecosystem thinking, European best practices, and stakeholder driven qualifications approaches.

Evidence from a pilot survey of VET graduates (ETF-supported, 2025) confirming skills mismatch, which underlined the urgency of adjusting curricula and internship frameworks to labour market needs.

- Promotion of sustainability and green economy competences across HE and VET programmes, aligning national reforms with EU and ETF priorities on the green transition.

These developments are consistent with European models—such as those used in applied universities in Finland (e.g., Tampere University of Applied Sciences (TAMK) , which hosted a SPHERE Study Visit in 2024 on Enhancing University-Industry Collaboration for current and future employment, innovation, and Sustainable Ecosystems)—where education providers and enterprises co-create solutions to strengthen employability, innovation, and societal value. Inspired by such approaches, Uzbekistan is adapting similar mechanisms to build a higher education and VET system that is more responsive, future-oriented, and strategically connected to economic development.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces

**Dec 2024 – September 2025:** Experts report and recommendations disseminated to universities, VET institutions, and the Ministry;

Inclusion of ETF analytical findings on skills mismatch and platform work in Uzbekistan.

May 2024 Reports (Uzbekistan profile): “Stakeholder driven flexible and permeable approaches to qualifications”, “New Forms of work and platform work in Central Asia” and “Active measures on labor market for youth” for the DARYA project, ETF

#### 2024

**June 2024:** Presidential directive on reforming technical universities (dual education, internships, industry partnerships).

**26-27 Dec 2024:** TAM seminar “Forging Stronger Bonds: Enhancing Collaboration between Higher Education Institutions and Industry”.

#### 2025

**Feb-May 2025:** Pilot survey of VET graduates confirms skills mismatch.

DARYA project’s Country Reports for Uzbekistan with recommendations.

**24-25 June 2025:** TAM seminar “Enhancing Technical Higher Education through STEM Integration: Strategies, Challenges, and Impact”

**2025 onward:** Universities and VET institutions initiate pilot actions: Innovation Hubs, TTOs, dual education pilots, STEAM & AI integration.

#### Role of the HERE and role Erasmus+ projects in the impact

The progress in strengthening university–industry and VET–enterprise cooperation in Uzbekistan is closely linked to the work of the HERE Team, supported by SPHERE, Erasmus+ CBHE, and ETF initiatives. In line with the [national Higher Education 2030 strategy](#) and the Presidential directive of June 2024 on dual education and labour market relevance, the HERE Team initiated and shaped a series of actions that provided a structured framework for reform in technical universities and VET institutions. HERE-led TAMs and follow-up consultations helped define concrete approaches to dual education, internships, STEAM integration, and innovation support structures. Drawing on European practice (for example, the Finnish TAMK model presented at the SPHERE Study Visit and TAM such as [“Integration of education and training in higher education related to Engineering fields”](#) held in 24-25 September 2025), these activities supported the development of recommendations on

internship frameworks, Technology Transfer Offices, Innovation Hubs, and stakeholder-driven qualification approaches. Consultations with EU experts ensured that European experience was contextualised to Uzbekistan’s higher education and VET environment, while dialogue with the Ministry of Higher Education, Science and Innovation helped embed these recommendations in policy discussions and institutional strategies.

HERE experts have played a multifaceted role. They advise national authorities and institutions on aligning higher education and VET with European standards and labour market needs and equip graduates with competencies demanded by employers; contribute to drafting proposals and analytical reports; facilitate dialogue between ministries, universities, VET providers, enterprises and international organisations;

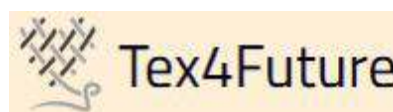
### 3. Impact Stories Compendium

and pilot new tools and approaches. At institutional level, this has translated into stronger capacity to implement Bologna tools and competence-based curricula, greater attention to skills mismatch, and more systematic engagement with employers and alumni.

This work was reinforced by Erasmus+ Capacity Building in Higher Education (CBHE) projects on digitalisation, green transition, sustainable growth and jobs and curriculum reform, which piloted new methods in technical universities and linked programmes more closely to industry needs. The ETF [DARYA project](#) – Dialogue and action for resourceful youth in Central Asia (2022 – 2027) provided the evidence

base for reform and included a pilot survey of VET graduates that demonstrated skills mismatch and the need for stronger HE-VET– enterprise cooperation.

This work was reinforced by Erasmus+ Capacity Building in Higher Education (CBHE) projects on digitalisation, green transition, sustainable growth and jobs and curriculum reform, which piloted new methods in technical universities and linked programmes more closely to industry needs. The ETF [DARYA project](#) – Dialogue and action for resourceful youth in Central Asia (2022 – 2027) provided the evidence base for reform and included a pilot survey of VET graduates that demonstrated skills mismatch and the need for stronger HE-VET– enterprise cooperation.



“University–Industry collaboration transforms knowledge into impact, ensuring that academic innovation not only advances theory but also drives real-world solutions, economic growth, and the development of future-ready professionals.”

## 3. Impact Stories Compendium

### 3.2 Neighbourhood East

#### 3.2.1 Armenia

## ARMENIA

### New Law on Higher Education and Science for Armenia

#### Type of reform:

Adoption of new law

#### Sectoral outcome:

Higher education (transversal), including governance, QA, internationalisation, social inclusion and digitalisation

#### Description of the impact

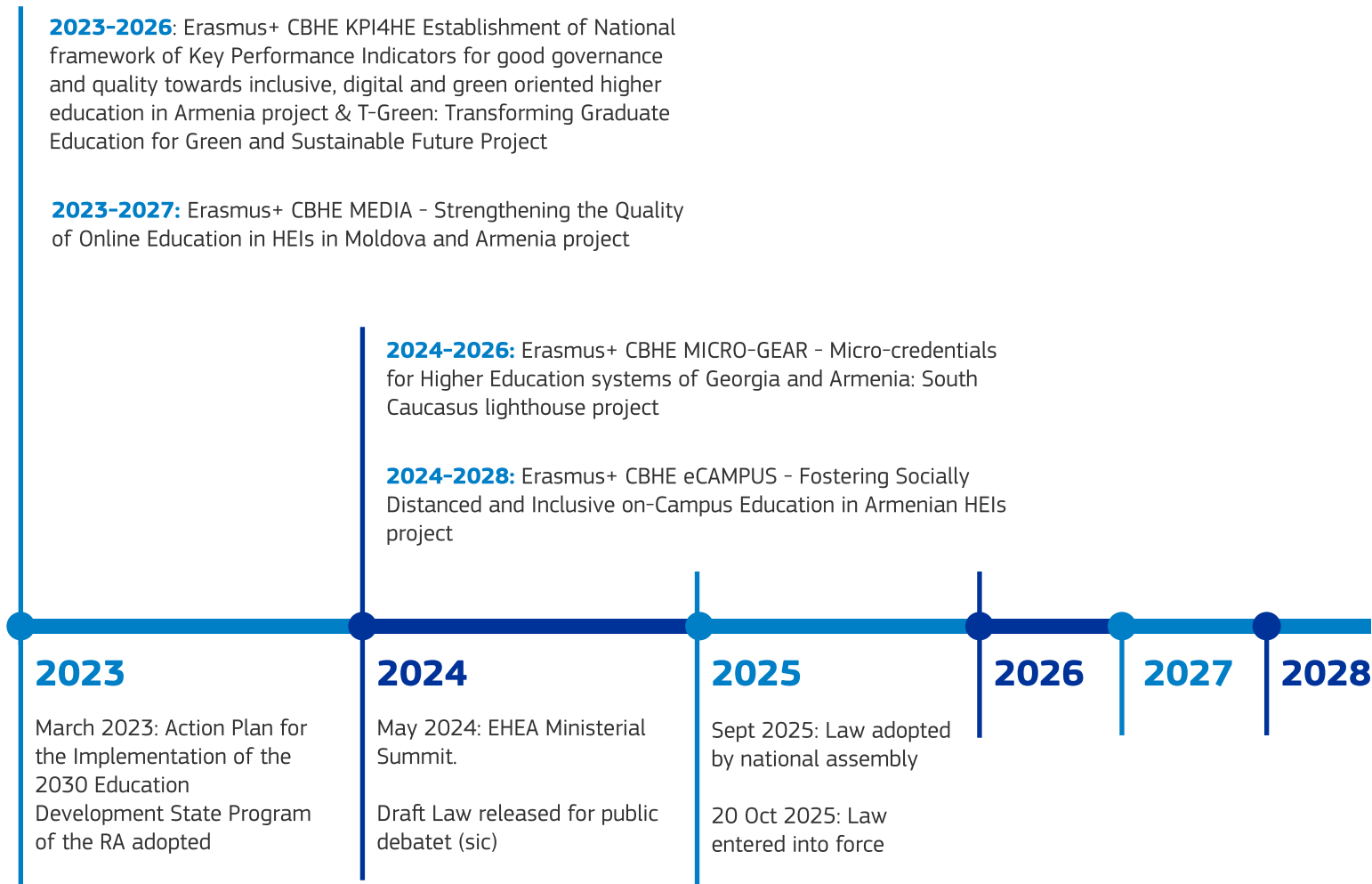
The adoption of the new Law on Higher Education and Science on 11 September 2025 represents a major milestone in the ongoing reform of Armenia's higher education system and long-term reform process. It provides a modern and unified legal framework that brings together higher education, research under one policy vision—something that had been

missing for many years. The new Law covers all the aspects relevant for the internationally competitive higher education system, including governance, quality assurance, NQFs, credit transfer, internationalisation, social dimension, learner-centred academic environment, digitalisation, etc.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The adoption of the new Law on Higher Education and Science on 11 September 2025, which came into force on 20 October, represents a major milestone in the ongoing reform of Armenia’s higher education system. However, the true impact of this reform will depend on how effectively the Law will be implemented. The next phase involves developing a comprehensive framework of regulations that will define the specific rules, procedures, and mechanisms for putting the Law’s provisions into practice. These regulations will cover critical

areas such as university governance, digitalisation, quality assurance, academic mobility, increasing the efficiency of public funding. In this context, a new HERE team has been established. It

is expected that the new HERE team will play an important advisory role. Drawing on both European experience and local expertise, the team will be invited to contribute to the drafting of these implementing regulations through providing analytical studies, for better alignment of Erasmus+ projects with the reform agenda. Their input will help ensure that the new legal framework not only aligns with European higher education standards and the Bologna Process principles but also reflects the specific needs and priorities of Armenia’s academic community.

Several key drivers contributed to making this reform possible, reflecting a broad and sustained collaborative effort across multiple levels. First and foremost, the Ministry of

### 3. Impact Stories Compendium

Education, Science, Culture and Sport of the Republic of Armenia played a central role in initiating and steering the legislative process, ensuring that the new Law was built on extensive consultations with universities, research institutions, and other national stakeholders. The Ministry's leadership helped create a shared vision for a modernised higher education and research system aligned with international standards. Equally important was the support and partnership of the European Union. The EU Delegation to Armenia, through initiatives such as the EU4Education and Erasmus+ Programme, including Erasmus+ Capacity Building in Higher Education (CBHE) projects: KPI4HE – Establishment of National framework of Key Performance Indicators for good governance and quality towards inclusive, digital and green oriented higher education in Armenia (2023-2026), MEDIA project – Strengthening the Quality of Online Education in HEIs in Moldova and Armenia (2023-2027), MICRO-GEAR – Micro-credentials for Higher Education systems of Georgia and

Armenia: South Caucasus lighthouse project (2024-2026), eCAMPUS – Fostering Socially Distanced and Inclusive on-Campus Education in Armenian HEIs project (2024-2028) and T-Green – Transforming Graduate Education for Green and Sustainable Future (2023-2026)), provided valuable policy dialogue and technical expertise.

The reports of HERE Team activities will help connect Armenia's reform agenda with broader European higher education developments, ensuring that the new legal framework is compatible with the Bologna Process principles and the European Higher Education Area objectives. The active engagement of higher education institutions was another decisive factor. Universities contributed through working groups, consultations, and expert discussions—providing practical insights from their experience and ensuring that the Law responds to real needs and challenges of the academic community.



"We expect that the insights generated by cooperation with EU experts and stakeholders will help smooth implementation of the new Law on Higher Education and Science. It is expected that new HERE team will offer practical models and forward-looking methodologies which will help us align national reforms with European best practices. The experience of the national teams involved in the Erasmus+ capacity building projects will be used for the development of respective by-laws and regulations to facilitate the implementation of the new Law".

**Ani Virabyan.** Head of Higher Education and Science Policy Department Higher Education and Science Committee Ministry of Education, Science, Culture and Sport of the Republic of Armenia



## 3. Impact Stories Compendium

### 3.2.2 Moldova

# MOLDOVA

## Recommendations for the Ethical and Responsible Use of Artificial Intelligence in Higher Education Programmes

### Type of reform:

Ministerial Recommendation

### Sectoral outcome:

Digital Transformation (AI)

### Description of the impact

As a result of two national TAM seminars organised in Moldova ([“Embracing Artificial Intelligence in education: New programmes, disciplines, and methods”](#), 14 – 15 March 2024 and on [“Promoting Academic Ethics and Integrity: Developing University Codes of Ethics in Higher Education and Research Institutions”](#) on 23–24 September 2025), our HERE experts, as members of the working group established at the ministry level, contributed to the development of the ministerial recommendations. In line with these recommendations, universities, benefiting from their institutional autonomy, are expected to develop their own regulatory frameworks in this area. Some universities, such as the Technical University of Moldova, have already taken proactive steps by developing their own institutional strategies in this regard.

The elaboration of national recommendations for the ethical and responsible use of artificial intelligence in higher education programmes directly supports key EU higher education policy objectives and the broader commitments of the Bologna Process. By promoting ethical standards, institutional accountability, and digital innovation, these recommendations align with the [European Union’s Digital Education Action Plan](#) and contribute to building a values-based digital transformation in line with the [European Green Deal](#). This initiative strengthens institutional resilience and transparency, which are essential criteria in the context of EU accession process. These recommendations also respond to the [Global Gateway](#) strategy by fostering trust in digital technologies and supporting the development of high-quality education systems, aligned with European standards.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

Two HEREs team members are designated as members of the ministerial working group that developed the recommendations. They both contributed to the organisation of the TAM on AI and to the subsequent drafting of new institutional strategies based on the recommendations. Training was offered to academic staff of Moldovan HEIs on

ethical and responsible use of artificial intelligence in higher education programmes during the two national TAM seminars organised in Moldova (on “Embracing Artificial Intelligence in education: New programmes, disciplines, and methods” in March 2024 and on “Promoting Academic Ethics and Integrity: Developing University Codes of Ethics in Higher Education and Research Institutions” in September 2025).

## 3. Impact Stories Compendium

### 3.2.3 Ukraine

# UKRAINE

## Modernising Quality Assurance and Recognition

### Type of reform:

Modernising Quality Assurance and Recognition

### Sectoral outcome:

Stakeholder inclusion, recognition and digitalisation

### Description of the impact

A [National Strategy for the Development of Higher Education in Ukraine for 2022–2032](#) was created and approved for the first time in 2022. It aligns with Ukraine's European integration goals and the core principles of EHEA—quality, recognition, inclusion, and digital transition. The HERE Team played an active role in drafting the Strategy together with the Ministry of Education and Science of Ukraine.

Between 2022 and 2025, the Strategy's objectives were put into practice through new national legislation and policy initiatives. These included major reforms in:

- **Quality Assurance:** Introduction of competence-based higher education standards and procedures for accrediting joint study programmes.

- **Inclusion:** Expanding equal access to higher education through digital external assessments and entrance exams, providing support for vulnerable applicants and students (especially due to wartime conditions), enabling individualised learning pathways, and offering state grants.

- **Recognition:** Establishing mechanisms to recognise prior learning from higher education and vocational institutions, periods of academic mobility, and non-formal education; aligning the national classification of education fields with International Standard Classification of Education (ISCED-F 2013); and further developing the National Qualifications Framework.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

HERE experts contributed to the development of all key legal documents and procedures supporting these reforms. HEREs discussed the reforms issues among themselves during regular HERE meetings, consulted with experts, studied different experience and best practice during TAMs, SPHERE

study visits and seminars, and annual cluster and joint events. Several projects also supported this reform such as the Erasmus+ Capacity Building in Higher Education (CBHE) projects: QUARSU – Qualifications Recognition Support for Ukrainian Universities (2019-2024) and AFID – Providing of Academic Freedom and Inclusion Through Digitalisation (2023-2026).



"The composition and competence of the HERE team, including representatives of the Ministry, NAQA, universities and research institutions, ensures both the high-quality development of the regulatory framework for higher education in line with the policies, principles and approaches of the EHEA, and its effective implementation in the Ukrainian higher education system, as well as the dissemination and promotion of the Bologna Process provisions and the fundamental values of the EHEA among educators and the wider public"

Maryna MRUGA. HERE Expert Ukraine. MD, PhD, Head of Expert Group on Integration to EHEA and QA, Directorate of Higher and Adult Education, Ministry of Education and Science of Ukraine

## 3. Impact Stories Compendium

### 3.3 Southern Mediterranean

#### 3.3.1 Algeria

## ALGERIA

### The National Qualifications Framework (NQF): A Structuring Tool

#### Type of reform:

Legislative change/Adoption of new policy framework

#### Sectoral outcome:

National Qualifications Framework

#### Description of the impact

The new Algerian NQF is compatible with the European Qualifications Framework (EQF). It features a standardised eight-level system, with levels 1-3 for general education, 4-5 for vocational training, and 6-8 for higher education. It aims to enhance the recognition, transparency, and quality of Algerian qualifications, aligning them with labour market needs and promoting lifelong learning and mobility.

The NQF was officially launched by the Ministry of Higher Education and Scientific Research, on July 1, 2025. The sector considers it to represent a major step forward, with benefits to be felt at all levels – national, sectoral, institutional, as well as by students and employers.

When fully operational in the years to come, the NQF will optimise integration with regional and international frameworks and strengthen the regional labour market. The digitalisation of qualifications will be accelerated. Internationalisation at institutional level will be facilitated. All these developments will lead to better informed and more agile governance.

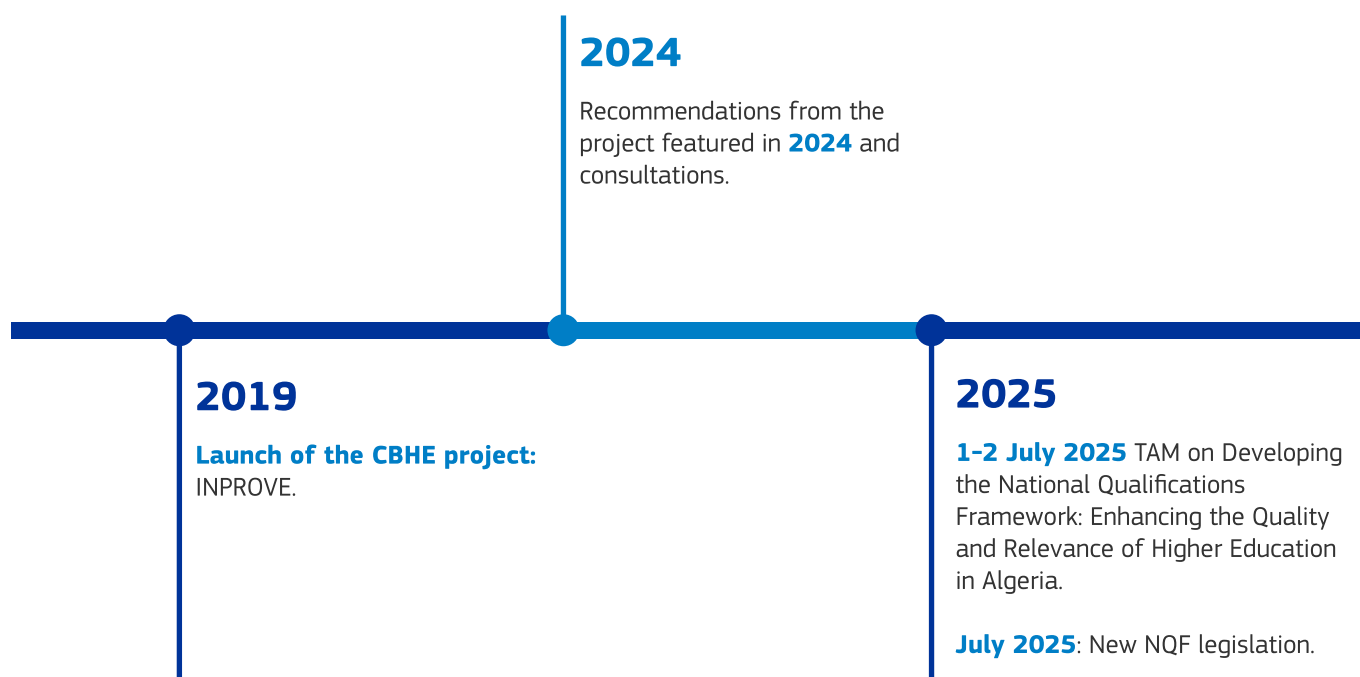
The pre-legislative and legislative processes were characterised by:

- A high level of government commitment and policy alignment, notably between the Ministry of Higher Education and Scientific Research and the Ministry of Vocational Training and Education
- The integration of the NQF into the broader national education reform agenda.
- Inter-ministerial collaboration between the Ministries of Education, Higher Education, Vocational Training, and Labour, ensuring coherence across sectors.
- Joint working groups which harmonised policies on certification, curricula, and labour market alignment
- The active involvement of universities and polytechnic schools in piloting NQF structures.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

Through all the pre-legislative stages the HERE Team played an important role, working with experts from Bologna Process countries to design level descriptors and align with good European practice.

The team's intervention was key to overcoming obstacles:

- Limited initial awareness and understanding, on the part of many stakeholders (universities, training centres, employers), of the potential benefits of the NQF.
- Lack of clear communication tools made it harder to create ownership.
- Poor liaison between the Ministries of Education, Higher Education, Vocational Training, and Labour slowed progress, each having its own culture and priorities.

The HERE Team organised training sessions for academic and administrative staff on qualification design, assessment and recognition with support from international experts (EU, UNESCO, ETF). This work was complemented by Erasmus+ Capacity Building in Higher Education (CBHE) projects such as InPROVE – Initiation du Processus de Validation des acquis de l'Expérience (2019-2022), which supported the development of frameworks for the validation of prior learning and strengthened approaches to skills recognition within the higher education system.



# ALGERIA

## Internationalisation and Attractiveness of Algerian Higher Education

### Type of reform:

Adoption of new national strategy

### Sectoral outcome:

Internationalisation

### Description of the impact

The national strategy has been revised to take due account of developments prompted by the digital and green transitions. It changes the character of HEI staff and student participation in internal policy making, as well as having implications for curriculum development. These in turn impact on the content and mode of collaboration with foreign HEIs and require secure embedding in the day-to-day practice of HEI international relations offices.

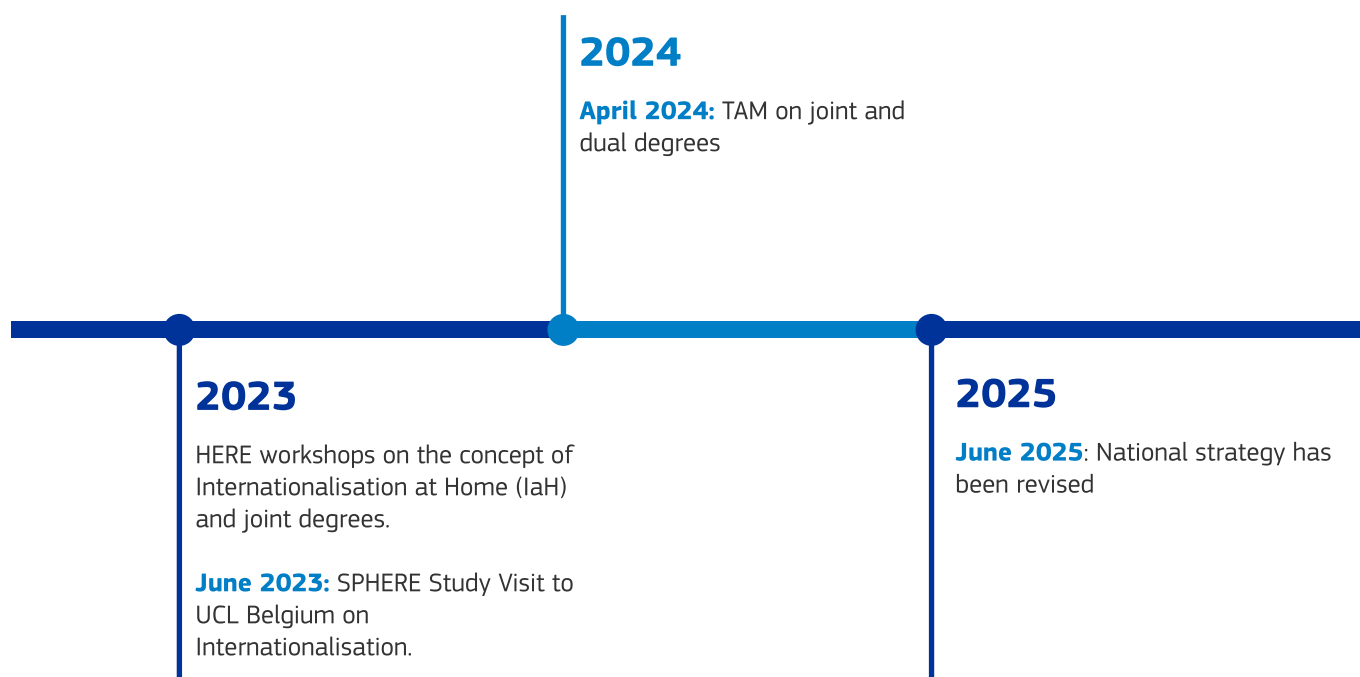
An integral part of a wider approach embracing compliance with Bologna norms, the new strategy places an important emphasis on internationalisation at home (IaH), in recognition of the fact that the needs of non-mobile students must be addressed if the strategy's benefits are to be felt by society at large.

The current and anticipated future sectoral impact can be summarised as follows:

- The Ministries & Government Ministry of Higher Education & Scientific Research (MESRS) benefits from the wider international visibility of Algerian HEIs and the accompanying curricular developments. The Ministry of Foreign Affairs & EU Cooperation benefits from the strengthening of diplomatic and academic ties.
- HEIs develop internationalised curricula without requiring large-scale mobility. Their staff acquire new teaching methodologies (intercultural, digital, bilingual). The institutions expand their capacity for partnerships with EU, Arab, and African universities.
- Students are the main beneficiaries. They gain exposure to global perspectives through internationalised courses and virtual exchanges, enhanced language and intercultural skills, and access to international experiences at home, for those unable to travel abroad. For all, employability prospects are improved.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The HEREs helped to set TAM agendas. They had follow-up meetings with EU experts and drafted the road map of the national strategy to be implemented by the Ministry. They took part in the discussions with the National Committee of Internationalisation.

Internationalisation has been central to several HERE workshops, in respect of

- Internationalisation at home (IaH) and the development of joint, double-degree, and dual-degree programmes
- Integrating IaH into national policies at ministerial level
- Progressive internationalisation of curricula

- Promoting digital tools as a lever for inclusive internationalisation
- Designing a national roadmap for IaH.
- Encouraging inter-university cooperation and pooling of resources.

Active student participation in Erasmus+ Capacity Building in Higher Education (CBHE) projects, such as SALDAE – Support for internationalisation of Algerian universities: diversification of activities and exchange (2025-2027) at the University of Bejaia and RADIO – Research & innovAtive Development International Offices networking for upscaling research capacities and encouragement of multidisciplinary studies (2024-2027) at University of Sciences and Technology of Algiers have helped make internationalisation a cornerstone of higher education policy.

### 3. Impact Stories Compendium

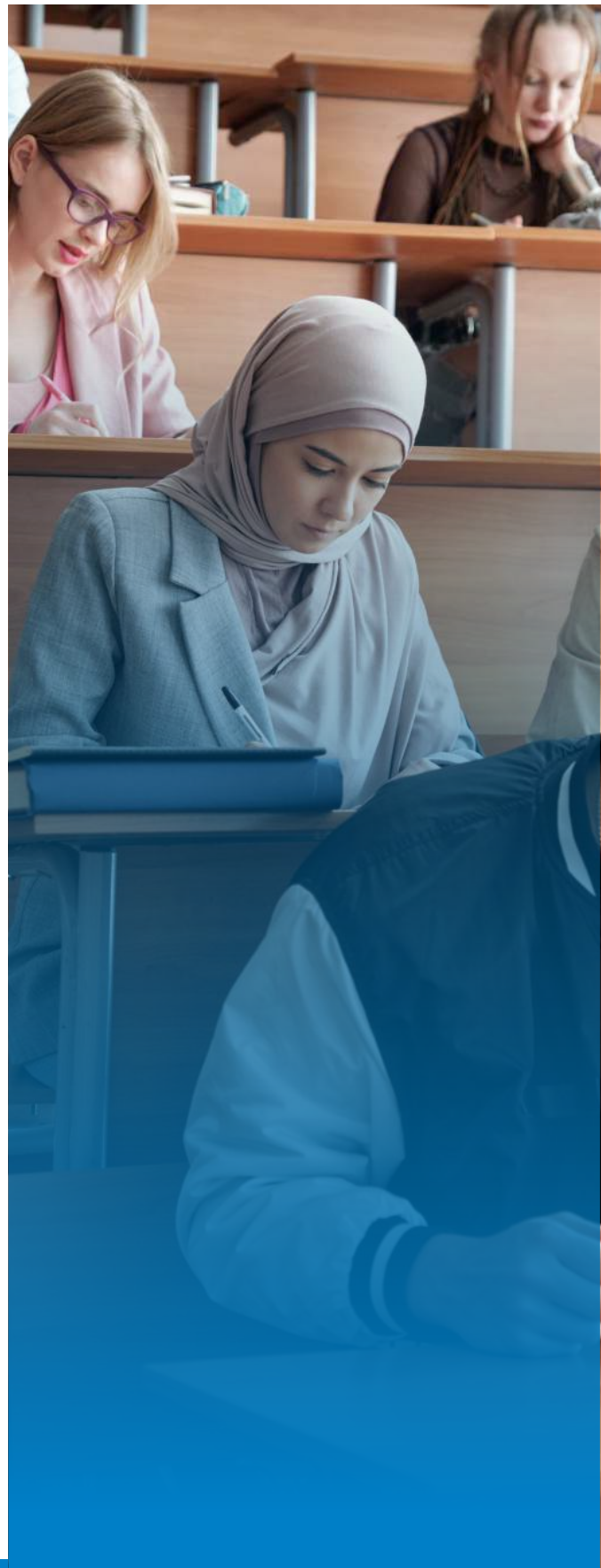
A combination of political will at government level and strong motivation within the HEIs has yielded positive and rapid results. Stakeholders have taken away several lessons:

- Formal ministry-HEI-EU coordination mechanisms should be set up early to align national policy with institutional action.
- Capacity building must accompany policy reform. A framework is only effective if academic and administrative staff are trained to apply it. Structural reforms must be integrated with training, peer learning, and institutional coaching.
- Internationalisation at home is a strategic entry point. Not all students can be mobile abroad, but digital mobility, intercultural curricula, and language training ensured wider reach. IaH can generate equity in access to internationalisation when mainstreamed into domestic curricula.



“Multi-level coordination is essential – Strong results came when ministries, HEIs, and EU actors work together rather than in silos”

**Latifa Negadi**, HERE member in Algeria



## ALGERIA

### A New Quality Assurance Agency and Quality Culture in Algerian Higher Education

#### Type of reform:

Legislative change/creation of new agency

#### Sectoral outcome:

Quality Assurance in Higher Education

#### Description of the impact

The long-term outcome of the current policy deliberations is the creation of a National Quality Assurance Agency for Higher Education, which will assume responsibility for accreditation and external evaluation. It presupposes agreement on performance indicators, harmonisation of information systems, and decision on how the Agency's prescriptions will be implemented at institution level. To date, there have been a number of intermediate impacts which demonstrate the progressive modernisation of HE governance and the professionalisation of university management:

- The establishment of the National Quality Assurance Network in Higher Education
- The setting up of quality assurance implementation committees in Higher Education (CIAQES) and quality assurance officers (RAQ) across universities
- Revision in 2023 of the 2016 national QA guide (RNAQES)
- ISO 9001 certification of the University of Ouargla, the first in Algeria, with other universities (Bejaia, Biskra, Setif, etc.) preparing for ISO 9001 or ISO 21001 certification.
- Creation of double degrees, diversifying academic opportunities.

Three drivers have fuelled these developments:

- Government pressure for transition from a hydrocarbon-dependent economy towards a knowledge economy. The key actors are the Algerian Presidency and Council of Ministers.

- Inter-ministerial collaboration on the alignment of the HE system with the needs of the economy. Closely involved are the Ministries of Higher Education and Research; Industry; Vocational Training; Post and Telecommunications and Digital Economy.

- A significant policy shift from direct centralised control of HE towards a network of independent regulatory agencies. Here the key actor is the National Agency for Evaluation and Quality Assurance in Higher Education (working to the Ministry of HE and Research).

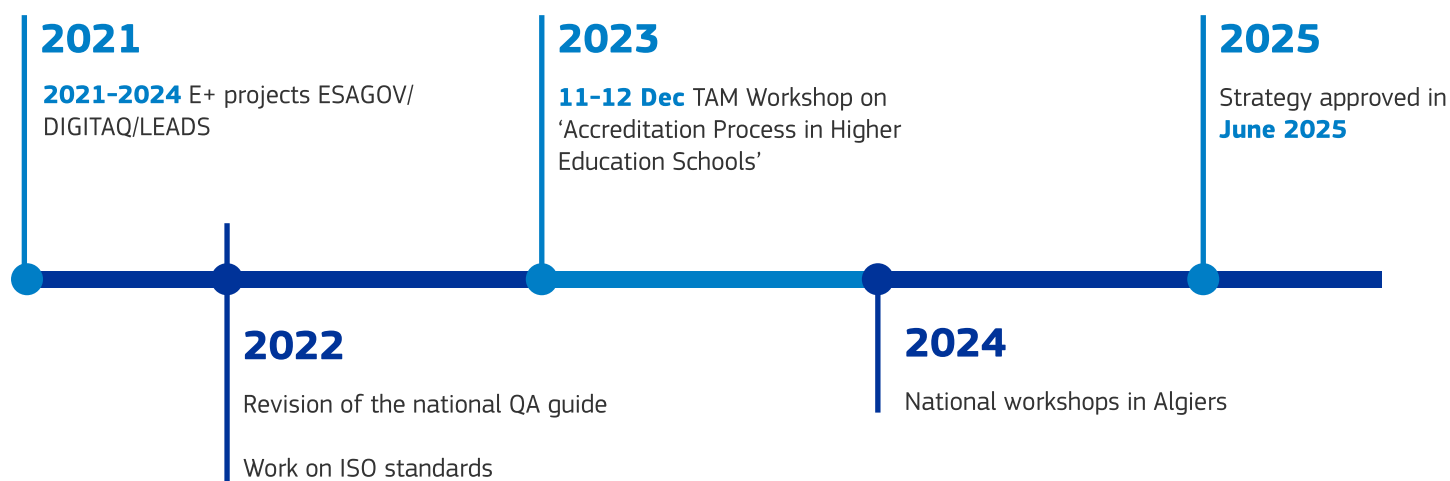
Beyond 2026 the priority will be to complete the transition to higher education system that truly serves Algeria's future. This will require the elimination of the barriers that have been identified in the reform process thus far:

- A weak legal framework that gave insufficient financial autonomy to HEIs.
- Internal resistance and inadequate leadership skills made it difficult to implement reforms even when they were legally possible

This task will be facilitated by the integration of HE policy into the wider framework of the national economic agenda, by the mobilisation of all relevant stakeholders, and by systematic staff development at all levels of HEIs, including leaderships.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

Through all the pre-legislative stages the HERE Team played an important role, working with experts from Bologna Process countries and peer institutions to advise on the content of reform and its roadmap. A number of Erasmus+ Capacity Building in Higher Education (CBHE) projects provided valuable support and guidance such as:

ESAGOV –L'enseignement supérieur à l'heure de la gouvernance universitaire (2019-2023), DIGITAQ – Creation of digital capacities for the management of quality assurance in Algerian Higher Education (2021-2024) and LEADS – Linguistic, entrepreneurial and digital skills (2023-2026).





## 3. Impact Stories Compendium

### 3.3.2 Egypt

# EGYPT

## Egypt's Open Education Reform: A New Era of Inclusive and Lifelong Learning

### Type of reform:

Legislative change

### Sectoral outcome:

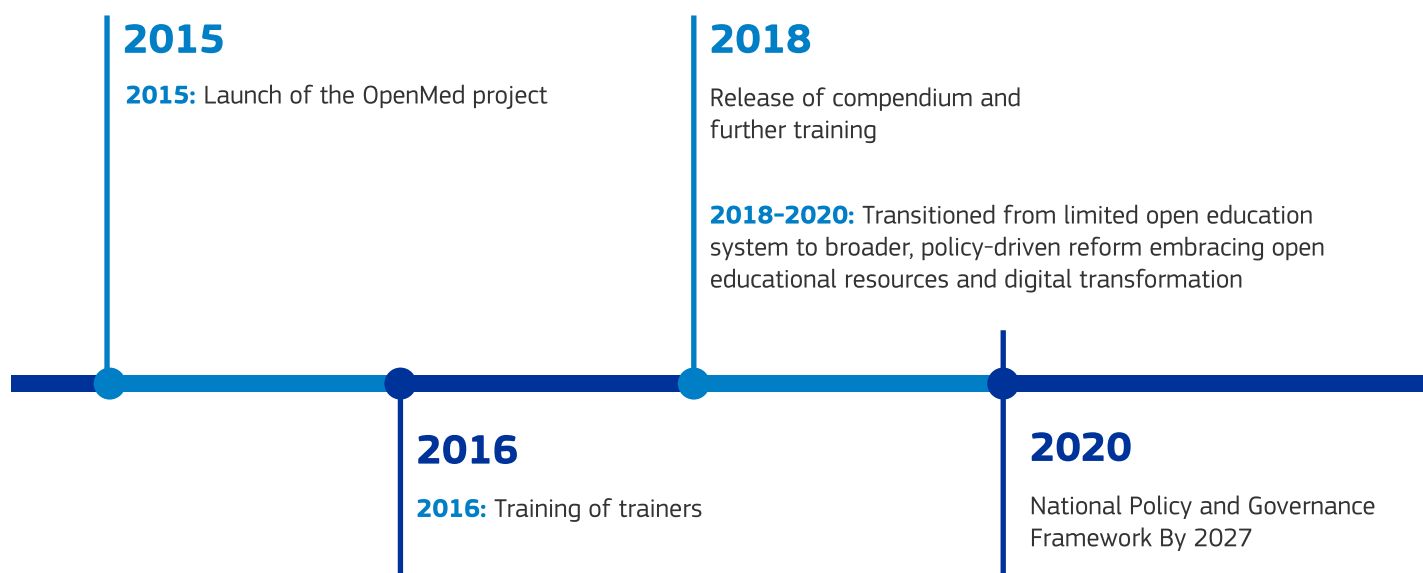
Implementation of new digital platforms/tools at national or institutional level, digitalisation policy, online and hybrid learning

### Description of the impact

Greater awareness of open education, Open Educational Resources (OER), and Open Educational Practices (OEP) among university administrators, faculty and policymakers led to a positive shift toward sharing and collaboration in the higher education sector in Egypt. Specifically, the Erasmus+ Capacity Building in Higher Education (CBHE) project [OpenMed – Opening up Education in South-Mediterranean countries project](#) (2015-2018) played a key role in shaping a national framework for open education in Egypt, which proved especially valuable during the COVID-19 pandemic. By establishing early awareness, infrastructure, and institutional capacity for openness, OpenMed enabled Egyptian universities to respond more effectively to the rapid transition to online

and blended learning. Its advocacy for integrating openness into university strategies laid the foundation for flexible, accessible, and technology-enhanced learning models, closely aligning with Egypt's emergency digital transformation in higher education during the pandemic. Egypt's open education reform marks a major shift toward accessible, innovative, and globally aligned higher education. By integrating digital learning, OER, and open access, the reform expands learning opportunities, enhances quality and employability, and strengthens Egypt's connection with EU and international education frameworks. This transformation positions Egypt as a regional leader in inclusive, technology-driven higher education aligned with Vision 2030 and Horizon Europe principles.

## Visual timeline Impact Factors and Driving Forces



### Role of the HERE and role Erasmus+ projects in the impact

The change driven by Erasmus+ initiatives, the HERE activities, and projects such as OpenMed – Opening up Education in South-Mediterranean countries project (2015-2018) has been highly significant for Egypt's higher education system. While not yet fully transformative on a system-wide level, the impact has been strategically deep and sustainable in several key areas:

- Institutional Transformation: The introduction of open education models, digital learning, and capacity-building structures such as Innovation
- Centres for Open Education have modernised teaching and learning practices in leading universities.
- Policy Alignment: The engagement of HERE experts has helped align Egyptian higher education with European and Bologna Process principles, including quality assurance, student-centred learning, and recognition of qualifications.

- Cultural and Mindset Shift: There has been a growing awareness among faculty and administrators about the value of internationalisation, collaboration, and open access to knowledge.
- Sustainability and Scale: The model has proven replicable but scaling it across all institutions requires continued policy support and funding.



### 3.3.3 Israel

## ISRAEL

### Promoting a Sustainable Campus

#### Type of reform:

Adoption of national strategy

#### Sectoral outcome:

Sustainability and greening

### Description of the impact

The Council for Higher Education (CHE) has launched a new national framework to incentivise higher education institutions (HEIs) to promote sustainability on campus.

Developed jointly with the Ministry of Environmental Protection, the framework establishes funding mechanisms and guidelines for institutional action. As a direct outcome of HERE activities (see below), the Ministry of Energy is developing a national energy intensity index for HEIs, along with plans to publish aggregated data and share information on sustainability activities across campuses. The HERE Team helped establish new institutional connections between HEIs and government ministries – forming relationships that do not rely solely on CHE as intermediary. This cross-sectoral engagement, and the involvement of “unnatural” policy actors in higher education (such as infrastructure and energy ministries), signals a strategic policy shift. These developments reflect a growing commitment to long-term, systemic change in the HE sector.



## Visual timeline Impact Factors and Driving Forces



### Role of the HERE and role Erasmus+ projects in the impact

The Council for Higher Education (CHE) used the TAM on "[Sustainable Campus](#)" in March 2024 as a strategic milestone for its new national framework to incentivise HEIs to promote sustainability on campus. It proved to be a turning point in the national sustainability agenda in higher education - the first national event to convene all relevant stakeholders, including senior representatives from government ministries, the Council for Higher Education, and both universities and colleges, for a coordinated discussion on sustainability. It facilitated direct, high-level dialogue, broadened institutional inclusion, and provided the strategic visibility and urgency that led to the development of the Sustainable Campus policy and funding initiative by CHE and the Ministry of Environmental Protection. It also served as a gateway to a second TAM, focused on [Teaching the SDGs in Higher Education](#), held later in 2024.

Following the March TAM, 33 HEIs submitted proposals under the National Sustainable Campus Initiative. The Weizmann Institute of Science received 1 million NIS, while four additional institutions – Bezalel Academy of Art and Design, Sami Shamoon College of Engineering, Tel-Hai Academic College, and Kibbutzim College of Education, Technology, and the Arts – were each awarded 250,000 NIS. Based on the strong participation and outcomes, CHE launched an additional annual call in 2025. In addition, a forum of sustainability leaders in higher education was set up. Led by the HERE Team together with the National Erasmus+ Office (NEO), it has organised several targeted training sessions and best-practice exchanges on key topics such as reducing energy consumption, shading solutions, and food sustainability on campus. The TAM itself served as a significant professional development opportunity for sustainability and operations staff. Participants gave positive feedback.

### 3. Impact Stories Compendium

A key stakeholder group of campus logistics and operations managers has also been formed. Following the TAM, the NEO and HERE Team initiated a user-friendly communication and coordination tool that facilitates peer consultation, ongoing dialogue, and access to relevant training (on, for example, energy reduction, shading infrastructure, and food sustainability). This group has also been linked to the Ministry of Energy and invited to participate in its national call for action on sustainability.

The following official documents and public webpages testify to the significance of the HERE activities:

- [Official decision by the Planning and Budgeting Committee \(PBC\): On 5 July 2023, the PBC of the Council for Higher Education formally approved the Sustainable Campus initiative.](#)
- [Programme implementation – published results \(July 2025\): The CHE published the list of funded institutions, awarded budgets, and project titles under the first call for proposals.](#)
- [New open call for 2025.](#)
- [CHE public visibility: The CHE's official webpage on "Sustainability and the Climate Crisis".](#)
- [Sustainable Campus TAM \(March 2024\): This event marked the launch of the national initiative. The official event page includes the full video recording of the TAM, session details, and participating speakers.](#)
- [Follow-up training and capacity-building events \(with recordings\): Best Practice Workshop – Shading Solutions \(July 2025\).](#)

- [Online Conference – Behavioural Approaches to Promote SDGs on Campus \(December 2024\).](#)

- [Sustainable Campus Conference.](#)

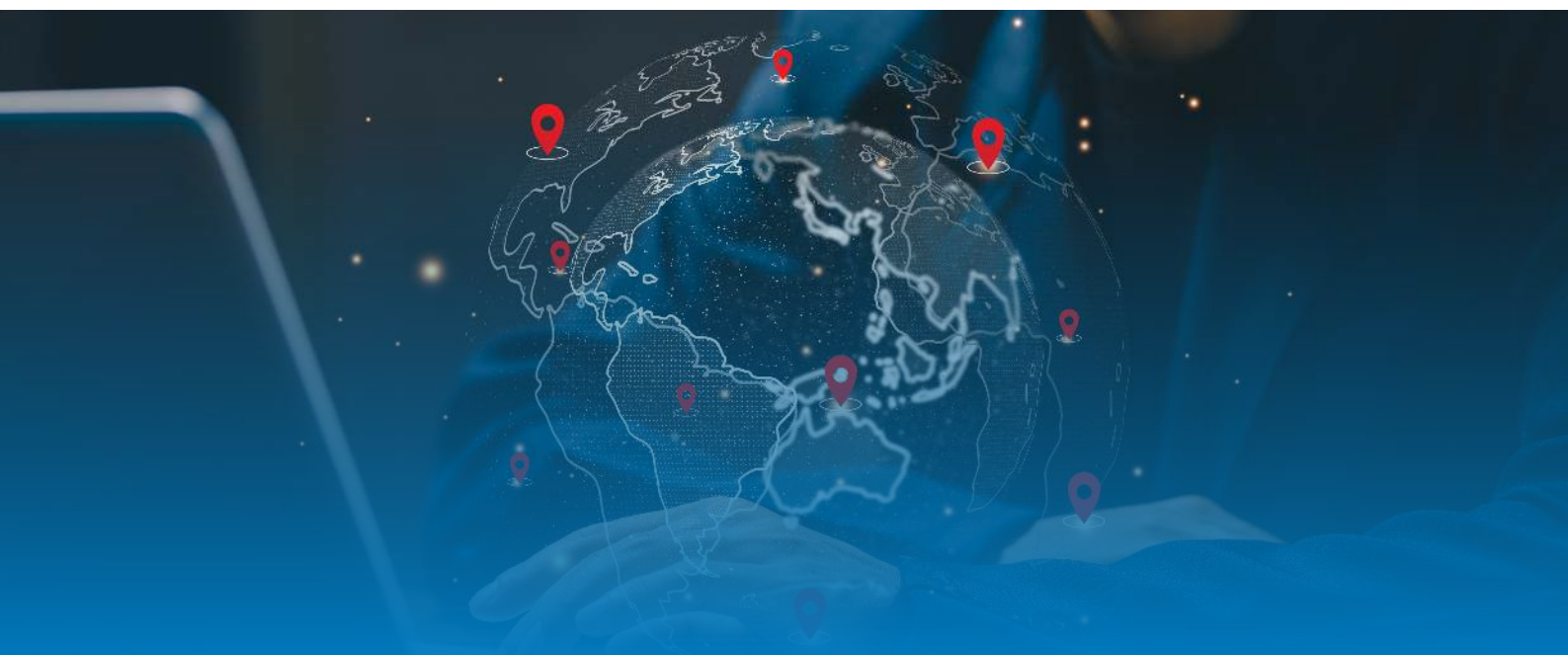
- [Erasmus+ Israel thematic engagement page.](#)

The outcome of the Sustainable Campus initiative directly reflects Priority 1 of the 2024 HERE Work Plan: "Promoting greening and sustainability in higher education." This priority aims to foster inter-institutional collaboration and knowledge sharing on green campus initiatives, as well as policy dialogue with regulators to support sustainable infrastructure and practices in HEIs.

The HERE Team is deeply committed to promoting the continuation and expansion of sustainability policy and will continue to engage in dialogue with the Council for Higher Education to ensure that environmental priorities remain visible and supported at the national level.

"The HERE activities in Israel have played a pivotal role in transforming sustainability from a peripheral concern into a strategic priority across all levels of higher education. By fostering collaboration between academia, government ministries, and institutional leadership, these initiatives have catalysed the development of structured national programmes aimed at significantly reducing the carbon footprint of academic institutions, with the ambitious goal of achieving carbon neutrality before 2050, while promoting sustainability both in curricula and campus management. I am honoured to have been part of the team leading this process, which reflects a broader challenge shared across EU countries: embedding sustainability as a core mission of higher education systems."

**Prof. Marcelo Sternberg.** HERE Expert. Head of the Plant Ecology Lab at the School of Plant Sciences and Food Security - Tel Aviv University:



## 3. Impact Stories Compendium

### 3.3.4 Jordan

## JORDAN

### Advancing micro-credentials and Recognition of Prior Learning in Jordan

#### Type of reform:

Alignment with international framework

#### Sectoral outcome:

Micro-credentials, RPL, National Qualifications Framework

### Description of the impact

The main outcome has been the establishment of a committee mandated to design a national framework for micro-credentials and RPL. This marks a structural step toward flexible learning pathways, recognition of diverse learning, and alignment with Bologna tools addressing quality assurance, employability, lifelong learning, and student mobility.

The benefits will be felt by a wide range of stakeholders: the Ministry of Higher Education and Scientific Research, the Accreditation and Quality Assurance Commission, Higher Education Institutions (universities, community colleges), students and adult learners (gaining recognition for non-

formal/informal learning), civil society and employers (via Sectoral Skills Councils).

This represents a transformative change, the first ever step towards the formal recognition of micro-credentials and RPL in Jordan. It lays the groundwork for flexible, student-centred learning pathways and strengthens the country's alignment with European recognition standards. There was resistance from some academics and employers, born of unfamiliarity with the concepts and practices. This was overcome by dint of consultation, collaboration of actors at all levels, and capacity building events.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces

##### 2024

**25-26 Nov** TAM Recognition of Prior Learning and Micro credentials

National committee adopts recommendations **(end 2024)**

Programme of consultations, including local and national seminars organised by the HERE team

NQF to be adapted to accommodate micro-credentials and RPL **(2026)**

##### 2025

SPHERE seminar on Microcredentials  
Rabat (May 2025)

#### Role of the HERE and role Erasmus+ projects in the impact

The HERE Team ran an initial TAM on “Recognition of prior learning and micro-credentials” held on 25 - 26 November 2024. Later in the same year, its recommendations were adopted and a national committee formed. In 2026 micro-credentials and RPL will be formally integrated into the Jordanian NQF.

It remains for the Ministry and the Accreditation and Quality Assurance Commission to formally adopt the Standards of Accrediting Micro-Credentials and the framework of recognition of Micro-Credentials and RPL.

“Early and continuous stakeholder engagement reduces resistance to the reform process” Professor Thafer Assaraira, President Accreditation & Quality Assurance Commission



### JORDAN

#### Driving Digital Transformation in Jordanian Higher Education

**Type of reform:**

Updating HEI strategy

**Sectoral outcome:**

Digitalisation

#### Description of the impact

The main outcome has been the establishment of a national digitalisation committee to coordinate the digital transition of Jordan's HEIs. This initiative has strengthened institutional strategies, promoted the use of digital platforms, and laid the foundation for a national digitalisation strategy to ensure the long-term integration and sustainability of digital learning. It has implications for quality assurance, governance, and staff development. These are currently being addressed.

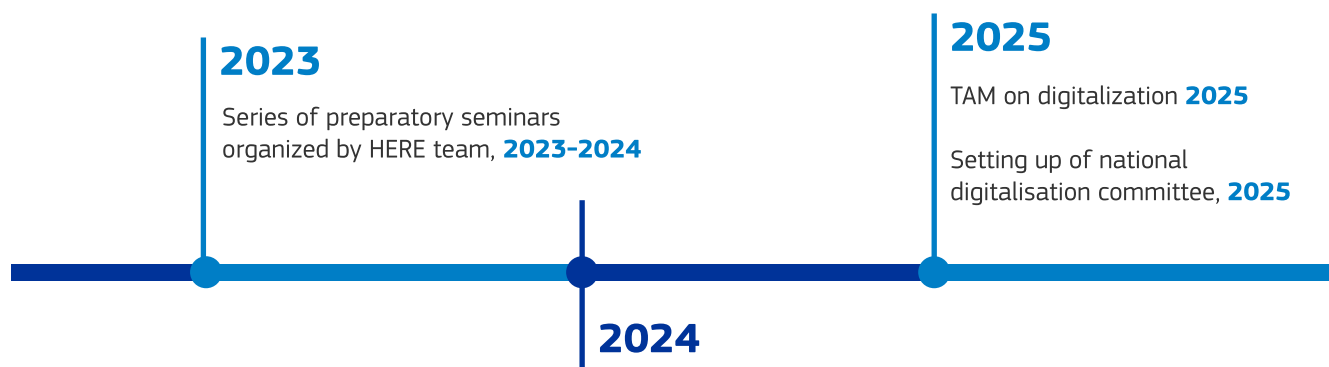
The fact that the initiative has mobilised a wide range of stakeholders has been a positive feature and a guarantee of the acceptability of the reform. The following bodies have collaborated closely: the Ministry of Higher Education & Scientific Research (MOHE Jordan) (policy steering); the

Accreditation and Quality Assurance Commission (AQAC) (adaptation of QA for digital learning and skills); HEIs (adoption of strategies, digital platforms, new structures); students (enhanced digital skills); civil society & employers (better-trained graduates with digital skills). Once the reform has been bedded in at national level, the process of roll-out and implementation at HEI level can be accelerated and local resistances overcome.

Benefits accrue to all stakeholders. In addition, reform brings the Jordanian HE system into closer alignment with the [EU Digital Education Action Plan](#) and with Bologna Process policies on the digitalisation and modernisation of HE.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

HERE involvement has been significant – and consistent with one of the priorities of its Work Plan, namely, to “expand e-learning opportunities to improve access to education and enhance the quality of online learning experiences.”

Over a two-year period, the HERE Team organised a series of seminars on digital readiness at HEIs. A SPHERE TAM held in 2025 drew national attention, following which the Committee on digitalisation was officially convened. It proceeded to draft the national digitalisation strategy and to pilot digital QA mechanisms.

The HERE activities have:

- Built awareness among HEIs and policymakers on the importance of digital readiness
- Introduced European best practices in digital QA, hybrid learning, and infrastructure planning
- Facilitated structured dialogue between MOHE Jordan, AQAC, HEIs, and students.

Thanks to HERE intermediation within the SPHERE structure, the digitalisation reform has benefitted from the advice and guidance of EU and Bologna experts. They have facilitated dialogue and consensus between ministries, HEIs, and QA bodies and have contributed to the process of drafting proposals for a digitalisation framework and the attendant updating of QA methodology.

Two Erasmus+ Capacity Building in Higher Education (CBHE) projects have also played an important role: ICT4EDU – ICT Competencies of Early Childhood Educators at HEIs in MENA Countries (2023 – 2025) and RL4Eng– Development of Remote and Virtual Laboratories for Teaching and Training Engineering Students in the South Mediterranean and Sub-Saharan Higher Education Institutions (2023 -2025).

**RL4Eng**

Development of Remote and Virtual Laboratories for Teaching and Training Engineering Students in the South Mediterranean and Sub-Saharan Higher Education Institutions



“Digitalisation requires the simultaneous investment in infrastructure, training, and mindset change”

**Professor Hasan Shalabi**, President Tafila Technical University

### JORDAN

#### Promoting Inclusion in Higher Education

##### Type of reform:

Adoption of national strategy

##### Sectoral outcome:

Inclusion strategy, Recognition of refugee qualifications

#### Description of the impact

The significant impact has been the launch of an Electronic Communication System Project linking the Ministry of Higher Education (MOHE Jordan) and HEIs, which supports social inclusion by systematically collecting student data, monitoring disadvantaged groups, and enabling fair admissions.

It also facilitates credential recognition for refugees, enhances data-based decision-making, and strengthens coordination between universities and MOHE Jordan.

This reform is a major step forward: it introduces a systematic, technology-based solution to inclusion challenges, ensures evidence-based policies, and secures equitable access for refugees and vulnerable groups.

It also contributes to the Bologna Process social dimension commitment (fair access, participation, completion) and aligns with EU objectives on inclusion, equity, and diversity. It supports SDG 4 (Quality Education) and the EU's insistence on refugee inclusion.

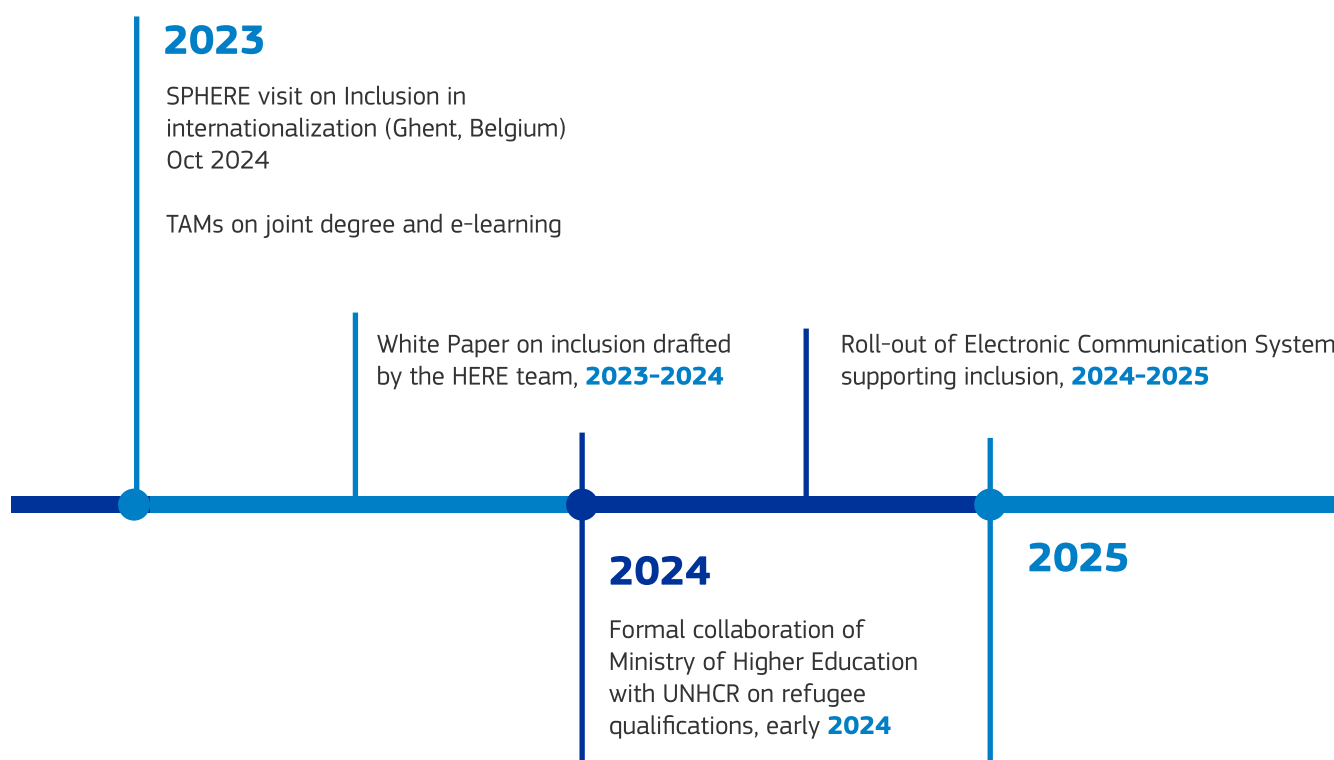
In principle, its benefits are felt at all levels of the HE system:

- By MOHE – oversight and coordination
- By HEIs – admissions and student affairs units
- By students – especially refugees and disadvantaged groups
- Civil society & international partners – e.g. UNHCR supporting refugee inclusion

However, even when initial hesitancy from some HEIs to share data systematically is overcome, there remain technical challenges in integrating refugee data into national systems. Capacity building in HEIs is essential if the technology is to be well utilised and productive.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The HERE team has played a major role in progressing the reform. Since 2021 its mandate has featured a horizontal priority on the Social Dimension and Inclusion. The HERE Work Plan confirms the priority set on equity, diversity, and widening access by embedding inclusion into national higher education strategies.

In 2023-2024, the HERE team drafted and presented a White Paper on Social Inclusion & Recommendations, which it discussed with the Ministry and other stakeholders. Early in 2024 MOHE partnered with UNHCR, the UN Refugee Agency, on the recognition of refugee qualifications

In 2024-2025, the Electronic Communication System was piloted and rolled out to all HEIs.

Throughout the process, EU and Bologna experts assisted in the authoring of the White Paper and the design of the IT system. Their presence was an important factor in facilitating dialogue within the HE sector.

*“Digital systems are key enablers for inclusion but require capacity building and trust”* Professor Ammar AlMaaitah, Director, Centre for Sustainable Development Studies and Technology - JUST

## 3. Impact Stories Compendium

### 3.3.5 Lebanon

# LEBANON

## Lebanon's Five-Year Plan for Higher Education

### Type of reform:

Legislative reforms

### Sectoral outcome:

Inclusion, digitalisation quality assurance, and governance

### Description of the impact

The National Erasmus+ Office (NEO) and the Higher Education Reform Experts (HERE) contributed to the development of a [Five-Year Strategic Plan for the Lebanese HE sector](#). With the support of UNESCO, the design of the Plan was led by Ellen Hazelkorn and T. Boland, with additional contributions from HERE Chafic Mokbel. It articulates a vision for the future of higher education in Lebanon:

*"Lebanon's higher education system will meet the needs of Lebanon by providing knowledge and learning of lasting social, economic and cultural significance, which is sustainable and internationally competitive."*

The Plan is structured around three strategic pillars, encompassing eleven priority areas and forty-four programmes. The strategic pillars are as follows:

- Steering the higher education system
- Enhancing relevance and quality outcomes
- Strengthening social responsibility and competitiveness

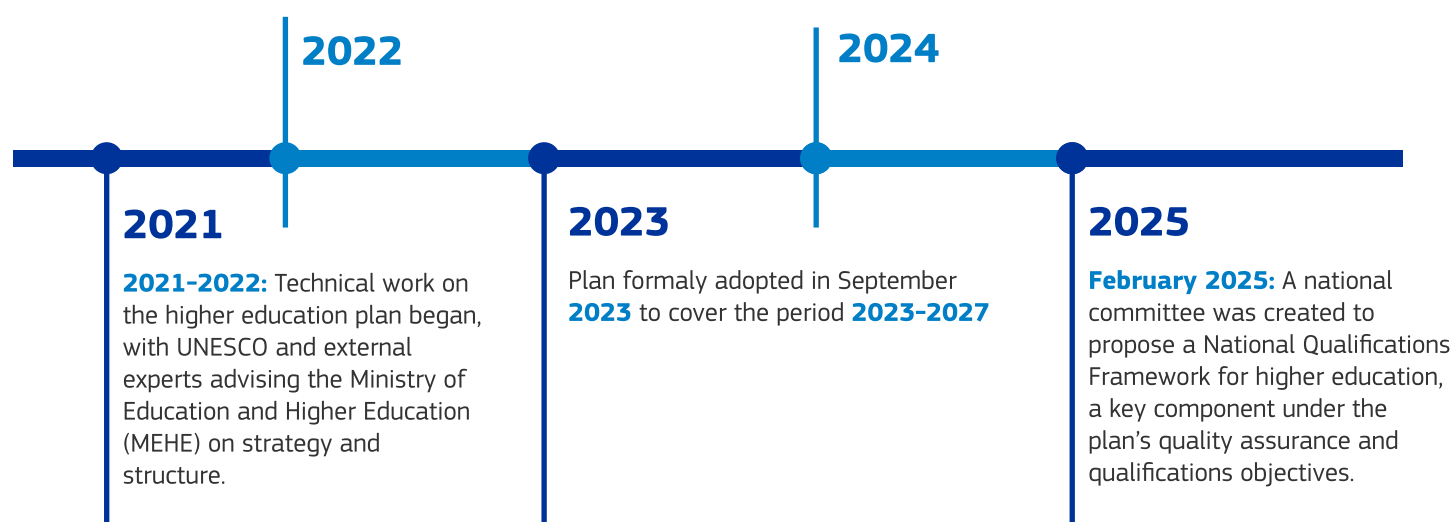
The plan addresses all dimensions of HE and emphasises both structural reforms and reforms at the institutional level. Formally adopted in September 2022 by the Minister of Education and Higher Education, it covers the period 2023–2027. Although implementation has been delayed due to external events, several committees have been established to support its operationalisation.

Depending on the degree of its implementation, the Plan will have a dramatic impact on HE governance, quality assurance and finance. It will transform and modernise procedures and processes. This includes initiatives such as the development of a comprehensive Higher Education Management Information System. Further far-reaching reforms in the areas of governance, quality assurance and finance, are envisaged.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The Plan has profited from the outcomes of many TAMs and activities, notably "Rethinking the Lebanese Higher Education", December 2017. Drafting the Plan involved intense consultations, in which the NEO and the HERE team participated fully, offering an informed vision of the sector to the full range of stakeholders.

In addition to the TAMs, the drafting process profited from the outcomes of the Tempus project TLQAA – Towards a Lebanese Quality Assurance Agency (2011-2013), and, in particular, the Erasmus+ Capacity Building in Higher Education (CBHE) project TLQAA+ – Programme Evaluation for Transparency and Recognition of Skills and Qualifications (2016-2020). These projects helped drive the awareness and development of the Quality Assurance system which features in the Plan.

The HERE team was instrumental in securing the input of experts (advisory, drafting proposals, facilitating dialogue, piloting new tools). One HERE member directly contributed to the drafting of the Five-year Plan.

In general, the HERE Team have had an advisory and promotional role. They have recently run a survey of perceptions of the Plan within the sector. This monitoring function will help ensure that the five-year plan remains on track.

*"It is often easier to achieve consensus within the HERE team before trying to project it on to the whole system"*

**Chafic Mokbel.** HERE expert

## LEBANON

### Lebanese Higher Education Management Information System - HEMIS

#### Type of reform:

Adoption of a national framework

#### Sectoral outcome:

Implementation of new digital platforms/tools at national or institutional level

#### Description of the impact

The Higher Education Management Information System (HEMIS) collects data and computes statistics and indicators relative to all processes and procedures of higher education. It serves governance by providing verified information and facilitates recognition by providing information about institutions and programmes. It also underpins accreditation and quality assurance.

While HEMIS is useful for all stakeholders including institutions, students, and society at large, it will be managed by the Directorate General of HE in the Ministry. The collaboration of the Ministry with the HERE team has been consistent throughout the development process. Thanks to their close contact, the HEMIS venture was confirmed by a recommendation in Lebanon's current five-year plan for HE.

There are nevertheless three important challenges to be met:

- Ensuring the participation of the stakeholders,
- Lack of expertise, and
- Funding.

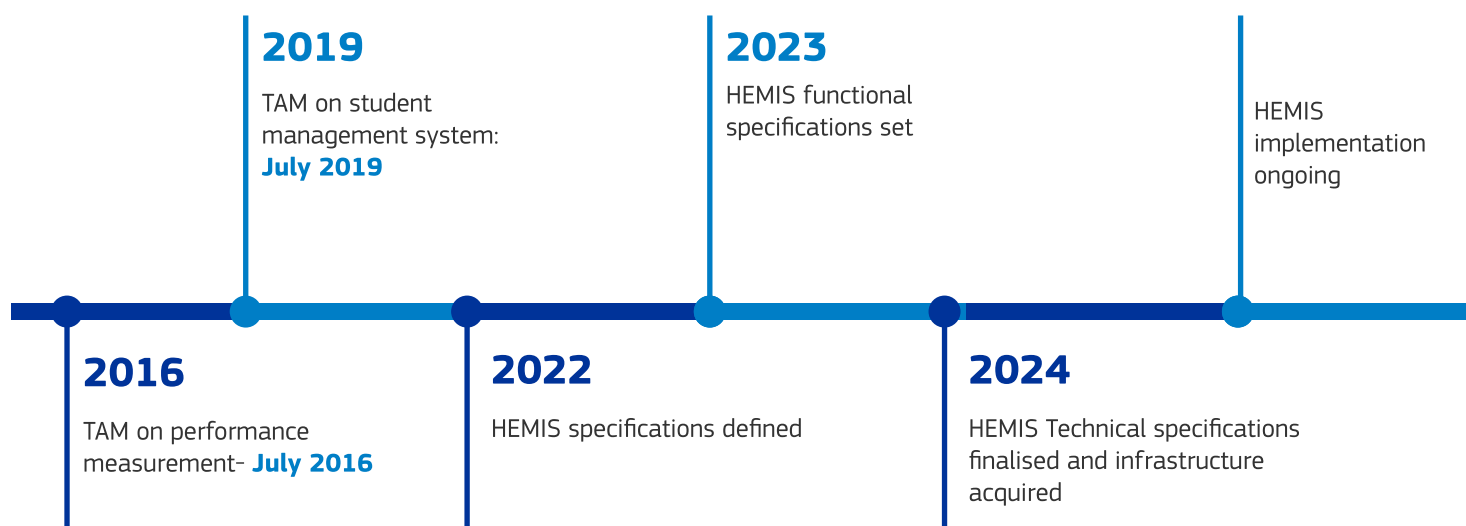
The HERE Team helped address all three: by their promotional role, their technical and technological expertise, and by the fact that their services made no financial demands. Towards the end of the implementation process, there will be a need for dialogue concerning data sharing and access by all the stakeholders. They will input data and require access to data input by others. The HEREs will have an important facilitating and moderating role.

It is clear that in projects of this kind, trust between partners and unswerving motivation are key. The HERE Team access to EHEA expertise is critical to their ability to help stakeholders move forward on a cooperative basis, pointing to what has been achieved in other HE systems and to how Lebanon can align its procedures with international good practice.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces

The hardware specifications were set in late 2022. The Hardware has been acquired late 2024. The functional specifications were set in 2023 - The technical specifications were set in 2024. Implementation is currently going on.



#### Role of the HERE and role Erasmus+ projects in the impact

The HERE team has supported the Ministry and Directorate General of Higher Education in the definition and implementation of HEMIS. To date, this support has taken the form of:

- Drafting the specifications for the hardware by one HERE member (The Ministry has now acquired this hardware)
- Drafting the functional specifications of the system (with the support of the World Bank). The HEREs provided expertise in defining the functions and in enumerating the performance indicators
- Drafting the technical specifications
- Implementation is ongoing, proceeding by modules with the support of the HEREs in implementation and technical supervision

The development process has been protracted. Two early TAMs in particular boosted the impact of HEMIS: (1) On indicators for measuring performance in HE, September 2016, and (2) on a student management system, July 2019. CBHE projects have also contributed to the impact, notably the Tempus project TLQAA – Towards a Lebanese Quality Assurance Agency (2011-2013), and the Erasmus+ Capacity Building in Higher

Education (CBHE) project TLQAA+ – Programme Evaluation for Transparency and Recognition of Skills and Qualifications (2016-2020); both focused on quality assurance.

The HERE team has had and continues to have a central role in the construction of the HEMIS. It advises on functions and indicators and supports the drafting of the different specifications. They participate in monitoring and implementation and will also have a mediating role in the expected dialogue between the higher education institutions and the Ministry concerning data.

“HEMIS is not only a data system—it is a foundation for a more transparent, accountable, and internationally aligned higher education sector in Lebanon. The HEREs’ role has been instrumental in bridging expertise and fostering the cooperation needed to make this vision sustainable.”

**Diane Nauffal.** HERE Expert. Lebanon

“The development of HEMIS marks a transformative step for higher education governance in Lebanon. By enabling reliable data collection and informed decision-making, the system will strengthen transparency, quality assurance, and strategic planning across the sector. The continued collaboration between the Ministry and the HERE team demonstrates how sustained partnerships can drive systemic reform and align national practices with international standards.”

**Directorate General of Higher Education,** Lebanon

## LEBANON

### Towards a Quality Assurance Agency for Lebanon

#### Type of reform:

Legislation for creation of new agency

#### Sectoral outcome:

Quality Assurance

#### Description of the impact

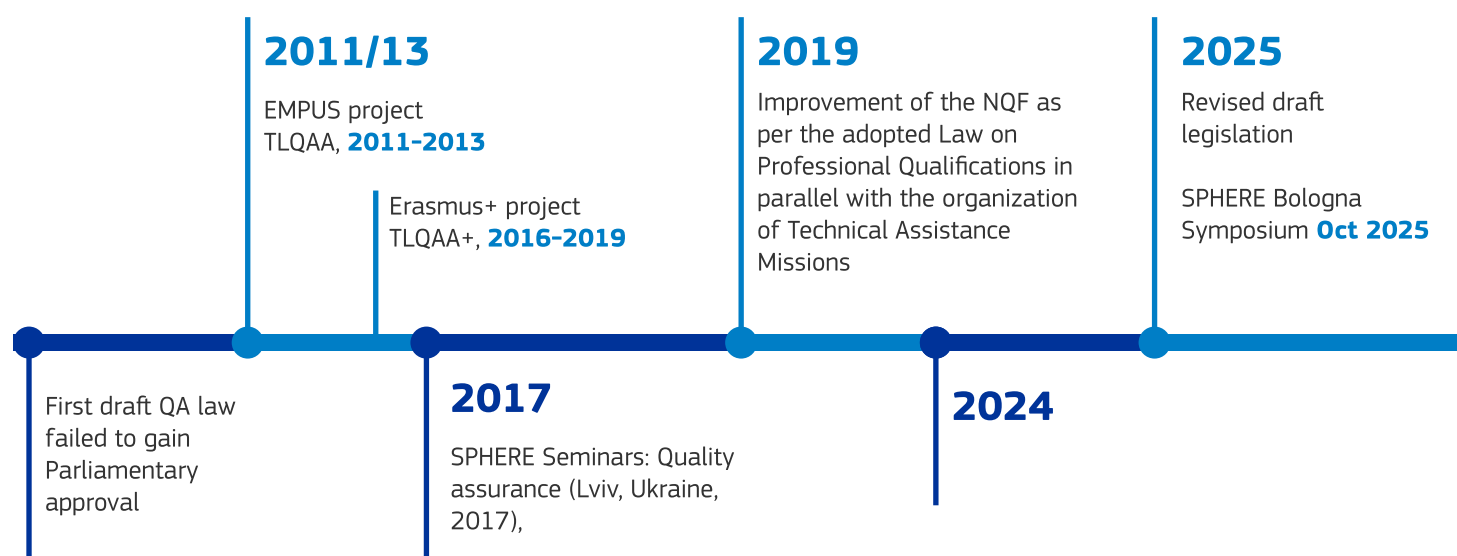
The legislative process currently in train represents the maturing of an initiative first conceived within the EU's Tempus programme. The project followed the failure of a previous draft law to secure approval by Parliament in 2011. It strengthened institutional quality assurance systems, embedding a culture of continuous improvement within higher education institutions. Over time, it generated greater awareness and experience of good quality assurance practice, as well as the development of digital tools to support data-driven quality assurance and programme assessment (institutional dashboards, electronic course evaluation systems).

TEMPUS stimulated the development of a cadre of trained experts who played a key role in establishing internal QA structures and procedures, enhancing governance, accountability, and institutional effectiveness. The pool of national experts which now exists will support the operationalisation of the new Agency by providing training and capacity-building services to higher education institutions across the country.

This extended pre-history has culminated in the drafting of legislation to create a national Quality Assurance Agency. This in turn will bring Lebanon into closer alignment with EU and Bologna norms.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

Two projects in particular – the Tempus project TLQAA – Towards a Lebanese Quality Assurance Agency (2011–2013), and the Erasmus+ Capacity Building in Higher Education (CBHE) project TLQAA+ – Programme Evaluation for Transparency and Recognition of Skills and Qualifications (2016–2020)– focused on strengthening programme-level assessment and evaluation practices. The expertise acquired was subsequently applied across all academic programmes within the participating institutions, fostering a consistent and evidence-based approach to quality enhancement. This expertise will be highly valuable once the new law is approved, as the trained experts will be well positioned to support all Lebanese higher education institutions by providing guidance and training on quality assurance implementation.

The HERE Team has played a major role throughout, in fulfilment of its work plan priority on “Governance and Quality

Assurance Reform,” which is an action foreseen in the 5-year HE Strategic Plan (2022–2027). The team has worked closely with other key stakeholders:

- The Ministry of Education and Higher Education (DGHE) – in drafting and revising the QA law
- Higher Education Institutions – through capacity building and internal QA implementation
- Academic and administrative staff – enhanced skills in quality processes
- Students – indirect beneficiaries through improved academic quality and accountability mechanisms
- Academic and administrative staff – enhanced skills in quality processes

### 3. Impact Stories Compendium

- Students – indirect beneficiaries through improved academic quality and accountability mechanisms

The HERE experts moreover were able to draw on the knowledge gained from TAMs, study visits, and regional seminars organised by SPHERE. They were able to deepen their understanding of European QA standards (ENQA, ESG 2015) and best practices in establishing independent national QA agencies. The team's recent QA-related activities include:

- A webinar on "Micro-credentials: A Catalyst for Educational Innovation and Career Advancement"
- A regional workshop on Higher Education and Greening in Algeria and Lebanon
- A webinar on the Role and Impact of Artificial Intelligence in Higher Education

The team will accompany a staged follow-up once the QA law has been approved:

- Establishing the National QA Agency
- Rolling out national training programmes for institutional QA units
- Developing digital QA platforms for reporting and benchmarking
- Expanding collaboration with regional and European QA networks (e.g. ANQAHE, ENQA)

"HERE teams can play a catalytic role by linking policy dialogue, training, and European best practices within national contexts."

**Chafic Mokbel.** HERE Expert





## 3. Impact Stories Compendium

### 3.3.6 Morocco

# MOROCCO

## Autonomy and State-University Contractualisation

### Type of reform:

Legislative change/QA mechanisms implemented

### Sectoral outcome:

Digital Transformation

### Description of the impact

Morocco has adopted a new [Law 59-24 relating to higher education and scientific research](#). The process, with numerous embedded impacts, has been:

- Contractualisation indicators for universities have been reviewed and redefined (e.g. the formal contractual relationship of the universities and the ministries)
- Monitoring units are planned to ensure adaptability, allowing for contract adjustments based on changing needs and circumstances and innovation, while maintaining a stable and predictable framework.
- The [National Agency for Evaluation and Quality Assurance](#) (ANEAQ)'s mission has been expanded to include its involvement in the evaluation process for Ministry-university contracts.

- [Law 01-00](#) on the organisation of higher education will be revised with new provisions aimed at expanding the autonomy of universities and establishing a mode of governance that combines agility and performance (new contractualisation model):

The current draft of the new law 59.24 on higher education and scientific research brings major innovations in governance aimed at strengthening the autonomy of universities and the piloting of the ministry. In particular, the new law enshrines contractualisation and has established a “strategic framework for contractualisation between the State and HEIs” encouraging public-private partnerships and international openness. In addition to the university council, the 59.24 bill established a "Board of Trustees."

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces

**2024**

TAM on Autonomy and State-University Contracting

Review of Ministry-University contracts

**2025**

Expansion of the mission of the National Evaluation Agency (ANEAQ) to evaluate process of Ministry-university contracts

Adoption of the new Law 59-24 relating to higher education and scientific research

#### Role of the HERE and role Erasmus+ projects in the impact

The TAM "*Autonomy and State-University Contracting*" was organised on 20 March 2024 to compare the current contractualisation project with international practices, improve the project, and support its implementation. The fundamentals of contractualisation and autonomy governance, as well as the best practices presented, particularly at EU level, undoubtedly had an impact on the development of this law.

Since, the HERE Team has been instrumental through:

- Advisory (Animation of seminars)
- Drafting proposals
- Facilitating dialogue (profiles of HERE: director of higher Education, vice-president, deans)
- Contributing to the national training programme for university staff in "University Management and Governance"

Writing and supporting Erasmus+ Capacity Building in Higher Education (CBHE) projects such as RISE – Modernising human Resource management In South

Mediterranean higher Education (2015-2018), EQUAM-M – Enhancing Quality Assurance in Morocco (2017 – 2021),

AUDITUM – Audit and Internal Control at the Moroccan University (2017-2022) and MORHEL – MORoccan Higher Education Leadership (2023 – 2026).

"The outcomes of Erasmus+ projects, together with the Technical Assistance Missions (TAM) on State-University contractualisation, have generated a significant and lasting impact on how university autonomy is understood and operationalised. They have contributed to strengthening quality assurance practices, while highlighting the central role of governance, accountability, and institutional leadership in driving higher education reform.

These initiatives have provided concrete tools, benchmarks, and good practices that have supported both the Ministry and higher education institutions in structuring and formalising State-University contractual frameworks. Beyond operational support, they have also fostered a shift towards a more performance-based, results-oriented management culture within universities. Importantly, the lessons learned and recommendations emerging from these activities have informed and inspired key provisions of the new higher education and scientific research reform, particularly in relation to institutional autonomy, strategic planning, and contractual governance mechanisms."

**Dr. Latifa Daadaoui**, NEO Morocco

## MOROCCO

### Framework for Higher Education Digitalisation in Morocco

#### Type of reform:

Legislative change/Adoption of new policy framework

#### Sectoral outcome:

Digital Transformation

#### Description of the impact

Over the past three years, the combined work of the national HERE Team and numerous Erasmus+ projects have led to the following legislative change:

- The new Law 59.24, currently in progress, relating to higher education and scientific research. This is reflected especially through:

The institutionalization of e-learning

The creation of digital universities

The new law 59.24 requires the implementation, within five years of an integrated information system for access to student's and teacher-researchers services, human resources management, data governance and security.

- Impacts at HEI level:

- The introduction of digital skills into all curricula at HEI level
- The institutionalization of hybrid teaching
- The setup of the national committee "National reference framework for transversal digital skills and AI".

- Impacts at national level

- National framework for digital skills and AI (in progress)

- The setting up of the National Centre for the Digitalisation of Education (CNDE), considered a true spearhead of digital transformation (leading and coordinating digitalisation efforts at national level, providing resources and tools to support HEIs in their digital transition).

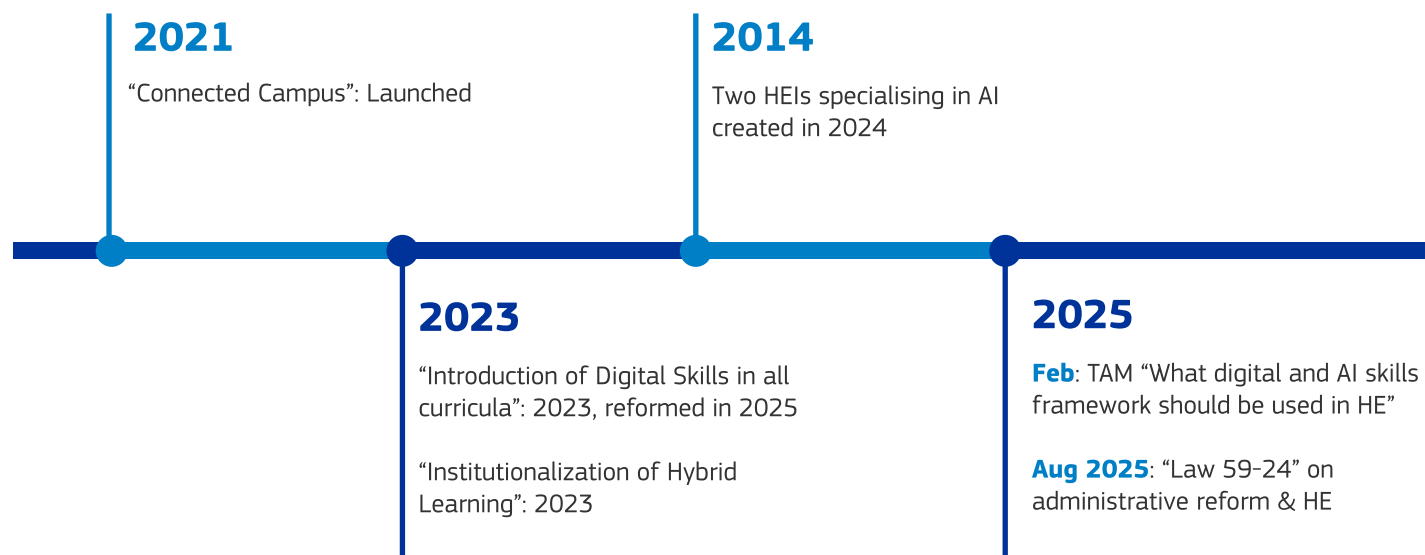
- The creation of Code 212 centers: an innovative concept to promote dual digital skills (Three centers created and 3 others in progress).

- The "Connected Campus" initiative, which aims to provide all university campuses with a high-performance network infrastructure, offering students free access to high-speed Internet. It will also enable the development of innovative digital services, such as mobile applications to facilitate student life and online learning platforms.

- The IDC Morocco (Interactive Digital Center) is another example of these flagship initiatives. This training centre, created in partnership with international players, aims to train experts in the fields of virtual and augmented reality. It will help develop the skills needed to design and implement innovative digital solutions in higher education.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The HERE team has been instrumental through:

- Good coordination with the Ministry and the Universities through the instances like the network of the presidents of universities
- The Selection of HERE team is very important as they need to be directly involved in the ongoing projects reform
- Have periodic reporting and coordination meeting with the Ministry

The Erasmus+ Capacity Building in Higher Education (CBHE) projects in the field of digitalisation have strongly contributed to anticipating needs and providing universities with resources and methodologies (inventory and needs, strategies, models, agendas, guides, e-resources, kit-tools, etc.), curricula, infrastructure and equipment (e-learning and hybrid classrooms, e-lab, recording studio, digital platform, LLL web platform, accessibility centre and learning spaces of SWD and disadvantaged populations, digital innovation hubs, competence centers, etc.) and a network of national experts trained in the field of e-learning and distance learning. These projects have had an impact on the quality and accessibility of training. Many of the project deliverables have been used in digitalisation reforms and action plans.

List of all Erasmus+ Capacity Building in Higher Education (CBHE) projects:

- MarMOOC – Shared and Open Hybrid Learning in Moroccan Universities (2016-2021)
- MathICs – Strengthening Mathematics Education by the Use of ICTs in Morocco (2021-2025)
- EXPERES – ICT applied to scientific experimentation (2015-2018)
- e-LIVES – e-Learning InnoVative Engineering Solutions (2017-2021)
- OpenMEd – A bottom-up approach for opening up education in South-Mediterranean countries(2015-2018)
- ENHANCE – strENgthening skills and training expertise for TunisiAN and MorroCan transition to industry 4.0 Era (2021-2024)
- SigmaRail – Serlous Games pour la MAintenance des infrastructures ferroviaires (2015-2019)
- CORETEV – North-South co-construction of a network of expertise for the use of new technologies in the evaluation of learning and teaching (2019-2023)

### 3. Impact Stories Compendium

- SEED4NA – SDI and EO Education and Training for North Africa (2020-2024)
- MABIOVA – Master in Applied Plant Biotechnology (2015-2019)
- FoSaMed – Enhancing Food Safety in the Mediterranean (2021-2024)
- INSIDE – Including Students with Impairments in Distance Education (2019-2023)
- INSTART – Euro-African Network of excellence for entrepreneurship and innovation (2016-2021)
- RL4Eng – Development of Remote and Virtual Laboratories for Teaching and Training Engineering in the Higher Education Institutions in the South Mediterranean (2023-2025)
- WEMag – Women Entrepreneurs in the Maghreb (2021-2024)
- ScolMar– Innovative training for Smart coastal management and Sustainable blue growth (2016-2019)
- RISE – Modernising human Resource management In South Mediterranean Higher Education (2015-2018)
- AUDITUM – Audit and Internal Control at the Moroccan University (2017-2022)



“Through their diversity and complementarity, the combined effects of the various Erasmus+ projects in the field of digitalisation, further reinforced by HERE activities, have generated a substantial impact on higher education systems. These initiatives have significantly contributed to advancing pedagogical innovation, notably through the integration of digital tools, the adoption of student-centred and blended learning approaches, and the development of more flexible and inclusive teaching models.

They have also supported the creation and consolidation of digital learning environments and management systems, enhancing institutional capacity in areas such as e-learning platforms, data

management, and digital governance. Beyond these operational improvements, Erasmus+ projects and HERE interventions have played a catalytic role in promoting reforms and shaping national and institutional strategies, drawing on European best practices and fostering greater alignment with international standards.

Overall, these efforts have not only accelerated the digital transformation of higher education institutions, but also strengthened their resilience, adaptability, and openness to innovation in an increasingly global and digital academic landscape.”

**Dr. Khalid Berrada.** HERE Morocco.



## 3. Impact Stories Compendium

### 3.3.7 Palestine

# PALESTINE

## Advancing Higher Education through a Draft Policy on Micro-Credentials in Palestine

### Type of reform:

Legislative change and adoption of national framework

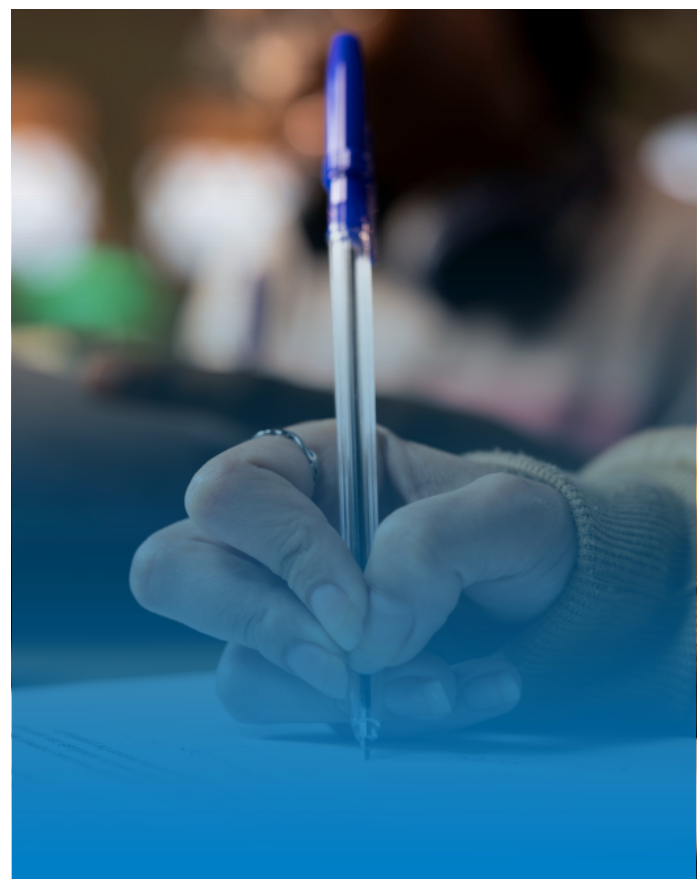
### Sectoral outcome:

QA principles, Staff development

### Description of the impact

A draft policy on micro-credentials was developed in order to formalise the recognition of short learning programmes within the national education system. It aims to support lifelong learning, enhance employability, and to align higher education with labour market needs, paving the way for more flexible and inclusive learning opportunities.

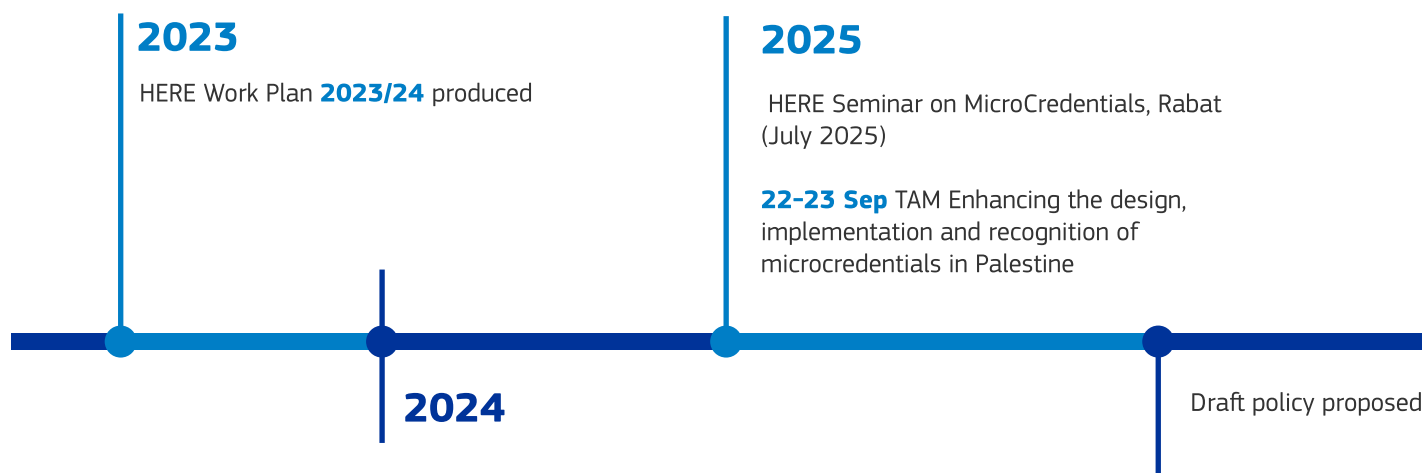
The Ministry of Education and Higher Education, the Ministry of Labour, HEIs, and vocational training institutions all participated in the drafting process, guaranteeing it wide support. This was important, given the limited national experience of micro-credentials and the need to build shared understanding among stakeholders, particularly with regard to the regulatory and institutional complexities in integrating micro-credentials within the existing higher education and qualifications framework.





### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The HERE work plan for 2025-2027 prioritised the modernisation of higher education, strengthening quality assurance mechanisms, and enhancing the recognition of short learning programmes.

The development of the draft micro-credential policy is wholly in line with this aim, contributing to flexible and inclusive learning system that promotes lifelong learning, employability, and alignment with European and international standards. The HERE team participated in the drafting process, facilitating dialogue among the various stakeholders. Under the SPHERE umbrella, it organised a two-day TAM entitled “Towards Better Micro-credentials in Palestine: Design, Implementation, and Recognition”, held on 22-23 September 2025.

The webinar was designed to explore the increasing significance of micro-credentials as innovative tools that can strengthen the quality of education and improve the employability of graduates. Design, implementation and recognition were all aspects to be addressed. Key topics included:

- The rationale behind micro-credentials
- Core objectives and foundational principles
- Identification of key stakeholders and target groups

- Co-design approaches for micro-credentials
- Stakeholder engagement and quality assurance frameworks
- Accreditation processes and strategic road-mapping
- Integration and stackability options, a session facilitated by Dr. Mitchell Peters, Senior Researcher at the Universitat Oberta de Catalunya, a recognised expert in the field of higher education and micro-credentials.

Further follow-up is envisaged for 2026 and beyond. Embedding a micro-credential system in HE takes time, while its take-up by employers requires an even longer perspective. The vision of the HERE team and the stakeholders is long-term.

**“Micro-credentials in Palestine represent an important step toward flexible, inclusive, and skills-oriented education, empowering learners to meet the evolving needs of the labour market and lifelong learning.”**

**Dr. Muammar Shteivi.** Head of the National Commission for Accreditation, and Quality of Higher Education Institutions.

## 3. Impact Stories Compendium

### 3.3.8 Tunisia

# TUNISIA

## Enhancing Green Education in Tunisia

### Type of reform:

Adoption of new policy framework

### Sectoral outcome:

Stakeholder inclusion, green transition

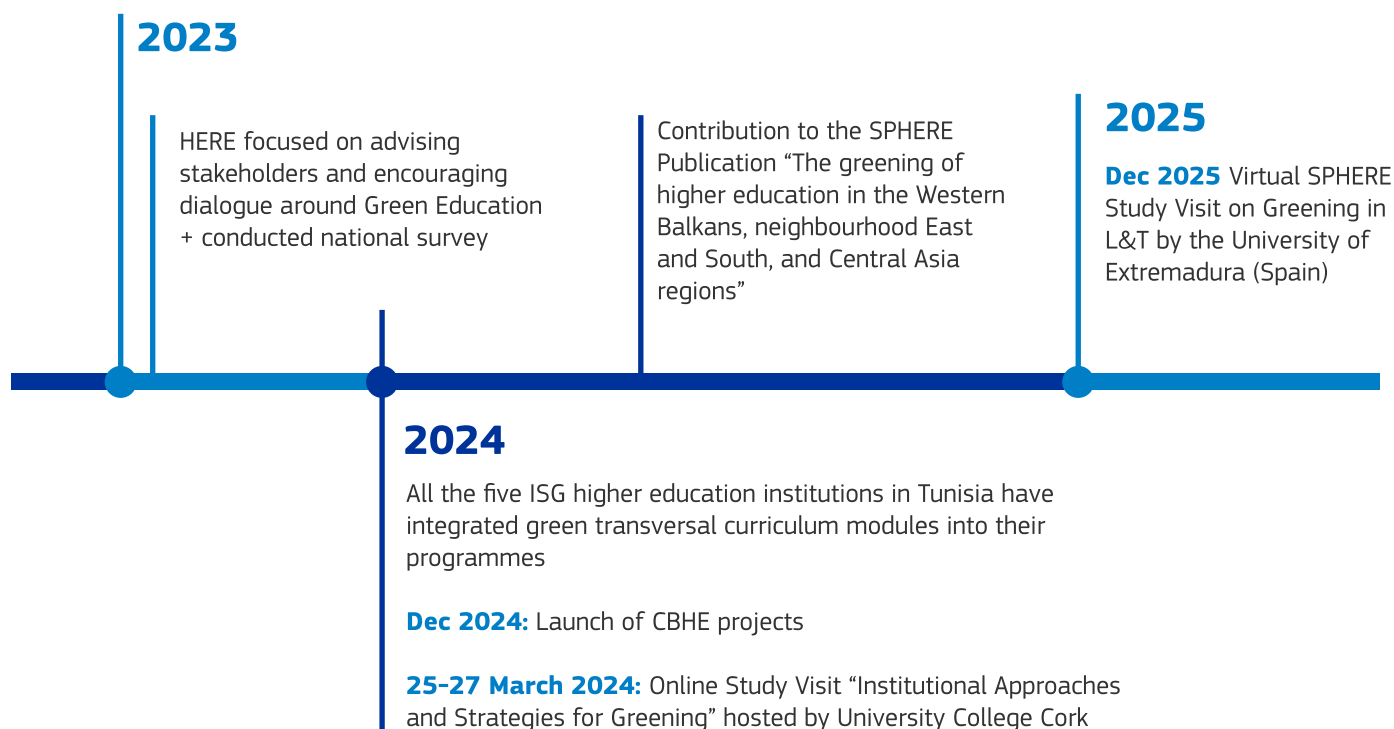
### Description of the impact

Following participation of HERE members in SPHERE activities on Greening in HE, recommendations have been addressed to the ministry, to sensitise about the importance of considering modules on greening in HE programmes. Transversal modules related to greening and sustainability: As of 2024, some Higher Institutes of Management (Institut Supérieur de Gestion: ISG), such as the ISG of Tunis, have integrated green transversal curriculum modules into their programmes. Indeed, other faculties began the adoption of green modules in their programmes. Erasmus+ CBHE projects in greening area in education prepared by Tunisian professors have been increased in the last 2 years.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The HERE played a key **advisory and facilitative role** in promoting Green Education in Tunisia. Their efforts centred on fostering dialogue, raising awareness, and aligning national practices with European standards.

- **Advisory and facilitative role:** HERE focused on advising stakeholders and encouraging dialogue around Green Education.
- **Survey initiative:** A first draft of a national survey on Green Education was conducted by the NEO and HERE teams.

#### ● National event:

- A national seminar on “Green Education in Higher Education: Issues and Challenges” was held on 26 June 2024.
- The event gathered a large and diverse audience, including universities, research institutions, and public authorities.
- It was organised in collaboration with the EU-funded ARESSE project, a National Project Supporting Research and Higher Education in the Environmental Sector (ARESSE), funded by the European Union (ENI/2023/443-681), which also works on Green Education.

### 3. Impact Stories Compendium

#### ● Objectives and discussions:

- Defined the concept and key dimensions of Green Education.
- Presented [European benchmarks and good practices](#).
- Assessed the [current state of Green Education in Tunisia's higher education system](#).
- Identified [best practices and challenges](#).
- Encouraged universities to [develop their own Green Education strategies](#).

#### ● Outcomes and impact:

- Raised awareness among key stakeholders, including the Ministry of Higher Education.

- Initiated a [national reflection process](#) to develop a [reference framework for Green Education](#)

- Started a [collection of good practices](#) as a foundation for national policy development.

HEREs involvement has been instrumental in establishing Green Education as a national priority in Tunisia by linking European expertise, promoting policy dialogue, and initiating a coordinated framework for sustainable education practices. The positive attitudes and proactive engagement of the HERE team were key drivers in strengthening the national understanding and implementation of Green Education in Tunisia. Through their commitment and expertise, the HEREs managed to translate the European Union's priorities on sustainability and the Green Transition into tangible national actions within higher education.



## TUNISIA

### A Rising Path: ATEA's Journey into the Global Constellation of Quality Agencies

#### Type of reform:

Adoption of new policy framework

#### Sectoral outcome:

Stakeholder inclusion/Recognition

#### Description of the impact

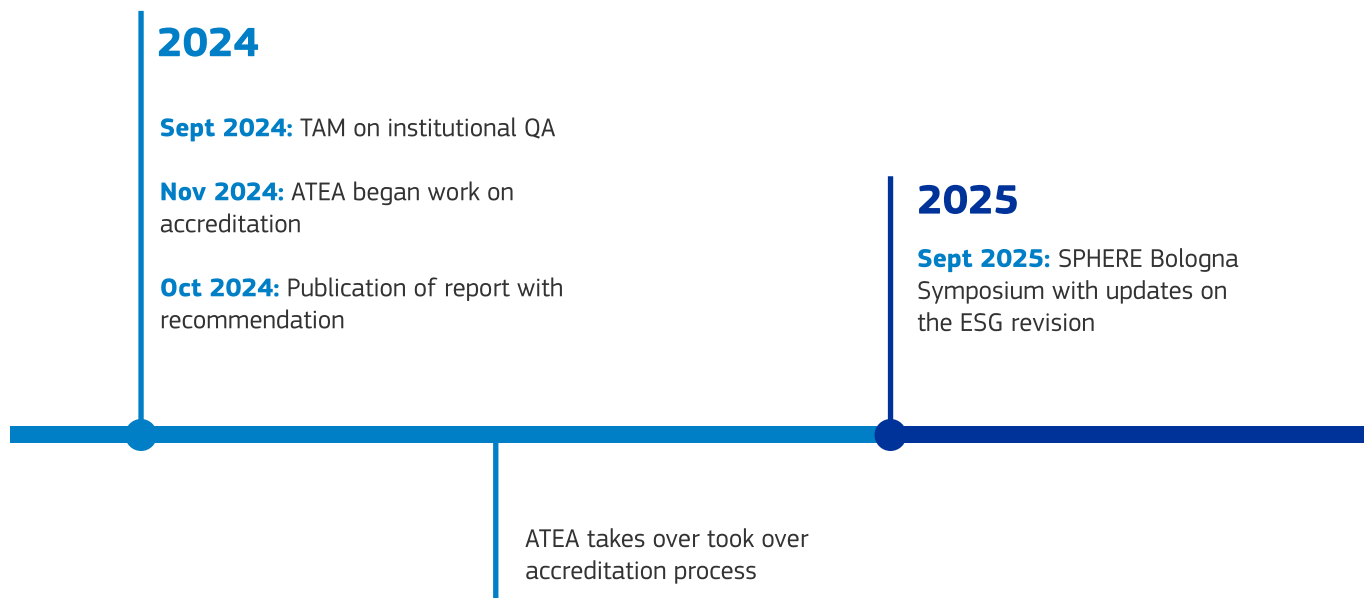
In September 2024, a two-day Technical Assistance Mission (TAM) focused on "Quality assurance and accreditation in higher education in Tunisia" was organised. This mission marked a strategic turning point for the ATEA agency, Tunisia's national quality assurance agency - (Agence Tunisienne d'Évaluation et d'Accréditation). Through a practical case study, participants co-developed a first draft of an institutional accreditation framework, structured around nine key domains. The workshop led to concrete recommendations, a formal report, and a publication that laid the groundwork for future actions. The presence of a leading expert from one of the most prominent international networks of quality assurance agencies added credibility and momentum to the agency that joined this network. Two months later, ATEA's Scientific Council began working on the accreditation dossier, using the TAM outputs as a starting point—particularly the framework, intervention areas, and accreditation types. The Council took over the process internally.



### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces

The change has already begun. The ATEA Scientific Council initiated work on the accreditation dossier, using the outputs of the TAM as a starting point—particularly the framework, intervention areas, and types of accreditation. The Council subsequently took ownership of the process internally.



#### Role of the HERE and role Erasmus+ projects in the impact

The role of HERE was advisory and facilitating dialogue. The consolidation of ATEA marks a pivotal shift in Tunisia's higher education landscape. Supported by Erasmus+ programmes and the strategic engagement of the HERE Team, ATEA is driving a systemic transformation centred on quality assurance, institutional accreditation, and stakeholder inclusion. Through targeted TAMs, ATEA has developed foundational tools such as accreditation frameworks and evaluation standards.





## TUNISIA

### The Breath of Change: From Expertise to Influence – Building a National Reform Community

#### Type of reform:

Legislative change

#### Sectoral outcome:

Stakeholder inclusion/ recognition, University autonomy

#### Description of the impact

The creation of a national think tank of higher education reform experts under the Erasmus+ programme and related HERE activities has transformed project-level engagement into systemic policy impact. Through their active engagement in the discussions on the 2026–2030 Sectoral Development Plan for Higher Education in Tunisia, several HERE Tunisia experts contributed to shaping a reform agenda that considers international standards, evidence-based practices and selected TAM recommendations into a coherent and forward-looking national framework. A notable example of this contribution is the integration of innovative approaches to flexible and skills-based learning into the Plan. Drawing on the TAM on “Micro-Certifications in an Innovative University System”, held in Tunisia on 18–19 September 2025, HERE experts proposed the inclusion of a national strategy for micro-certificates, micro-credits, and digital badges. These concepts were subsequently incorporated into the strategic axis dedicated to aligning academic programmes with labour market and societal needs. The plan now explicitly promotes the development of micro-certificates in partnership with industry, the recognition of learning through micro-credits, and the implementation of digital badges to validate competencies acquired both within and outside formal degree programmes. This contribution supports a more flexible, inclusive, and internationally aligned higher education system, strengthens lifelong learning opportunities, and enhances graduates' employability by enabling students and professionals to acquire targeted skills that respond rapidly to evolving labour market demands.

Supported by the National Erasmus+ Office, the think tank fosters a national reform community that promotes dialogue, participatory governance, and strategic coordination. Its initiatives—such as policy briefs on university autonomy, collaboration on the Erasmus+ Capacity Building in Higher Education (CBHE) project DIRASA – Définition d'un renouvellement de la gouvernance de la recherche en Tunisie (2023-2026) and the TAMs on “Internationalisation of Higher Education Institutions” held 14–15 November 2024, the “Third Mission of the University: Partnership for Social and Economic Development” on 9–10 July 2025—have strengthened institutional capacity, autonomy, and innovation, creating a sustainable ecosystem for higher education reform in Tunisia.

For instance, the TAM on “Internationalisation of Higher Education Institutions” catalysed collective reflection on the internationalisation of the Tunisian higher education system. The discussions helped identify the main challenges and opportunities related to internationalisation, while highlighting the need for a more integrated, and structured approach. The TAM also contributed to defining a strategic roadmap for the development of a national internationalisation strategy by establishing action priorities and common guidelines for higher education institutions. The recommendations formulated, therefore, laid the foundations for a coherent national strategy, adapted to the Tunisian context and aligned with contemporary international dynamics.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

Between 2023 and 2025, the HERE team significantly advanced higher education reform in Tunisia through several TAMs and related initiatives. Key activities included TAMs on “Autonomy and contractual arrangements between the government and universities: Lessons learnt, issues and challenges for universities – Perspectives from the EU, Morocco and Tunisia” (20-21 March 2024), “Quality assurance and accreditation in higher education in Tunisia” (26-27 September 2024), “Internationalisation of Higher Education Institutions” (14-15 November 2024), “Higher Education and Scientific Research: Levers of Technology Transfer for a More Impactful Socio-Economic Contribution” (21-22 January 2025), and “Third

Mission of the University: Partnership for Social and Economic Development” (9–10 July 2025). These missions produced policy briefs and reports that guided the Ministry and universities in improving governance, autonomy, quality, and international collaboration. Participation in the SPHERE Seminar “Universities' third mission: Partnering for social and economic development” held on 13-14 May 2024 in Samarkand, Uzbekistan deepened understanding of universities' societal roles. The SPHERE Study Visit “Inclusive Internationalisation: From Good Intentions to Measurable Outcomes” held on 3-4 October 2024 in Ghent, Belgium, provided practical insights into measuring and enhancing global engagement.



“We’ve shifted from relying on individual expertise to embracing collective intelligence. That is the lasting impact: a community that continues to collaborate and thrive for the benefit of our higher education system.”

**Prof. Sonia ABDELHAK**, HERE Tunisia

### 3. Impact Stories Compendium

#### 3.4 Western Balkans

##### 3.4.1 Bosnia and Herzegovina

## BOSNIA AND HERZEGOVINA

### Advancing Professional Qualifications in the Western Balkans: The Multi-Annual Action Plan on the Regional Economic Area and Regional Agreement Negotiations

#### Type of reform:

Legislative change & adherence to an international framework

#### Sectoral outcome:

Stakeholder inclusion and recognition of underrepresented groups in decision-making, digitalisation policy, Improvements in alignment with Bologna tools.

#### Description of the impact

Over the past three years, Bosnia and Herzegovina has adopted new recognition procedures and harmonise with the EU Directive on Regulated Professions.

The following agreements were negotiated, signed and entered into force:

- Agreement on the Recognition of Higher Education Qualifications;
- Agreement on the Recognition of Professional Qualifications of Doctors of Medicine, Doctor of Dental Medicine and Architects;

- Agreement on the Recognition of Professional Qualifications of Nurses, Veterinarians, Pharmacists and Midwives in the Context of the Central European Free Trade Agreement;

- Agreement on Access to Higher Education and Admission to Studies in the Western Balkans.

All four agreements entered into force by completion of ratification procedure.

### 3. Impact Stories Compendium

#### Role of the HERE and role Erasmus+ projects in the impact

HERE Team members were involved in different phases of the process. It included negotiation process itself, in the country and at international level; numerous meetings and consultations were held with different stakeholders. Several TAMs were dedicated to the topic; Finally, involvement of HERE experts is continuous in integration processes and full implementation of the Bologna goals. There were several projects addressing recognition procedures such as the Erasmus+ Capacity-Building in Higher Education (CBHE) project SMEQA - Strengthening Capacities and Mechanisms for Enhancement of Quality Assurance System in Higher Education in Bosnia and Herzegovina (2024-2026) and other projects that can be consulted at [www.cip.gov.ba](http://www.cip.gov.ba).



## 3. Impact Stories Compendium

### 3.4.2 Kosovo

# KOSOVO

## Integration of AI tools in Higher Education

### Type of reform:

National and institutional strategies

### Sectoral outcome:

Digital Transformation, AI, Stakeholder Inclusion, Green transition

### Description of the impact

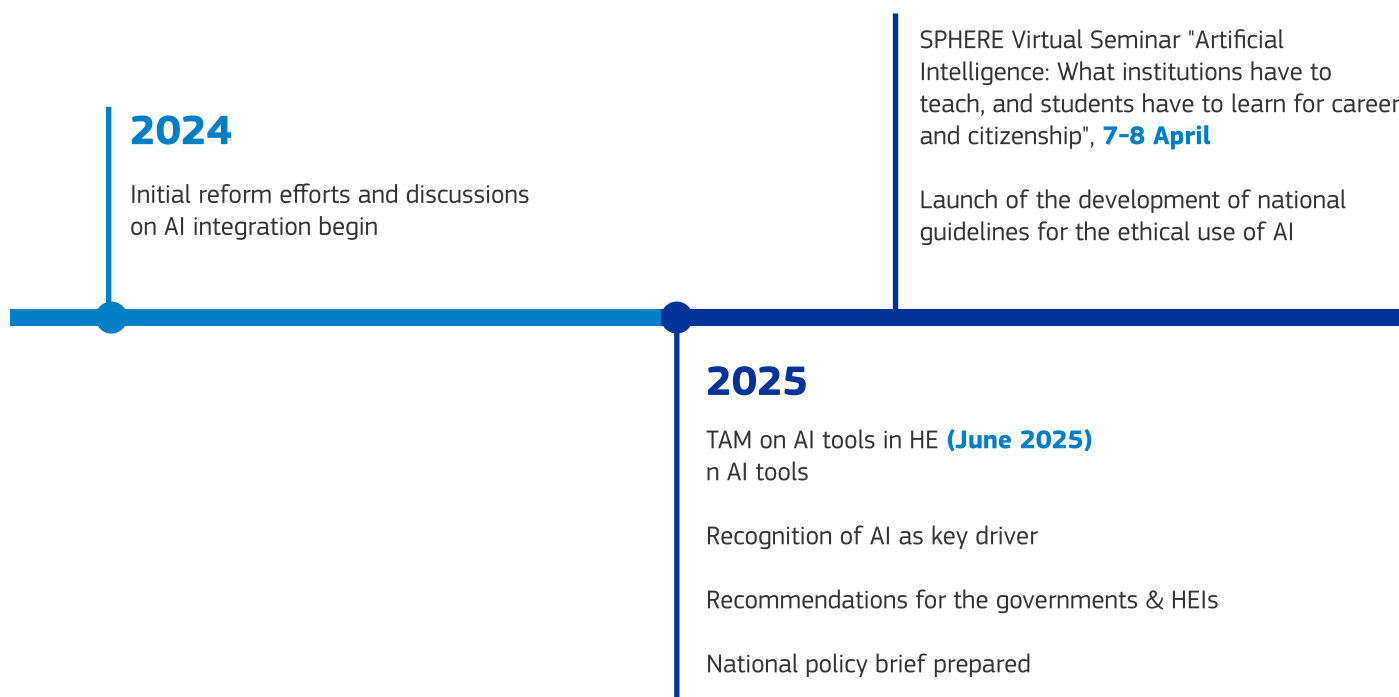
The initiation of drafting national-level guidelines on academic integrity, as well as the revision of institutional codes of conduct to explicitly address emerging challenges such as contract cheating and the use of generative AI. The reform process linked to the integration of AI tools in higher education began before the preparation and organisation of the Technical Assistance Mission on the same topic “[Integration of Artificial Intelligence Tools in Higher Education](#)” but culminated in the seminar held online on 26–27 June 2025. This event marked the first milestone by raising national awareness, bringing together and fostering dialogue between university leadership, academic staff, policymakers, and international experts to exchange views on the opportunities and risks of AI in higher education. Key outcomes included the recognition of AI as a driver of pedagogical and institutional transformation, the need for clear institutional and national strategies, and the importance of aligning AI integration with ethical standards and quality assurance. The seminar generated concrete recommendations for government and higher education

institutions, including hints on the development of national guidelines for ethical AI use, investment in digital infrastructure, and long-term capacity building for faculty and administrators. Beyond 2026, higher education institutions are expected to continue developing and refining institutional AI strategies, embedding AI literacy in curricula, and piloting innovative teaching and assessment practices. University of Prishtina adopted a guide in March 2026, for the use of generative artificial intelligence (Gen AI) by its students. It promotes a responsible and thoughtful use of these technology tools, in line with the highest European and global standards. At the national level, further results may include the adoption of national guidelines and regulatory frameworks for ethical and responsible AI use in higher education.

As a direct policy follow-up, a national policy brief is going to be prepared to guide decision-makers in advancing responsible and inclusive AI integration across Kosovo’s higher education system.

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces



#### Role of the HERE and role Erasmus+ projects in the impact

The HERE team, working within the SPHERE framework, played a central role in ensuring that the TAM was not just informative but also policy oriented, by facilitating dialogue that connected institutional needs with national policy priorities. Their involvement helped bridge the gap between practical experiences at the university level and the strategic considerations of the Ministry of Education, Science, Technology and Innovation. The Higher Education Reform Experts (HERE) team and the Kosovo Erasmus+ Office were reinforced in their role as facilitators of reform dialogue, connecting international expertise with local needs and contributing to the preparation of a national policy brief that will guide future reforms.

The TAM was reinforced by broader EU initiatives, especially Erasmus+ Capacity-Building in Higher Education (CBHE) projects supported Kosovo's universities in their digital transformation and innovation in teaching by fostering collaboration with European partners and promoting ethical technology use. Relevant examples include TKAEDiTE – Transforming the Kosovo and Albanian Education System by introducing Digital Technology in Teacher Education (2023-2026) and STEFORA – STEM For All (2023-2024). Erasmus+ mobility programmes further strengthened academic staff's digital and pedagogical skills, enabling better integration of AI. Together, the TAM seminar, the HERE network, and Erasmus+ initiatives created strong policy–practice links and ensured alignment with European higher education priorities.



## KOSOVO

### Academic Integrity in Higher Education

#### Type of reform:

Raising awareness within HE sector, update of HEIs institutional strategies

#### Sectoral outcome:

Digitalisation policies and strategies, academic integrity, green transition

#### Description of the impact

The TAM seminar on “Academic Integrity: Challenges and Solutions in Higher Education,” held in Pristina on 19 June 2025, served as a key milestone in advancing awareness and structured dialogue on academic honesty within Kosovo’s higher education system. The event brought together representatives from ministries, universities, and international experts to examine pressing challenges such as plagiarism, contract cheating, and the rapidly emerging issue of generative AI in teaching and assessment. Participants not only discussed these challenges but also explored practical solutions, including the adoption of digital plagiarism detection tools, the establishment of ethics committees at institutional level, and the need for systematic training programmes for both staff and students. In this context, the Kosovo Erasmus+ Office also organised a meeting with ethics committee members, providing a platform to share experiences, strengthen institutional mechanisms, and promote a coordinated approach to safeguarding academic integrity. A round table with HERE experts as follow-up activity of this TAM reinforced these discussions by focusing on the integration of ethical education across curricula and within governance structures, ensuring that principles of transparency, accountability, and responsibility are embedded in institutional culture. This two-step process — combining policy-level dialogue with academic practice — generated momentum for national policy development and institutional reform. Concrete outcomes include the initiation of drafting national-level guidelines on academic integrity, as well as the revision of institutional codes of conduct to explicitly address emerging challenges such as

contract cheating and the use of generative AI. At the institutional level, several universities have strengthened or initiated the establishment of ethics committees and have begun piloting the systematic use of digital plagiarism detection tools to support academic staff in assessment processes. In addition, targeted capacity-building measures have been introduced, including training sessions for academic staff and awareness-raising activities for students on academic honesty and responsible use of AI in learning and assessment.

These developments have been reinforced through structured dialogue between the Ministry, higher education institutions, and HERE experts, contributing to the gradual alignment of institutional practices and policy approaches. While still at an early stage, these actions lay the groundwork for a more coherent and system-wide framework for academic integrity, in line with European standards and Bologna Process commitments.

“This workshop organised by HERE address national priorities and place digitalisation at the heart of higher education reform. By driving adaptation to the newest technological developments and investing in digital transformation, we ensure that our education system empowers young people with the future skills essential for national progress and global competitiveness”

**Ms Qamile Sinanaj.** HERE representative from Ministry of Education and Science

### 3. Impact Stories Compendium

#### Visual timeline Impact Factors and Driving Forces

**2025**

TAM on Academic Integrity (**June 2025**)

Meeting with ethics committee members

Round table with HERE experts

Drafting guidelines, revision of codes of conduct, and the piloting of ethics-focused initiatives

#### Role of the HERE and role Erasmus+ projects in the impact

The HERE experts contributed by shaping the agenda, facilitating discussions, and ensuring that the outcomes went beyond awareness-raising to provide concrete policy and institutional recommendations. A follow-up consultation with HERE experts deepened the impact of the TAM by encouraging reflection on how academic integrity can be systematically embedded into curricula and institutional frameworks. Through this activity, HEREs emphasized the need for ethical education to be an integral part of governance and teaching, thus linking classroom practice with broader policy reforms. Their advisory role was critical in highlighting the importance of transparency, accountability, and responsibility, and in proposing concrete measures such as ethics committees, codes of conduct, and training programmes for staff and students.

Several EU-funded initiatives have supported the same reform agenda in higher education. Erasmus+ Capacity Building in Higher Education (CBHE) projects in Kosovo and the Western Balkans have enhanced university governance, transparency, and ethical standards. For instance, the project TKAEDiTE – Transforming the Kosovo and Albanian Education System by introducing Digital Technology in Teacher Education (2023-2026) modernised teacher education and introduced digital tools to monitor and prevent academic misconduct. Erasmus+ mobility projects further reinforced these goals by familiarizing staff and students with European integrity standards. Additionally, other Erasmus+ Capacity Building in Higher Education (CBHE) project on inclusion of women in STEM fields STEFORA –STEM For All (2023-2024) have provided training and policy dialogue that complement and strengthen the outcomes of the TAM activity.



## 3. Impact Stories Compendium

### 3.4.3 Montenegro

# MONTEGRO

## Impact of Montenegrin HERE Team Activities on Policy Reform

### Type of reform:

Legislative change/Adherence to an international framework

### Sectoral outcome:

Digital Transformation, Stakeholder inclusion

### Description of the impact

Over the past years, the combined work of the national HERE Team, TAMs and numerous Erasmus+ projects have led to policy reform in particular on the topic of Plagiarism in Higher education, Intellectual property rights & Flexible learning: Plagiarism:

- A TAM seminar on “Plagiarism in Higher Education - awareness, threats and consequences” held 26-27 February 2024, aimed at raising awareness of the academic community of the issue of plagiarism, discussing the rational basis of plagiarism, its, complexity, types, practice examples, plagiarism detection mechanisms, national and international policies to combat plagiarism, as well as to present so far achievements of the Ethics Committee in Montenegro related to academic integrity.

- A Law on Academic integrity 2019 was presented and discussed by the Ethics Committee of Montenegro, promoting principles of Academic integrity and monitoring the implementation of the Ethics Charter. All relevant institutions were recommended to create and implement specific policies and guidelines for the use of AI tools, such as ChatGPT, and offer training and resources for students, universities, and staff on academic integrity and the responsible use of AI tools in education.

Intellectual property rights:

- A TAM seminar on “Intellectual property rights and copyright at higher education institutions” held 13 – 14 March 2024 aimed to raise awareness about intellectual property rights (IPR), explain their key concepts to relevant stakeholders, and highlight the importance of IPR and its management for the academic community.

- Further efforts of national authorities related to discussing and elaborating this issue were highly recommended, the seminar raised interest of relevant stakeholders in the topic, stimulated discussion and liaison between different stakeholders in the country on IPRs, since the knowledge on who is doing what was lacking. The follow-up event, held on 29 October 2024 boosted interest in the topic, the main conclusion was to create the common institutional approach instead of particular approaches of HEIs and to further strengthen cooperation with national authorities responsible for IPR, and thus create framework for the impact at policy level.

### 3. Impact Stories Compendium

Flexible learning & micro-credentials:

- A TAM seminar on “Flexibilisation of Learning and Micro-Credentials in Higher Education: Role of Universities, Policymakers and the Business Sector” held on 27–28 May 2025 aimed to open the discussion on the current status of micro-credentials as a new form of education in Montenegro, involving various stakeholders such as HEIs, the business sector, policy and decision-making authorities; discussing the legislative framework and challenges on the rise in that respect among wider stakeholders.
- In parallel, the Erasmus+ Capacity Building in Higher Education (CBHE) project CRED4TEACH – MOOC-based micro-credentials for teacher professional development (2023–2026) has contributed to strengthening the discussion on micro-credentials in Montenegro, particularly in relation to teacher professional development and flexible learning pathways.
- The new Law on Higher Education, adopted in 2025, includes provisions on micro-credentials (Article 102 – Special programmes in higher education; Article 103 – micro-credentials).

#### Role of the HERE and role Erasmus+ projects in the impact

HERE team has played a key role of advisory; facilitating dialogue; providing recommendations to national authorities and decision-makers, HEIs and all relevant stakeholders. HERE members raised awareness of topics that are of strategic importance for HE policy in the country. the HERE team provides recommendations to decision-makers, connecting both European best practices and the specific needs of local higher education institutions. HERE Team publication titled “Reforms Inside” is an issue worth mentioning. The National Erasmus+ Office supports the creation of HERE team publications, which address various topics significant for the Montenegrin higher education system. So far, five editions of this publication have been published (the 5th edition of the publication was published in December 2024). The 6th edition of the HERE publication is expected to be published.

“The HERE team has had and will have a great impact on the future prospects of higher education overall in Montenegro. Taking into consideration the fact that Montenegro has a small academic community and that the HEREs covers the whole community, it is of utmost importance to have such a body which will maintain coherence and impose new topics for alignment with the ERA.

HERE's perspective will continue to support reform, strengthen cooperation, and ensure quality assurance. Their perspective should be oriented toward greater integration of AI, student-centred and flexible learning, sustainability and social inclusion, as well as links with business and industry. Because higher education must continue to evolve, HERE team will remain an important contributor, always staying ahead of the current situation and predicting new potential hot topics.”

**Prof. Mira Vukčević**, University of Montenegro, HERE team president



# **Annex: Survey Template**

# Introduction

The SPHERE Team is preparing the 2025 publication on policy reform impact in HERE countries. This publication will collect concrete examples and qualitative accounts of how HEREs and their activities have contributed to national and institutional policy development, supported by other EU-funded instruments such as Erasmus+. The intention is to capture ‘impact stories’, which trace different impacts and factors that lead to policy reform, catalysed by the work of the HERE.

We invite all **HEREs** and NEO to take part in this survey to help us build these impact stories. As a national team (NEO and HERE should work together to fill out one response to this survey), you will be asked to identify impactful initiatives, case studies, and examples of policy change driven or supported by HERE actions. Your input will help ensure that the publication reflects the real contributions and experiences of HEREs, and that these success stories can be shared with national and EU policymakers, as well as with the wider higher education community.

## PART A – CONTACT INFORMATION

- Name and surname of focal person for this survey in your country
- Country
- Email
- Names of other contributors from your HERE Team to this survey
- Do your HEREs also participate in Erasmus+ projects? If so, please list them (including websites where possible)

## PART B – MONITORING AND MEASURING IMPACT 2023-2025

The 2025 SPHERE publication aims to analyse the impact of the HERE initiative on higher education policy reform across partner countries. The methodology builds on information you have already provided through the 2023 annual work plans

and their 2024 updates, which were prepared in coordination with NEOs, national authorities, and HERE teams. These work plans outline the priorities set at national level, planned actions, and expected contributions of the HERE initiative to policy development. Elements of these priorities and actions are also reflected in the published Country Pages, which document progress and key developments over time. This survey is a key part of the evidence-gathering process: it seeks to gather concrete examples, evidence, and qualitative insights from HERE teams on the outcomes and changes that have resulted from the activities and priorities defined in past work plans.

## QUESTIONS

### Presenting Impact Stories

Please select a minimum of one and a maximum of three impact stories that you would like to tell, linked to the previous outcomes. For each impact story, consider the demonstrable role that HERE and the SPHERE initiative has played, as well as other EU programmes.

- **Which impact stories will you present?**

By selecting one, two, or three, the corresponding fields will appear below so you can fill in each impact story separately.

## IMPACT STORY 1

### Impact Story 1 | Defining the impact outcome

- Question 1. Title of the impact story
- Question **1.1 Identify key structural outcomes**  
For each impact story, please select the main types of policy outcomes in your country that resulted from, or were supported by, HERE-related activities. Please choose at least three.



## Annex: two institutional case studies

|                             | Select all that apply                                                                                                                                                                                                                                                                                  | Other* Please specify |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Policy reform</b>        | <ul style="list-style-type: none"> <li>• Legislative change</li> <li>• Adoption of a national framework</li> <li>• Adherence to an international framework</li> <li>• A new agency or regulatory body</li> <li>• Adoption of a national strategy</li> <li>• Other*</li> </ul>                          |                       |
| <b>Institutional reform</b> | <ul style="list-style-type: none"> <li>• New governance body</li> <li>• Update HEI strategy</li> <li>• QA mechanisms implemented</li> <li>• New institutional structures developed</li> <li>• Other*</li> </ul>                                                                                        |                       |
| <b>Capacity building</b>    | <ul style="list-style-type: none"> <li>• New skills developed in a target population</li> <li>• Systematic training offers for target populations</li> <li>• Participation in E+ Capacity Building projects</li> <li>• Coordination of international cooperation projects</li> <li>• Other*</li> </ul> |                       |

### Question 1.2 Identify key thematic or sectorial outcomes

From each impact story, please select at least the main thematic or sectorial outcomes:



## Annex: two institutional case studies

|                               | Select all that apply                                                                                                                                                                                                                                                                                                                                                                 | Other* Please specify |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| <b>Stakeholder inclusion</b>  | <ul style="list-style-type: none"> <li>• Broader participation of students, academic staff, or underrepresented groups in decision-making,</li> <li>• New statistical categories related to disadvantaged groups</li> <li>• Adopting inclusion and diversity policies</li> <li>• Other “third mission” programmes or policies</li> <li>• Other*</li> </ul>                            |                       |
| <b>Digital transformation</b> | <ul style="list-style-type: none"> <li>• Implementation of new digital platforms/tools at national or institutional level</li> <li>• New digitalisation policy or strategy</li> <li>• Legislative change to accommodate and recognise online and hybrid learning</li> <li>• Financing for digital infrastructure</li> <li>• Other*</li> </ul>                                         |                       |
| <b>Green transition</b>       | <ul style="list-style-type: none"> <li>• Sustainability-oriented green policies targeting and recognising HE</li> <li>• Pilot projects /HEI funding incentivisation</li> <li>• Metrics and monitoring for greening introduced (in QA, in sectoral assessment)</li> <li>• Obligatory curricula/transversal modules related to greening and sustainability</li> <li>• Other*</li> </ul> |                       |
| <b>Recognition</b>            | <ul style="list-style-type: none"> <li>• Improvements in alignment with Bologna tools (mobility/ recognition)</li> <li>• Set-up of national recognition structure</li> <li>• Funding for mobility</li> <li>• Support to university internationalisation strategies and offices</li> <li>• Other*</li> </ul>                                                                           |                       |
| <b>Other (s)*</b>             | Question: If applicable, please specify any other thematic or sectoral outcomes not covered in the options above.                                                                                                                                                                                                                                                                     |                       |

\* Question 1.3 **Description**: What was the outcome (briefly describe)?

\* Question 1.4 **Policy area**: Which reform priority or thematic area does it address (e.g., quality assurance, governance, inclusion)?

\* Question 1.5 Which **stakeholders** benefited or were affected by this outcome (ministries, HEIs, students, civil society, others)?

\* Question 1.6 **Timeline**: When did the change occur (key milestones)?

\* Question 1.7 **Evidence and Indicators**: How can this be verified (e.g., law published, strategy approved, number of institutions adopting changes)? Give web addresses to substantiate where appropriate or upload documents.

\* Question (If applicable) Please upload supporting file(s) related to the evidence and indicators described above.

Annex: two institutional case studies

Impact Story 1 | Contribution of HERE and SPHERE

- \* Question 1.8 Describe which HERE actions (TAMs, study visits, seminars, consultations) contributed to this outcome and why/how. (300 words max)
- \* Question 1.9 Mention other programmes or projects (e.g., Erasmus+ CBHE) that supported the same result.
- \* Question 1.10 Specify the role of HERE experts (advisory, drafting proposals, facilitating dialogue, piloting new tools).

Impact Story 1 | Relevance to EU and National Priorities

- \* Question 1.11 How does this outcome reflect the priorities defined in your 2023 and 2024 work plans?  
You can check the most recent results of the Work Plans on the Country Pages, [available here](#).
- \* Question 1.12 Does it contribute to EU higher education policy objectives or Bologna Process commitments? (EU Green Deal, Accession, Global Gateway.... Please be specific).

Impact Story 1 | Quality and Future Outlook

- \* Question 1.13
- \* Question 1.14 Please explain in a few sentences.
- \* Question 1.15 Are follow-up actions or further results expected beyond 2026?

Impact Story 1 | Challenges, Enablers, and Lessons Learned

- \* Question 1.16 What key drivers helped make this change happen? (Highlight collaborative efforts with ministries, EU delegations, HEIs, or other actors that were decisive in achieving results)
- \* Question 1.17 What barriers or challenges were faced along the way?
- \* Question 1.18 What lessons learned could be valuable for other HERE teams?

| Rating item                                                                                                  | Rating    |
|--------------------------------------------------------------------------------------------------------------|-----------|
| * How significant or transformative is this change for your higher education system? Rate on a scale of 1-5. | ★ ★ ★ ★ ★ |



**Impact stories in higher education policy reform:  
A compendium of examples from third countries neighbouring the EU**

**2026**



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